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АНГЛИЙСКИЙ ЯЗЫК

Практикум

*Учебно-методическое пособие
для студентов неязыковых
специальностей*

*Витебск
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Данный практикум рекомендуется для студентов дневного отделения неязыковых специальностей университета.

Практикум предназначен для развития устной речи у студентов неязыковых специальностей. Он включает методические разработки, 9 тем и 2 части современных аутентичных публицистических текстов, предназначенных для реферирования и аннотирования.

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ПРЕДИСЛОВИЕ

Настоящий практикум предназначен для студентов дневной формы обучения неязыковых специальностей всех факультетов высших учебных заведений. Цель практикума – совершенствовать коммуникативную компетенцию в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной; дать более глубокие знания многофункциональной направленности; содействовать совершенствованию сформированных ранее навыков устной речи; развить умение излагать информационный материал, а также сформировать новые умения в устном общении.

Настоящий практикум состоит из 9 модулей, приложения в двух частях, включающего тексты социокультурного, социально-политического, учебно-профессионального и производственного общения для реферирования и аннотирования, и списка литературы.

Практикум строится на основе методических принципов, способствующих совершенствованию коммуникативных навыков будущих специалистов в свете социального заказа на современном этапе. Тематическое содержание пособия соответствует требованиям современной типовой программы. Лингвострановедческая ориентация текстов, включающих как функциональную страноведческую информацию, так и фоновую, содержащую сведения о культуре, нормах и традициях общения на английском языке, обеспечивает устойчивость коммуникации. Тексты, используемые в пособии, способствуют реализации не только практических, но и воспитательно-образовательных целей обучения. Они являются оригинальными и снабжены словарем и пояснениями. Учебная цель текстов – совершенствовать умения разных видов чтения, служить

познавательным источником, расширяющим и углубляющим эрудицию студентов и дающим возможность вести беседу по соответствующей теме.

Задачи практикума (развитие у студентов навыков чтения и понимания текстов страноведческой, социокультурной и социально-политической направленности; умение выделять основную информацию и передавать содержание прочитанного; умение начать, поддержать беседу и высказывать свое мнение, вести дискуссию на английском языке) определяют характер упражнений. Цель заданий, предшествующих тексту, – расширение словарного запаса студентов, отработка лексических навыков устной речи и чтения, введение и закрепление коммуникативных структур. Послетекстовые задания предназначены для отработки навыков более глубокого осмысления содержания текста и для реализации заданной коммуникативной ситуации. Такие упражнения ориентируют студентов на самостоятельное извлечение информации из текстов и носят творческий характер.

Представленные в пособии задания не ограничивают творческую инициативу преподавателя в поиске новых дидактических материалов, методов и приемов их изучения.

THE WORLD AROUND ME

Section I

Appearance and Character

I. Look through the vocabulary below that may be useful when speaking about appearance and character.

beautiful	['bju:tiful]	красивый (о женщинах)
blond/fair, dark hair	['fɛɹɔ]	светлые/русые, черные волосы
blue (grey, green, hazel) eyes		голубые (серые, зеленые, карие) глаза
blue (grey, green, hazel, dark)-eyed		голубо (серо, зелено, каре, черно)-глазый
built	[bilt]	Конституция
curly(straight) hair	[kɔ: lɪ]	кудрявые (прямые) волосы
figure	['figə]	фигура
handsome	['hænsəm]	красивый (о мужчинах)
height	[hait]	рост
look like (smb.)		быть похожим на (кого-либо)
of medium height	['mi:djəm]	среднего роста
of powerful built	['paʊəfʊl]	крепкого телосложения
plain	[pleɪn]	некрасивый
plump	[plʌmp]	полноватый
pretty	['prɪti]	симпатичный
short		низкий
slender	['slendə]	стройный
slim		худой
straight (snubbed) nose	[streɪt]	прямой (курносый) нос
take after (mother, father)		быть похожим на (мать, отца)
tall		высокий
look like		выглядеть

Features of Character

be in good (bad) mood		быть в хорошем (плохом) настроении
generous	['dʒenərəs]	великодушный, щедрый
brave		смелый
cheerful	['tʃiəfʊl]	веселый, жизнерадостный
witty		остроумный
strong-willed		волевой

well-bred		благовоспитанный
to be a man of character	['kʌrɪktə]	быть человеком сильного характера
to be a man of no character		быть человеком слабого характера
fair		честный, справедливый
devoted		преданный
faithful		дружеский, дружественный
friendly	['frendli]	доброжелательный
gentle		нежный
gloomy	['glu:mi]	мрачный
hard-working		трудолюбивый
helpful		помогающий
honest	['ɒnɪst]	честный
kind-hearted	['kaɪnd'hɑ:tɪd]	добрый, добросердечный
lazy	['leɪzi]	ленивый
lively	['laɪvli]	живой, веселый
mood	[mu:d]	настроение
open-minded		открытый, искренний
polite	[pə'laɪt]	вежливый
reserved	[rɪ'zɜ:vəd]	сдержанный
rude		грубый
shy	['ʃaɪ]	робкий
sociable	['səʊsɪəbəl]	общительный
stubborn	['stʌbɔ:n]	упрямый
mean	[mi:n]	хитрый, коварный

II. Choose the opposites

a) optimistic, shy, stupid, kind, polite, boring, generous, mean, hard-working, strong-willed

b) weak-willed, clever, cruel, cheerful, lazy, sociable, rude, pessimistic, greedy, fair

III. Here are some adjectives to describe a person's character.

Match them with the definitions below:

lazy, clever, stupid, greedy, polite, hard-working, sociable, selfish (эгоистичный), happy, generous

- 1) He is always interested only in himself. He is ...
- 2) She is fond of going to the parties and meeting her friends. She has a lot of them. She is very ...
- 3) He dislikes spending money and never buys any ice-cream, sweets or juice. He is ...

- 4) She is fond of learning and always passes her exams well. She is ... and ...
- 5) He prefers to spend the whole day in bed watching TV. He is ...
- 6) Mary will never forget to say "Thank you" and "Please". She is a very .. girl.
- 7) She is always smiling and says she is fond of life. She is really ...
- 8) He doesn't want to study. He can't even write the word "newspaper" correctly. He is ...
- 9) She is always helping people. She is ...

IV. Read the following dialogues and make up your own using the examples

1

- I hear Mary has lost her weight and looks awfully pretty.
- Oh, yes, you are right. But she is too thin now, I think, She should put on weight now.
- What are you talking about? All friends say she has never been so beautiful before.

2

- Tom, who is this good-looking, chestnut-haired young lady?
- Oh, it's my sister.
- And who is this pretty girl with rosy plump cheeks and a turned-up nose?
- It's her elder daughter, my niece.
- Well, you have such pleasant – looking relatives.
- Thank you.

3

- I say, Mike, what do you think of Mr. Black?
- As for me I don't like him. He is envious, obstinate, selfish and rude.
- Really? Are you sure?
- Certainly. We work in one and the same office.

4

- Oh, John, there you are at last. I'd like to speak to you about our new manager. Is he always generous, kind and sociable?
- Be careful, Max. If you are for him, he is a very good man, but he can be aggressive, cruel and even cunning.
- What makes you think so?
- He is my distant relative.

V. Translate the following dialogues into English and act them out.

1

- Я бы хотел увидеть Тома Брауна. Он здесь?
- Да, он здесь. Вот он стоит у окна.

- Но я вижу большую группу ребят у окна. Как он выглядит?
- Это темноволосый парень с голубыми глазами. Вы не ошибетесь.

2

- Ты знаешь, Том и Джейн собираются пожениться.
- Да? Но ведь они такие разные люди. Том – неуклюжий и застенчивый, а Джейн такая веселая и общительная.
- Ты очень плохо знаешь Тома. Он очень одаренный великодушный и хорошо воспитанный. И у него есть чувство юмора.

Section II Family

I. Look through the vocabulary below that may be useful when speaking about your family.

aunt		тетя
average(small, large) family	['xvqrIG]	средняя (маленькая, большая) семья
brother		брат
by modern standards	['stxndqd]	по современным меркам
consist of	['kqn 'sIst]	состоять из
cousin	['kAzn]	двоюродный брат (сестра)
father		отец
grandfather		дедушка
grandmather		бабушка
grandparent		дедушка и бабушка
grandson(daughter)		внук (внучка)
mother		мать
nephew	['nevju:]	племянник
niece	['ni:s]	племянница
parents		родители
relatives(relations)	['relativz]	родственники
sister		сестра
stepdaughter		падчерица
to bring up		воспитывать
the baby of the family		любимчик, младший в семье
stepfather		отчим
stepmother		мачеха
stepson		пасынок
twins		близнецы
uncle	['ANk1]	дядя

Relations in the Family

admire smb	[qd'mqIq]	любить, обожать кого-л.
awful		ужасные
be attached to smb.	[q'txtSt]	быть привязанным
		к кому-либо
be devoted to smb.	[dI'vOVtId]	быть преданным кому-либо
blame smb		винить, обвинять кого-либо
caring		заботливые
close		близкие
cordial	['kO:dZql]	сердечные, радужные
difficulty		трудность
distant	['dIstqnt]	далекие
find support and understanding	[sq'pO:t]	находить поддержку и понимание
frank		откровенные, искренние
friendly		дружеские
help (be helpful)		помогать
hostile		враждебные
impartial		безразличные
intolerant		нетерпимые
loving		любящие
problem		проблема
provide for the family		обеспечивать семью
reliable	[rI'laIqbl]	надежные
rely on smb	[ri'lai]	полагаться на кого-либо
remote		отдаленные, далекие
respect smb	[ris'pekt]	уважать кого-либо
respectful	[ris'pektful]	уважительные
take care of smb	[kFq]	заботиться о ком-либо
tolerant	['tOlqrqnt]	терпимые
trust smb	[trAst]	доверять кому-либо
united	[ju:'naItId]	сплоченные
warm	[wL:m]	теплые
worry about smb	['wArI]	беспокоится о ком-либо

II. Put the following words in its correct place

widow, stepchildren, fiancé, brother, widower, mane, younger, close, spinster, get married, cousins, bachelor, stepmother, distant

My ... is Tom Smiles. I'm the eldest of all the children. My second ... is Jack. The youngest is Michael. My ... sister is two years younger than me.

Some time ago she got engaged. Her ... is Mr. Brown. They are going to ... next month.

I have many relatives. My grandparents are dead. But I have a number of ... and ... relatives: two uncles, four aunts and about a dozen cousins. One of my ... has lost her husband. She is a An uncle of mine has been a ... for many years but he married recently. His wife is very kind to her ... and treats them as a real mother. One of my aunts remained unmarried and therefore she is what the English call a ... or a single lady. An uncle of mine has also remained single. He is an old

III. Read the following dialogues and make up your own using the examples.

1

- Where were you born?
- In London. But my parents come from Manchester.
- How interesting! I come from Manchester too.
- Oh, it's a small world, isn't it?

2

- Look Jake, have you got a family of your own?
- Oh, no, I'm not married yet. I live with my parents.
- Is your family large?
- I don't think so. My parents have got only two daughters.
- And which of you is the eldest?
- It's me. I'm twenty.
- How old is your younger sister? I wonder what her name is?
- Susan. She's a lovely girl. She is ten.
- It's a pleasure to have such a young sister, isn't it?
- Certainly. She's the apple of my eye.

IV. Read the following text. Use the information given in it while speaking about your family.

scruffy	['skrAfI]	неряшливый, нечесанный
to tower	['tauq]	выситься
morose	[mɔ'rou]	угрюмый
sullen	['sAlqn]	сердитый
to mutter	['mAtq]	бормотать
hem		рубец на платье
tights	['taIts]	колготки
bluish	['blu:IS]	голубоватый, синеватый
to splash	['splʌs]	брызгать(ся), шлепать(по грязи)

ABOUT MY RELATIVES AND MYSELF

My brother is 22 years old. He is of *a medium height* and *build*, a bit *stocky*, but *strong* with it. He has *long, curly fair hair*. It is *fashionable* at the moment for men to grow their hair. His hair nearly reaches his shoulders. My mother is always telling him *to get it cut*. He doesn't *take much care over* his *appearance* so he often *looks* quite *scruffy*. He hates having to wear a tie for work. When he's at home he wears *comfortable clothes* such as T-shirts and jeans. He doesn't care very much what he *looks like*.

My other brother is much *taller* - he towers above me, even though he is only 15. He *does* quite a lot of *sport* so he's quite strong and has *well developed muscles*. He has *straight brown hair* which refuses *to lie flat* and is always *stroking up*. He has *bluish grey eyes* and *a little nose*.

He is *clever* and *quiet* and spends a lot of time at his computer. People sometimes think that he is *morose* and *sullen* but I don't think that's the case - he just *prefers to think rather than to talk*. When he does talk he has a *deep voice*. He doesn't *pronounce* his words very *clearly*, but just *mutters* them - he can't be bothered *to speak clearly*. This is *typical of* 'boys of his age I think.

My mother *turned 50* this year, although she doesn't *look it*. She has *aged* quite *well* I think. Only now she is beginning *to show signs of old age* ~ her hair *has started to go grey* and her *skin* is *drier*. She is also *thinner* - she used to have a tendency *to put on weight*. She is quite tall - it's a *characteristic* of her *side of* 'the family'. She is usually *well dressed*. She is *the sort of person* who always *looks* quite *smart* - I'm *the exact opposite* - it doesn't matter how much time, money and energy *I devote to* my appearance, I usually look scruffy. Even if I leave home *looking good* by the time I reach my destination *I look a mess* - my tights are splashed, my hem has come down and I generally *look untidy* as if I'd never bothered.

My father is quite *short* and a bit *plump*. *I take after* my father's *side* of the family. My father is *nearly bald* and the hair that remains is *grey*. He wears *sensible, practical clothes* most of the time, but for work he has *to look smarter* so he wears a suit and a tie. He has a grey and a blue suits which I think look good on him. When he *puts* his glasses *on* and he wears these suits, he *looks every inch a teacher*. My father is not *a pleasant* man. He gets angry and *loses his temper* quite often.

V. Read the following passage. Speak about the relations in your family using the active vocabulary.

About my family

I enjoy the honest and open relations in my family – but I think discipline must be used when necessary. There’s never been a division between us, the children, and them, parents. Freedom has made us close.

I knew a girl whose parents were very strict and it made her a liar. I wouldn’t like to do anything to upset my parents.

(from “Incentive English” by w.s. Fowler, J. Pidceck)

Section III

Pastime and Leisure

I.

ambition	стремление
be fond of smth	любить что-либо
be interested in smth	интересоваться чем-либо
be keen on smth	увлекаться чем-либо
choose a profession	выбирать профессию
desire	желание, желать
dislike smth (to do smth)	не нравится что-либо (делать что-либо)
do sports	заниматься спортом
dream	мечта
dream of smth	мечтать о чем-либо
competitin / contest	соревнование
team	
compete	соревноваться
to lose / win	проигрывать / выигрывать
go on for	заниматься (спортом)
to be in good / bad sport	быть в хорошей / плохой
shape	спортивной форме
root for / support	болеть за
be a ... fan	быть ... болельщиком
ground	спортивная площадка
gym (gymnasium)	спортивный зал
track suit	спортивный костюм
theatre	театр
What’s on at the theatre tonight?	Что идет сегодня в театре?
drama theatre	драматический театр
audience	зрители, публика
spectator	зритель
theatre-goer	театрал

to be popular / a success
with the public

film / movie
screen version
feature film
cinema-goer
plot
see a film on TV

ПОЛЬЗОВАТЬСЯ
ПОПУЛЯРНОСТЬЮ / УСПЕХОМ
ПУБЛИКИ
ФИЛЬМ
ЭКРАНИЗАЦИЯ
ХУДОЖЕСТВЕННЫЙ ФИЛЬМ
ЛЮБИТЕЛЬ КИНО
СЮЖЕТ
СМОТРЕТЬ ФИЛЬМ НА ТВ

II. Read the following text. Answer the questions after it. Use the information given in it while speaking about hobbies or pastime.

HOBBIES FOR PLEASURE

Nowadays everybody knows that people are very busy and don't have much time to spare. Sometimes it's only the weekend. So let's treasure every hour we can devote to ourselves and think of the ways of having a good time in the best way possible for us.

There are people who want to broaden and enrich their knowledge during their free time. If you are among them, go to the library or reading-hall where you can find a lot of books of your favorite writers and poets, or to the museums and picture galleries where you see the works of well-known painters and sculptors of all times. You shouldn't forget the computer — your greatest helper in searching for knowledge.

If you want to be strong and healthy, go in for sports. There are many sports clubs, swimming-pools, gymnasiums and sports grounds for everybody who loves sports. Sport will make you not only healthier and stronger, but kinder, more sociable, cheerful and even wiser. Sport will give you its strength and energy and you'll become a greater admirer of life with all its problems and wonders.

And don't forget about hobbies. You should have at least one, it'll help you to relax, dream and enjoy life better. There are so many hobbies to choose. So, look around more carefully and you'll find your own and the only one (or even more). And then you'll enjoy sweet melodies at the Concert Hall of chamber music, a ballet at the Opera House, a play at the Drama Theatre, a beautiful place beside a river or somewhere else.

And then isn't it a pleasure to see lots of things made with your own hands, to look through a large collection of old and rare coins, books or stamps, to present your friends with the pictures and drawings created by yourself, to amuse everyone with your green winter garden at home?

Tastes differ and if you have chosen a hobby according to your character and taste you are lucky. If not, don't waste your time and your life will become more interesting.

Travelling is also a good way to spend your spare time. Visiting new places, seeing sights and meeting new people is a very exciting and useful relaxation. Those who prefer a quiet holiday can go hiking. Your family or your friends are the very people to go with to the river bank, to the forest or to the seashore. It's really wonderful to put up a tent, make a fire and spend time in the picturesque place.

People are always dreamers, our dreams are different but everyone can find his own way of enjoying his pastime.

III. Answer the following questions.

- 1) Do people, nowadays have much time to spare? Why yes or why not?
- 2) What are the ways to broaden and enrich people's knowledge during free time?
- 3) What role does sport play in people's lives?
- 4) Hobbies can help to relax, dream and enjoy life better, can't they?
- 5) Tastes differ, don't they?

Comment on this proverb, please.

IV. Read the following dialogues and make up your own using the example.

1

- Well, what about sport? You look quite athletic ...
- I used to be an obsessive¹ tennis player, but I gave it up when I broke my ankle last year.
- Oh, I really love tennis... Tom says I'm a natural. Shall we have a game sometimes?
- Well, I'm really rusty. I'll have to get a bit of practice first.
- Don't be silly. I'm only a novice. We'll just have a friendly game.
- O.K. See you on Monday.
- O.K. Don't forget to bring your racket. We'll have a game after work.

¹ obsessive – чрезмерный

2

- Where's Helen now I wonder? I've been calling her for an hour but she isn't at home.
- If she isn't in, she is at the theatre then.
- Well, is she at theatre – goer like that?
- Yes, she's crazy about theatre, you know. She never misses a new performance at our Yakub Kolas Drama Academic Theatre.

- And what's on there tonight? Oh, yes, "Sleeping Beauty", the first night.

3

- What on BBC-2 at 8 o'clock?
- As far as I can remember there's a quiz programme.
- Would you mind if I watch it? I mustn't miss that.
- No, I've been looking forward to it all evening myself. But then I want to see part two of the serial.
- O.K. we'll switch over.

Section IV

The Students' Life and Studies

I. Words and word combinations to be remembered:

1. to acquire	[ək'waɪə]	получать, приобретать
2. approximately	[ə'prɒksɪmɪtli]	приблизительно
3. assignment	[ə'saɪnmənt]	задание
4. to attend		посещать (лекции и т.п.)
5. background	[ˈbækgraʊnd]	подготовка, образование; задний план
6. competition	[kəm'pi:tɪʃən]	конкурс, конкуренция
7. competitive	[kəm'petɪtɪv]	конкурсный
completion	[kəm'pli:ʃən]	завершение, окончание
8. construction site		строительная площадка
9. credit test		зачет
10. to make a decision		принимать решение
11. decision		решение
12. to earn	[ɜ:n]	зарабатывать
13. to engage	[ɪn'geɪdʒ]	заниматься чем-либо
to engage in practical training		проходить практику
14. to enjoy	[ɪn'ɔɪ]	пользоваться, наслаждаться
to enjoy rights		пользоваться правами
15. equal	[ˈi:kwəl]	равный, одинаковый
16. to evaluate	[ɪ'vælju:et]	оценивать
17. to express	[ɪks'pres]	выражать
18. extent		степень
19. free of charge		бесплатный
20. to fulfill		выполнять

21. grants		стипендия
22. habit		привычка
23. to manage		справляться, мочь
24. to master		овладевать
25. to meet the requirements	[ri'kwaiments]	удовлетворять требования
26. to obtain	[ɒb'tein]	получать, приобретать
27. to participate in	[pa:'tisipeit]	принимать участие
28. to pass examinations		сдать экзамены
29. to prove	[pru:v]	доказывать, защищать
30. recreation	[rekri'eɪʃn]	отдых, развлечение
31. to relate		со/относить/ся, связывать
32. student identification card	[ai,dentifi'keɪʃn]	студенческий билет
33. student's record book		зачетная книжка
34. to submit	[sɒb'mit]	представлять
35. to take classes		учиться, изучать
36. term paper		курсовая работа
37. thoroughly	[ˈθɒrɒli]	основательно, глубоко
38. tuition	[tju:'ɪʃn]	обучение
39. variety	[və'raɪəti]	разнообразие, эстрада
various	[væ'riəs]	различный, разносторонний
40. works		предприятие, мастерские

II. Practise the pronunciation of the international words and translate them.

Privilege [ˈprɪvɪlɪdʒ], basis [ˈbeɪsɪs], course [kɔ:s], semester, system, physics [ˈfɪzɪks], mathematics, chemistry [ˈkemɪstri], element, diploma [dɪˈplɒmə], theory [ˈθiəri], concert, discotheque [ˈdiskɔːteɪk], orchestra [ˈɒkɪstrə], ensemble [ɑːnˈsɑːmbl], athletics [æθˈletɪks], construction [kənˈstrʌkʃn], idea [aɪˈdiə], budget [ˈbʌdʒɪt], general, basic [ˈbeɪsɪk], final [ˈfaɪnəl], choreographic [kɔːrɪəˈgræfɪk], vocal [ˈvɒkəl], experimental, analitically [ænəˈlɪtɪkəli], regularly [ˈregjʊləli], actively [ˈæktɪvli].

III. Read and translate the following word groups:

Enter - entrance, require - requirement, participate - participation - participant, complete - completely - completion, relate - relation - relative - relatively - interrelate - interrelation, depend - dependence - independent,

express – expression – expressive, success – successful – successfully, vary – various – variety, add – addition – additional, decide – decision – decisive.

IV. Give possible combinations of the following verbs with adverbs.

- | | |
|-----------------|------------------|
| 1. work | a. analytically |
| 2. pass (exams) | b. actively |
| 3. participate | c. independently |
| 4. think | d. regularly |
| 5. master | e. equally |
| 6. study | f. successfully |
| 7. attend | g. hard |
| 8. divide | h. thoroughly |

V. Complete the sentences using the word combinations of ex. 4.

- I'd like ... my exams ...
- Do you ... in seminars ... ?
- If your aim is to become a skilled specialist, you have to at the University.
- I prefer to without anybody's help.
- He academic year is ... almost ... into two semesters.
- If you don't ... lectures and classes ... you may fail at your exams.
- I am not good at English but I'd like to ... it ...

VI. Choose the appropriate word from the right-hand column to complete each of the sentences.

1. Here is my	a. grants
2. He has good ... in all the subjects.	b. earn
3. If you are enrolled as a, the training course for you will last 5 years.	c. relaxation
4. When do we receive our ... ?	d. fulfill
5. I'm afraid I can't ... this task, it's too difficult for me.	e. approximately
6. You can ... some money during your vocation.	f. record book
7. The semester ends with an examination period lasting ... 3 weeks.	g. background
8. Before afternoon classes, if we have any, we have a 45 minutes period of ...	h. manage
9. Only a person with the ... in philosophy can be appointed Chair of this Department.	i. full-time students
10. Sorry, but I don't think I'll ... to meet their requirements.	j. marks

VII. Use the right English words instead of the corresponding Russian ones (in brackets) and translate the sentences into Russian.

1. Will you kindly show me your (ст. билет)?
2. When are we to (представить) our term papers?
3. Which of them (участвует) in the choreographic ensemble?
4. I am afraid I can't easily (выразить) my ideas on this subject.
5. I'll make my further decision upon (завершения) of this part of work.
6. By what arguments will you manage to (доказать) your point of view?
7. He entrance examinations are usually held on a (конкурсной) basis.
8. This (задание) may be done either orally or in writing.
9. Is your (обучение) free of charge or do you have to pay for it?
10. We can't (отнести) his progress to his abilities only, much more depends on his hard work.

VIII. Before reading the text (below) try to answer the following questions.

1. What entrance examinations did you have to pass to enter the University?
2. When did you take them?
3. What marks did you have to get to win the competition?
4. What were your marks?
5. What papers identify your student status?
6. Do you pay for your tuition?
7. What year student are you now?
8. What subjects have you been studying this year?
9. Do you attend all lectures and classes?
10. In what year do you students begin to take their special subjects?
11. How many credit tests and exams did you take during the last examination period?
12. Did you do well in your exams?
13. Do you often go to concerts, parties or discos held at the University?
14. Do you take part in their arrangement?

IX. Read the text carefully.

1. To have the privilege to study at the University you are to pass entrance examinations. The examinations are held on a competitive basis and those who have passed them successfully are enrolled and become students. The tuition for them is free of charge. But there also exists a paid form of education for those who haven't managed to meet the competition requirements. After the enrolment you get your identification card and record book and may fully enjoy all the rights of a student.

2. The University training course for full-time students lasts 5 years. The semester system divides the academic year into two almost equal terms of approximately 18 weeks each. During a semester students must attend

lectures and practical classes and prepare for them regularly, participate actively in seminars, fulfill written assignments, do laboratory work. At the end of each semester students take examinations. The examination period lasts approximately 3 weeks.

3. The first two years of University studies are to give students a sound background for obtaining their professional knowledge. So first and second-year students take classes in a number of general and basic subjects: physics, higher mathematics, chemistry, technical drawing, computer engineering etc. They also study social sciences and foreign languages.

4. Later, usually beginning with the third year, students take classes in their special subjects and engage in practical training in the field of their specialization. Professional skills are acquired at the laboratories and the experimental works of the University and at schools and other educational establishments of our republic.

5. Students' progress is evaluated through oral or written tests, through participation in class discussions, through term papers, credit tests and a final examination in each course. If students do well and receive good and excellent marks they are given state grants.

6. Upon completion of the academic program and practical training students are to submit their graduation papers (diploma) and prove them in the State Examining Board. They are to show that they have not only mastered thoroughly a lot of useful theories and data, but also learnt to think analytically and independently, to interrelate various facts and phenomena, to make decisions and to express their ideas clearly.

7. If students work hard from the beginning and develop good study habits, they will certainly be successful in their studies – and still have time for relaxation, for social and other activities. As to cultural and recreational activities at the University, they are quite various, and to a great extent arranged by students themselves. They participate in concerts, parties, discos, in the variety of folk orchestras, in the choreographic ensembles, in the vocal music group, etc.

8. A good many students do sports volley-ball, basket-ball, skiing, skating and others.

9. During summer vacations students can work on collective farms and at construction sites and thus they can earn some money in addition to a rather modest student's budget.

X. Form other parts of speech from the following words:

To participate; to compete; to complete; to evaluate; to require; to relate; to depend; to succeed; to vary; to graduate; to enter;

XI. Say it in English:

Зачетка, студенческий билет, вступительные экзамены, сдавать/ сдать зачет, бесплатное/ платное обучение, общеобразовательные/

специальные предметы, участвовать в практических занятиях, посещать лекции, ходить на занятия, выполнять разные задания, первокурсник, получать стипендию, удовлетворительные оценки, зачислить многих студентов, учебный курс длится 5 лет, каждый семестр делится на 17-18 недель, сессия длится 3 недели, приобретать профессиональные навыки, овладеть теоретическим и практическим материалом, научиться думать аналитически, научиться делать выводы, досуг студента, выразить свою мысль ясно.

XII. Say, which of these statements are students' rights or duties:

- to have breaks
- to miss classes
- to be enrolled after entrance exams
- to take exams and credit tests
- to be provided with a hostel
- to get a grant if you education is free of charge
- to fulfill all assignments
- to attend classes
- to get a diploma after graduation
- to have not more than 4 classes
- to participate in seminars
- to enter without examinations
- to be the member of university's groups
- to choose subjects
- to be late for classes
- to be engaged in practical training
- to be asked at classes
- to be taught thoroughly

XIII. Continue the sentences:

1. We are enrolled and become students when
2. identify a student's status.
3. The university course ... 5 years and is divided into
4. As a student I have ... and
5. My rights are
6. My duties are
7. Students' progress is evaluated through
8. Those who ... receive state grants.
9. Upon completion the academic program students have ... which show how they
10. There isn't a lot of time for ... if a student works hard but he can ...

XIV. Think and answer:

Should students work hard? What for?
Is it exciting to be a student?

VITEBSK STATE UNIVERSITY

I. Practice the pronunciation of the following international words.

University, education, institution, tradition, republic, professional, date, type, territory, modern, center, international, regional, conference, agricultural, practice, museum, faculty, decorative, literature, student.

II. Remember the following words.

Establishment, to exist, to resume, full-time department, part-time department, to enter the university, to graduate from the university, a graduate, to aim one's efforts at, to do one's best, hostel, to contribute.

III. Remember the faculties of VSU.

The Law Faculty, the Physics Faculty, the Philology Faculty, the Mathematical Faculty, the Faculty of Belarussian Philology and Culture, the Faculty of History, the Faculty of Social Studies, the Physical Training and Sport Faculty, the Arts Faculty, the Faculty of Education, the Faculty of Further and Advanced Training.

IV. Read the ending –s correctly.

Universities, institutions, traditions, professionals, dates, establishments, types, territories, centers, conferences, departments, faculties, studies, buildings, hostels, botanical gardens, biological stations, fields, stadiums, gym halls, camps, houses, museums, arts, numbers, students.

V. Say it in English.

Четыре университета, пять студентов, учебные учреждения, много традиций, три типа, два отделения, одиннадцать факультетов, четыре корпуса, шесть общежитий, пять музеев, семь спортзалов.

VI. Say whether the word is countable or uncountable.

Education, name, republic, foundation, establishment, faculty, biology, practice, museum, television, history, hostel, building, literature, camp, aim, effort, existence.

VII. Ask all the possible questions.

1. There are two departments at our University. 2. There is an agricultural biological station at our University. 3. There were 10 faculties at the University, and now there are 11 ones. 4. There is no Philosophical Faculty at our University. 5. There will be more classes next week. 6. There are 5 museums at the University. 7. There is the Faculty of History here. 8. There will be a new hostel soon.

VIII. Translate into English.

1. В Витебске 4 высших учебных заведения. 2. У нас в университете 11 факультетов. 3. Университет имеет хорошую базу для подготовки специалистов. 4. Завтра у нас будет три пары. 5. У них было время помочь нам. 6. Библиотека университета имеет много литературы. 7. Исторический факультет имеет много хороших традиций. 8. Университет имеет два отделения – дневное и заочное. 9. Я очень хотел поступить на этот факультет. 10. Я направил все свои усилия на осуществление моих планов. 11. В университете существует и ряд других факультетов.

VITEBSK STATE UNIVERSITY

Vitebsk State university named after P.M. Masherov is the oldest higher educational institution in the republic of Belarus. It's famous for its main traditions in training professionals. The history of our higher educational institution dates back to the year of 1910, when the Ministry of Peoples Education of Russia decided to set up a Teacher-training Institute in Vitebsk. It was the first educational establishment of such a type on the territory of modern Belarus. A new page in the history of the Institute was opened after the October revolution. In May, 1918 an all-Russia Congress of Representatives of Teacher-training Institutes was held. It made a decision to reform Teacher-training Institutes into higher educational establishments. So in October 1, 1918 Vitebsk Teacher-training Institute was renamed into Vitebsk State Pedagogical Institute. It became the first higher educational establishment of Belarus after the October revolution of 1917 and the first higher teacher-training establishment of Belarus. The temporary occupation of the territory of Belarus by fascist invaders stopped the activity of the Institute. After the liberation of Vitebsk from German invaders the Institute resumed its work on October, 2, 1944. The same faculties that had existed before the war resumed their work. Vitebsk The State Pedagogical Institute became the main centre for training teachers for

national schools. 33 590 day-time and part-time students graduated from its departments. In September, 1, 1995 Vitebsk Pedagogical Institute named after S. M. Kirov was granted the status of Vitebsk State University. The new name meant also new directions of activities. Research work has become one of the main directions. Today the university is the centre of international, republican and regional conferences. The University has 4 buildings, 6 hostels, a botanical garden, an agricultural biological station, a stadium, 7 gym halls, a publishing house, a calculating and television centres, 5 museums (the museum of the history of the University, Masherov memorial museum, the museum of biology, the museum of literature and the museum of decorative and applied arts. In February 1998 the university was renamed after the statesman of the Republic of Belarus, a graduate of Vitebsk Teachers-training Institute Peter Mironovich Masherov. Today the efforts of the staff are aimed at turning the University into a leading educational scientific and cultural centre of the Vitebsk Region. There are 11 faculties at the University: The Law Faculty, the Physics Faculty, the Philology Faculty, the Mathematical Faculty, the Faculty of Belarussian Philology and Culture, the Faculty of History, the Faculty of Social Studies, the Physical Training and Sport Faculty, the Arts Faculty, the Faculty of Education, the Faculty of Further and Advanced Training. The scholars of our university, our graduates and students do their best for the stabilization of the economy of the republic and its further development.

IX. In what context are these figures mentioned in the text.

2, 11, 1910, 6, 4, 5.

X. Match the date and the event in the history of VSU.

- | | | |
|---------|---------|---------|
| 1. 1910 | 3. 1944 | 5. 1998 |
| 2. 1918 | 4. 1995 | |

- a) Vitebsk Pedagogical Institute was granted the status of Vitebsk State University;
- b) Vitebsk State University was renamed after P.M. Masherov;
- c) A Teacher-Training Institution was set up in Vitebsk;
- d) The Institute resumed its work after the liberation of Vitebsk from German invaders;
- e) Vitebsk Teacher-Training was renamed into Vitebsk State Pedagogical Institute;

XI. Answer the following questions.

1. What is the full name of our university?
2. What is the date of its foundation?
3. What are the turning points in the history of the University?
4. How many faculties are there at the University?
5. How many departments does the University have?
6. What is there at the University for successful studies?
7. What museums are there at the University?
8. Who contributed to the development of VSU as one of the leading educational institutions of our republic?

XII. Continue the following sentences:

1. The full name of our University is ...
2. The date of foundation is ...
3. The crucial points in the history of our University are ...
4. The university is famous for ...
5. There are 2 ... at the University - ...
6. The University has 11 They are ...
7. ... are at our disposal for successful studies.
8. There are 5 ... at the University. They are ...
9. I am a ... year student of the ... department of the ... faculty.
10. I decided to get the higher education because ...
11. At school I aimed my efforts at ... to enter the University.
12. I'll do my best to ...

XIII. Tell your group-mates about the University you study at.

XIV. Read and reproduce the following situational dialogues.

I

- Hallo, ...! How are you getting on?
- Hallo, ...! Fine, thanks. You can congratulate me. I've passed my entrance exams successfully and now I am a student.
- Good for you! It's been a real turning point in your life, hasn't it?
- I suppose so.
- I guess, you've chosen the University.
- Exactly!
- And what faculty?
- Law faculty. I've done it on my parents' advice and I'm not a bit sorry about it.
- Why should you be sorry? The profession of a lawyer is very popular now. I wish you every success in your studies!
- Thank you. I'll do my best.

II

- How are you doing?
- Fine, thank you.
- You are graduating this year, aren't you?
- Yes, in a month. I've already finished the required courses and passed my exams. I am only to defend my graduation paper.
- How many exams did you have to take?
- Three. It was not an easy task, I'd say.
- I suppose, everything has turned out all right.
- Yes, it has. All the three marks were excellent.
- It's a kind of reward for your hard work, isn't it?
- Perhaps. I'm looking forward to starting my work soon, though on the other hand, I'm really sorry that my student's years have nearly passed.

III

- Hi, ...! Glad to see you!
- Hi, ...! I haven't seen you for ages. You were going to enter the University, weren't you? Has your dream come true?
- Yes, it has. I'm a first-year student.
- My congratulations! So in five years you'll have a profession. How lucky you are! By the way, what will your future speciality be?
- A teacher of drawing.
- Is it difficult to study at your faculty?
- Rather! We are taking a lot of subjects having three or four and even more lectures and classes a day. But still it's interesting for me to study here. In short I like it.
- And they say, it'll be more interesting when you begin taking your special subjects.
- I hope so.

COMMUNICATIONAL CLICHÉS

The following situational dialogues will improve your communication skills.

Countries and Nationalities

I. Read the following proper names correctly:

A. Europe, Asia, South America, North America, Africa, Australia

B. Argentina , Albania, Australia, Austria, Bahrain [bR'reIn], Barbados ['bRbeIdLz], Belarus, Belgium, Bosnia ['bPznIq]-Herzegovina [hFqtsq'gPvInq], Brazil [brq'zIl], Bulgaria, Burma, Canada, Chile ['CIIl] , China, Croatia [krqu'eISIq], Cuba, Cyprus ['sQIprqs], the Czech [Cek] Republic, Denmark, Egypt, Finland, France, Georgia, Germany, Greece, Guinea ['gInI], Hungary, Iran, Iraq, Israel ['IzreIl], Italy, Japan [Gq'pxn], Korea, Kuwait [kHweIt], Lebanon ['lebqnqn], Liechtenstein ['lIktnstain] Luxembourg ['lAkmbWg], Macedonia ["mxsI'dqunIq], Malta ['mLltq], Nepal [nJ'pLl], the Netherlands, New Zealand ['neTqlqndz], Norway, the Philippines ['fIlIpJnz], Poland, Portugal, Romania, Saudi Arabia, Serbia, Montenegro ["mPntI'nJgrqu], Spain, Sweden ['swJdn], Switzerland, Thailand ['taIlxnd], Turkey ['tWkI], Ukraine, the UAE (the United Arab ['xraqb] Emirates ['emIrqts], the USA (the United States of America)

II. Match the country and its capital:

China	Stockholm ['stPkhqum]
Austria	Vienna [vI'enq]
Norway	Oslo ['Pzlqu]
Poland	Warsaw ['wLsL]
Italy	Rome
France	Valletta
Japan	Tokyo
Malta	Athens ['xTnz]
Greece	Copenhagen ["kqun'heIgn]
Denmark	Paris 'pxrIs]
Sweden	Beijing

III. Endings –ese, - an, - ish, -i are used to form the word denoting ‘nationality’

Form each nationality according to the modal:

- an

America – American: Austria, Belarus, Egypt, Canada, Norway, Italy.

He is from the USA. He is an American. He speaks English. (the English language). The Americans are easy-going. (The Americans are an easy-going people.)

- ese

Portugal – Portuguese: Burma, China, Japan, Lebanon, Malta, Nepal.

He is from Portugal. He is a Portuguese. He speaks Portuguese (the Portuguese language). The Portuguese are friendly. (The Portuguese are a friendly people.)

- i

Iraq – Iraqi: Israel, Pakistan, Kuwait.

He is from Iraq. He is an Iraqi. He speaks Arabic (the Arabic language). The Iraqis are independent and warlike. (The Iraqis are an independent and warlike people.)

Irregular cases:

Cyprus – a Cypriot, the Cypriots; Spain – a Spaniard, Spanish, the Spanish; Great Britain – an Englishman/woman, English, the English; Denmark – a Dane; the Danes, Danish; France – a Frenchman/woman, the French, French; Turkey – a Turk, the Turks, Turkish; Poland – a Pole, the Poles, Polish; The Netherlands – a Dutchman/woman; the Dutch, Dutch.

III. Listen to the tape and do the exercises below.

1. PRE-LISTENING TASKS

Do you know how the names of these countries are pronounced in English?

Egypt	Iran	Japan	Ireland
Czechoslovakia	Switzerland	China	Brazil
Portugal	Saudi Arabia	Belgium	Iraq
Vietnam	Norway	Poland	Israel
Hungary	Finland	Canada	

2. LISTENING AND COMPREHENSION TASKS

2.1. Listen and check if you can guess correctly. Practise the reading of the names with the tape.

2.2. Listen to 8 short dialogues. Pick out the nationality adjectives for each country and put them down into the right column (according to the suffix).

1	2	3	4	5
-ian	-ish	-ese	-i	other

2.3. Look at the list of countries in the pre-listening exercise. Complete the columns with the nationality adjectives of the countries not mentioned in the dialogues. Consult a dictionary to spell the words correctly.

2.4. Listen again. What adjectives are used to describe people's characters? Put them down into your notebooks.

e.g. Czech – sociable

IV. Learn the structure *What is/are ... like?*

A. Your friend is living in Australia for one year. Ask lots of questions about the country:

The weather, the people, the towns, Sydney, the beaches, the TV programmes.

B. Robert had a terrible holiday. Complete the questions about it in the following dialogues.

1. A.

B. Awful. My room was tiny, and the service was bad.

2. A.

B. It was terrible. The plane was delayed six hours!

3. A.

B. Awful! It rained almost every day.

4. A.

B. They were crowded and dirty. There was no sand on them, just stones!

5. A.

B. Disgusting! Chips with everything and it was often undercooked.

V. Make up a dialogue of your own by analogy:

- What country is Lian from?
 - He is from China. He speaks both Chinese and English.
 - What are the Chinese like?
 - Oh, the Chinese are an inventive and creative people. (They are inventive and creative.)
-

VI. What country would you like to visit? Why?

Buying Tickets

VII. a) Read and translate the dialogue.

- I'd like to book a flight to **Berlin** for Monday **the tenth**.
 - I'll find out for you now.
 - I want to go **Business Class**, and I'd prefer **the morning**, please.
 - **Lufthansa LH203** takes off from Minsk Airport at **8.20** and flies direct.
 - When am I supposed to check in?
 - You'll have to be at West Terminal by **7.10** at the latest (не позже).
- b) Replace the words in bold type by your own ideas and act out the new dialogue.

Accommodation at a Hotel

VIII. a) Read the following dialogues. Learn the phrases in bold type.

1.

- Good morning, sir. What can I do for you?
- We are tourists. **Reservations have been made to accommodate** 11 people from Minsk.
- Oh, yes, sir. Five **double rooms** and one **single room** for a fortnight.
- Thank you. We hope the rooms are not noisy.
- They're very quiet. They **face the sea**.
- Good. Are all the rooms with the house phones?
- Certainly, sir. And you can have our central papers free every morning. **Fill in the arrival card** and take all the keys. When you go out, please, leave your keys **at the reception desk**.
- Sure.
- If you want a maid, sir, or to order anything, you may use the house phone. All the numbers you may need are on the list beside the phone.
- Thank you. **Show us the rooms**, please.
- This way, please.

2.

- Do you have a single room for a week?
- Yes, but only on the top floor.
- **What price is it?**
- 250 euro with service and TV.
- **Fair enough.** Can you show me the room, please?
- Of course. Would you like to follow me?

3.

- Can I have a double room from now until Monday?
- You can have Room 5, overlooking the sea.
- What does it cost?
- **45 euro a day, not counting the service.**
- Can I have a look at this room, please?
- Yes, of course. Come this way.
- **Can you show me something a little cheaper,** but also with a view of the sea?
- Yes, of course. I won't keep you a moment.

4.

- **Will you register,** please? Here is an arrival card. Thank you. May I have your passport, please? Thank you.
- May I have a look at my room now?
- Yes, of course. **I'll show you up to** your room now.

5.

- **Are you signing out today,** sir?
 - Yes. **Make the bill ready,** please. In five minutes I'll come down to pay it.
 - Thank you. Shall I **send a porter to help you with your luggage,** sir?
 - Yes, please. And let him **call the taxi for 9 o'clock.**
 - In a minute, sir.
- b) Make up your own dialogues using these phrases.

Asking the Way

IX. a) Read and translate the following dialogues. Choose one dialogue for acting out.

1.

- Excuse me, can you tell me where Prater Street is, please?
- Take the second on the left and then ask again.
- Is it far?
- No, it's only about five minutes' walk.
- Thank you.
- That's OK.

2.

- Excuse me but I'm trying to find Heldenplatz.
- Take the third turning on the right and go straight on.
- Should I take a bus?
- No, you can walk it in under five minutes.
- Thank you very much indeed.
- That's quite all right.

3.

- Excuse me, sir.
- Yes, what is it?
- Which is the quickest way to the sea?
- Go straight on, take the street on your right and go as far as the sea.
- Thank you ever so much.
- It's all right, sir.

4.

- Excuse me... I want to get to Kunsthistorisches Museum. At what stop do I get off?
- Kunsthistorisches Museum? Just a minute. Go farther. Four stops more. Or... wait a moment. You may get off at the next stop and take another route bus. It'll be probably quicker.
- Oh, thank you. I'll go by this bus, just not to change.
- Yes, it surely is more convenient.

5.

- Does this bus go to the market?
- No, you'll have to get off at the bank and take a 12.
- Can you tell me where to get off?
- It's the next stop but one.

6.

- Do we go to the seafront?
- No, you're going the wrong way. You want a 16 from the bridge.
- Have we got much further to go?
- It's the next stop.

7.

- Is this the right bus for Donaupark?
- No, you should have caught a 9. Jump out at the Church and get one there.
- Could you tell me when we get there?
- It's two stops after this one.

8.

- Excuse me. Would you tell me where I can buy postcards with a view of this town?

- First right, second left. You can't miss a small bookshop with a stand of postcards in front of it.
- Is it too far to walk?
- No, it's only half a kilometer.
- Thank you very much.
- It's a pleasure.

b) Say it in English:

Не подскажите, как добраться до ...; далеко ли до; это в 15 минутах ходьбы; поверните налево (направо); нужно ли садиться на автобус?; на какой остановке сходить?; сойдите на ...; нужно ли делать пересадку?; идет ли этот автобус до ...?; вы не сможете пропустить (не заметить); далеко ли пешком до ...?

c) Use these phrases in the dialogues of your own.

Meals

X. Read and translate the following dialogues. Use the phrases of your own instead of the underlined ones.

- Here is one of those take-away places. Let's go in.
- It's worth trying, I think. I am tired.
- What about grilled chicken? It's very popular here, they say.
- I'd like to taste it. Oh, it looks so attractive.
- Yes, but the chicken is pretty hot, you know.
- O.K. I'll try that.
- What would you like to take, sir?
- Grilled chicken one.
- Anything else, sir?
- Two slices of bread, French salad one and coke one.
- And for me Hot dog with ketchup two, a glass of orange juice and a portion of ice-cream with lemon.
- Here you are.
- Many thanks.

Feeling Unwell

XI. Read and translate the following dialogues. Make up a list of useful phrases concerning the matter.

1.

- Doctor, I feel shivery and I've got a pain in my stomach.
- Where does it pain you?
- Here, doctor.

— How long have you had it?
 — It came on yesterday.
 — What have you been eating of late?
 — Well, I think, doctor, I've overeaten fruits and vegetables these days.
 — Have you had diarrheas?
 — Yes, doctor.
 — I see. I'll give you a prescription and you'll buy these capsules at a chemist's shop.
 — What's the medicine?
 — French Intetrix. You should take the medicine every four hours and in a day or two you'll feel better.

2.

— Good morning, doctor.
 — Good morning, sir. What is wrong with you?
 — I am running a temperature, and I feel sick. I have a sore throat. I am sneezing. I am afraid, doctor, I have flu.
 — Since when have you been feeling like this?
 — It all started yesterday.
 — Let me examine your throat.
 — A...
 — Strip to the waist, please. Let me feel your pulse. Then I must sound your heart and test your blood pressure (BP).
 — Doctor, what is it?
 — Don't worry. You simply have a slight ailment. Take this prescription to the chemist's and buy these tablets. You need wash them down three times a day. Keep to bed for some three days, try to eat fresh fruits and have a rest.
 — Thank you, doctor.

3.

At a Chemist's Shop

— Good morning, sir.
 — Good morning. The doctor has given me this prescription. Have you got this medicine?
 — Yes, we have. Here is your medicine. It's written here how to take it, sir (madam).
 — Thank you. And can you give me something for a headache?
 — Certainly, sir. This medicine is good for a headache.

Buying a Souvenir

a) Read the dialogue.

At a Department Store

Betty: Let's do all our shopping here at the Kaufman department store. Then we can have lunch and go to the movies in the afternoon.

Mrs Black: That's a good idea. I want to buy some gloves and a purse at this counter. There's the clerk. Are you busy? Can you help us?

Shop Assistant: Certainly. What can I show you?

Mrs Black: I want a pair of brown gloves, size 6. What's the price of this pair?

Shop Assistant: They are 3.50. They wear very well.

Mrs Black: I'll take one pair. Can you show me a brown purse to match the gloves?

Shop Assistant: Here's a nice one. It's the latest style.

Mrs. Black: How much does it cost?

Shop Assistant: It's ten dollars.

Betty: Do you want a larger purse? I like that one, mother. Why don't you buy it?

Mrs Black: All right, Betty. Please, wrap the purse and gloves together.

Shop Assistant: I'll write a check for them.

Betty: Let's take this elevator to the fourth floor. I want to look at a suit.

Shop Assistant: Good morning. May I help you?

Betty: Yes, I'm looking for a grey suit, size 12.

Shop Assistant: We have several your size. Do you want to try on one of these? The quality is excellent.

Betty: Yes. Oh, I like this one. How much is it?

Shop Assistant: It's 75 dollars.

Betty: That's too expensive. Do you have a cheaper suit?

Shop Assistant: Yes, this grey flannel is cheaper than that cotton one. It's on sale today for 45 dollars. Do you want to try it on?

Betty: It fits perfectly. I'll take it.

b) Answer these questions:

1. What does Mrs Black want to buy at the Department Store? 2. Is the shop assistant very helpful? 3. What is Betty looking for? 4. Do they have a good choice of suits at the department store? 5. What size does Betty wear? 6. How much did the suit Betty bought cost?

c) Find the appropriate English phrases for the following:

Хорошая идея. Вам помочь? Я ищу серый костюм, размер 12. Они хорошо носятся. Вы не можете показать мне коричневый костюм, который бы подходил по цвету к перчаткам? Это последняя мода. Вы можете нас обслужить? Сколько стоит эта пара перчаток? Ты не

хочешь кошелек побольше? Почему бы тебе не купить его? Вы не хотите примерить один из этих костюмов? Качество отличное. У вас есть костюм подешевле? Костюм сегодня в продаже за 47 долларов. Костюм сидит на мне хорошо.

d) You want to buy a souvenir for your friend. Make up a dialogue of your own.

Репозиторий ВГУ

NATIONAL TRADITIONS IN GREAT BRITAIN AND IN BELARUS

GREAT BRITAIN

I. Read and learn the following words.

bang	[bæŋ]	взрыв
«Cinderella»	[,sɪndə'relə]	«Золушка»
Commonwealth	[ˈkɒmənwelθ]	Содружество (государственное объединение Великобритании и большинства ее бывших доминионов и колоний)
eve	[i:v]	канун
holly	[ˈhɒli]	остролист
ivy	[ˈaɪvi]	плющ
«Puss in Boots»		«Кот в сапогах»
robin		малиновка
stocking	[ˈstɒkɪŋ]	чулок
Yuletide	[ˈju:ltaɪd]	Рождество, святки

II. Match the words with their definitions:

1. to celebrate	1) a national holiday in England and Wales, on the first day after Christmas Day
2. festival	2) to show that an event or occasion is important by doing something special or enjoyable
3. to connect	3) something you give someone on a special occasion or to thank them for something
4. present	4) a decorated paper tube that makes a small exploding sound when you pull it apart.
5. to decorate	5) to realize or show that a fact, event, or person is related to something
6. reindeer	6) a drink made from fruit juice, sugar, water, and usually some alcohol
7. piece	7) a special occasion when people celebrate something
8. candle	8) a special place in the wall of a room, where you can make a fire
9. fireplace	9) a vertical pipe that allows smoke from a fire to pass out of a building up into the air, or the part of this pipe that is above the roof
10. cracker	10) a stick of wax with a string through the middle.

	which you burn to give light
11. performance	11) a large deer with long wide antlers (horns) , that lives in cold northern areas
12. fairy	12) a small ugly creature in children's stories that likes to trick people
13. chimney	13) something that is done by people in a particular society because it is traditional
14. custom	14) a small imaginary creature with magic powers, which looks like a very small person
15. Eve	15) the main ceremony in some Christian churches
16. goblin	16) a coin of a particular value
17. mass	17) a strong alcoholic drink
18. Boxing Day	18) the night or day before an important day
19. punch	19) when someone performs a play or a piece of music
20. spirit	20) to make something look more attractive by putting something pretty on it

II. Read and translate the text.

CHRISTMAS AND NEW YEAR IN GREAT BRITAIN

The most popular holiday in Great Britain is Christmas. They celebrate Christmas on the 25th of December. People in Britain see Christmas as the major festival of the year – an occasion for parties, giving and receiving gifts, eating and drinking, and generally having fun.

There are a lot of traditions connected with Christmas.

In the afternoon the British people can watch the Queen on television as she delivers her traditional Christmas message to the United Kingdom and the Commonwealth. Every year the people of Norway give the city of London a present. It's the biggest Christmas tree in Great Britain and it stands in Trafalgar Square. Most families decorate their houses with a Christmas tree, buy the gifts for the family and friends, and write Christmas cards. Every English family sends and receives many Christmas cards. Traditionally there is a robin on almost every card (it is a Christmas bird). Sometimes there is a bunch of holly on the Christmas card. You can read on the card: "Merry Christmas!"

On Christmas Eve children hang stockings at the end of their beds or over the fireplace. They are told that Father Christmas or Santa Clause arrives at night from the North Pole on his flying sleigh pulled by flying reindeer, climbs down the chimney and fills each stocking with presents. The children open their presents – put there secretly by their parents – on Christmas morning.

On Christmas Eve people like to light candles. If there are children in the family, they often have Christmas crackers. When you pull a cracker it makes a bang and inside there is usually a Christmas hat, a small toy and a piece of paper with a joke on it.

Lunch is the most important point of Christmas Day. The traditional lunch consists of roast turkey with vegetables, followed by Christmas pudding. All the family stir the pudding and make a wish. When the pudding is hot, they put 5-penny piece in it and sometimes little silver charms – a horseshoe, a button or a ring. A 5-penny piece means you are going to have money the next year, the horseshoe brings good luck; the ring means a wedding. The button means you aren't going to get married.

A pantomime is a traditional performance for children at Christmas. All the children have much fun when they watch fairy tales with princes, beautiful princesses and fairies ("Cinderella", "Puss in Boots").

Centuries ago, it was the custom to put an ivy leaf in water on New Year's Eve and leave it there until Twelfth Night (the 6th of January). If the leaf remained fresh and green, it foretold a good healthy year; if black spots appeared on it, this meant illness and death in the family. All holly and ivy was taken down on Twelfth Night, as it was feared that it would attract goblins. It is still considered unlucky in Britain to leave Christmas decorations up after Twelfth Night.

The Twelfth night is on the eve of the 6th of January. This is the twelfth day after Christmas Day. It is the last day of Yuletide. People eat the Twelfth cake on the Twelfth night. This is a big cake with a coin baked inside. The person who finds the coin in his piece of cake becomes the king of the Twelfth night.

Many people go to church at Christmas to a midnight mass on Christmas Eve or to the morning service on Christmas Day.

The day after Christmas Day is called Boxing Day and this is a public holiday. Traditionally people put their Christmas presents into boxes. A Christmas box is wrapped in bright coloured paper with ribbons.

New Year in England is not so widely observed as Christmas. Some people ignore it completely.

The most common type of celebration is a New Year party, either a family party or one arranged by a group of young people. This usually begins at about eight o'clock and goes on until the early hours of the morning. Sometimes the host makes a big bowl of punch which consists of wine, spirits, fruit juice and water in varying proportions...

There is usually a supper of cold meat, pies, sandwiches, cakes and biscuits.

At midnight the radio is turned on, so that everyone can hear the chimes of Big Ben, and on the hour a toast is drunk to the New Year. Then the party goes on.

Another popular way of celebrating the New Year is to go to a New Year's dance. Most hotels and dance halls hold a special dance on New Year's Eve. The hall is decorated, there are several different bands and the atmosphere is very festive.

The most famous celebration is in London round the statue of Eros in Piccadilly Circus where crowds gather and sing to welcome the New Year. In Trafalgar Square there is also a big crowd and someone usually falls into the fountain. Those who have no desire or no opportunity to celebrate the New Year themselves can sit and watch other people celebrating on television.

The 1st of January, New Year's Day, is a public holiday. Some people send New Year cards and give presents, but it is not a widespread custom. This the traditional time for making New Year resolutions, but they are more talked about than put in practice.

IV. Give the English equivalents for these Russian words and word combinations:

праздник; подарок; повод; украшать; рождественская елка; открытка; камин; сани; малиновка; остролист; северный олень; дымоход; хлопушка; «пятипенсовик» (монета в 5 пенсов); серебряные амулеты; подкова; фея; обычай; плющ; рождественские украшения; святки; месса; утренняя служба; пунш; приветствовать; падать в фонтан.

V. Insert the words in the gaps:

1. ... is one of the main festivals in the Christian Calendar.
2. I was searching for a ... for Mark's birthday.
3. Children's pictures ... the walls of the classroom.
4. ... contain a small ..., a paper hat, and a joke, and are used at Christmas in Britain.
5. It is believed that some plants can attract
6. Some people ignore ... completely.

Decorate, present, gift, goblins, Christmas, New Year, crackers.

VI. Put in the right prepositions:

1. They celebrate Christmas ... the 25th of December.
2. There are a lot of traditions connected ... Christmas.
3. The biggest Christmas tree ... Great Britain stands ... Trafalgar Square.
4. People decorate their houses ... a Christmas tree
5. Children hang stockings ... the end ... their beds or ... the fireplace.
6. Santa Clause arrives ... his flying sleigh pulled ... flying reindeer, climbs ... the chimney and fills each stocking ... presents.

7. The traditional lunch consists ... roast turkey ... vegetables, followed ... Christmas pudding.
8. There was a custom to put an ivy leaf ... water ... New Year's Eve and leave it there ... Twelfth Night
9. The Twelfth night is ... the eve ... the 6th of January.
10. Many people go ... church ... Christmas ... a midnight mass ... Christmas Eve or ... the morning service ... Christmas Day.
11. A Christmas box is wrapped ... bright coloured paper ... ribbons.
12. This the traditional time ... making New Year resolutions, but they are more talked ... than put ... practice.

VII. Answer the questions:

1. What is Christmas? When do people celebrate it?
2. Who is Father Christmas? What other names of Santa Clause do you know?
3. What folklore characters are connected with Christmas? In what ways?
4. What traditions are connected with Christmas pudding?
5. What is Boxing Day?
6. How does New Year differ from Christmas? How is it celebrated?
7. Where can you celebrate New Year? What are the most popular places?

VIII. Translate into English.

1. С празднованием Рождества связано много языческих и христианских традиций.
2. Одним из символов Рождества является малиновка, которую часто изображают на открытках.
3. Рождественский пудинг – традиционное блюдо, в приготовлении которого участвует вся семья.
4. Хлопушки – любимая детская забава.
5. Считается, что Санта Клаус живет на Северном полюсе вместе со своей женой. На Рождество он развозит подарки, попадая в дом через дымоход. В благодарность дети оставляют для него молоко и печенье.

DID YOU KNOW?

1. The first Christmas card, as the term is now understood, is believed to have been designed in England in 1843 by John Callcott Horsley. An edition of 1,000 hand-coloured copies was placed on sale in London. A triptych, the card depicted a family party in the centre, beneath which were the words “A Merry Christmas and a Happy New Year to You.” In the United States the owner of a variety store in Albany, New York, in the mid 19th century produced a card carrying Christmas greetings from “Pease's Great Variety Store in the Temple of Fancy.” Boston lithographer Louis

Prang is credited with producing the first commercial Christmas cards in the United States; by the 1880s he was producing more than five million a year, using the chromolithography process, which allows subtle and realistic coloration and detail.

2. In most European countries gifts are exchanged on Christmas Eve, December 24, in keeping with the notion that the baby Jesus was born on the night of the 24th. The morning of December 25, however, has become the time for the exchange of gifts in North America. In 17th- and 18th-century Europe the modest exchange of gifts took place in the early hours of the 25th when the family returned home from the Christmas mass. When the evening of the 24th became the time for the exchange of gifts, the Christmas mass was set into the late afternoon of that day. In North America, the centrality of the morning of the 25th of December as the time for the family to open presents has led, with the exception of Catholic and some Lutheran and Episcopal churches, to the virtual end of holding church services on that day, a striking illustration of the way societal customs influence liturgical practices.

3. The Russian Orthodox church and the Ethiopian Orthodox church also recognize January, 7 as Christmas day, and the Armenian church honours January, 6.

4. Christmas tree is an evergreen tree, often a pine, balsam, or fir, decorated with lights and ornaments as a part of Christmas festivities. The use of evergreen trees, wreaths, and garlands to symbolize eternal life was a custom of the ancient Egyptians, Chinese, and Hebrews. Tree worship was common among the pagan Europeans and survived their conversion to Christianity in the Scandinavian customs of decorating the house and barn with evergreens at the New Year to scare away the devil and of setting up a tree for the birds during Christmastime; it survived further in the custom, also observed in Germany, of placing a Yule tree at an entrance or inside the house during the midwinter holidays. The modern Christmas tree, though, originated in western Germany. The main prop of a popular medieval play about Adam and Eve was a "paradise tree," a fir tree hung with apples, that represented the Garden of Eden. The Germans set up a paradise tree in their homes on December 24, the religious feast day of Adam and Eve. They hung wafers on it (symbolizing the host, the Christian sign of redemption); in a later tradition the wafers were replaced by cookies of various shapes. Candles, symbolic of Christ, were often added. In the same room was the "Christmas pyramid," a triangular construction of wood that had shelves to hold Christmas figurines and was decorated with evergreens, candles, and a star. By the 16th century the Christmas pyramid and the paradise tree had merged. Introduced into England in the early 19th century, the Christmas tree was popularized in the mid 19th century by the German Prince Albert, husband of Queen Victoria. The Victorian tree was decorated with toys and

small gifts, candles, candies, and fancy cakes hung from the branches by ribbon and by paper chains.

5. Blown-glass ornaments were offered for sale in Britain and the United States as early as the 1870s, many produced in small workshops in Germany and Bohemia, which also created decorations made from tinsel, cast lead, beads, pressed paper, and cotton batting. In the United States, F.W. Woolworth was selling \$25 million in ornaments annually by 1890, by which time strings of electric tree lights were also available.

6. In South and Central America, unique religious and secular traditions mark the Christmas celebration. In Mexico, on days leading up to Christmas, the search of Mary and Joseph for a place to stay is reenacted and children try to break a piñata filled with toys and candy. Christmas is a great summer festival in Brazil, including picnics, fireworks, and other festivities as well as a solemn procession of priests to the church to celebrate midnight mass. In India, the fir as Christmas tree is replaced by the mango tree or the bamboo tree, and houses are decorated with mango leaves. Japan serves as illustration of a different sort. There, in a predominantly Shintō country, the secular aspects of the holiday – Christmas trees and decorations, even the singing of Christmas songs such as "Rudolph the Rednosed Reindeer" or "I'm Dreaming of a White Christmas" – instead of the religious aspects are widely observed.

Halloween

I. Read and learn the following words.

bonfire	[ˈbɒn, faɪə]	костер
hilltop		вершина холма
witch	[wɪt]	ведьма
wicked	[wɪkɪd]	злой, безнравственный
creature	[ˈkri:t ə]	существо
saint	[seɪnt]	плющ
pagan	[ˈpeɪgən]	языческий
to supplant	[səˈplɑ:nt]	вытеснять

II. Match the words with their definitions:

1. to honour	1) a person that the Christian Church recognizes as being very holy, because of the way they have lived or died
2. saint	2) to show that an event or occasion is important by doing something special or enjoyable
3. goblin	3) the spirit of a dead person that a living person believes they can see or hear

4. to celebrate	4) to show respect
5. ghost	5) a woman who is believed to have magic powers, especially to do evil things
6. secular	6) a small ugly creature in children's stories that likes to trick people
7. to supplant	7) not connected with spiritual or religious matters
8. witch	8) replace

III. Complete the table:

noun	verb	adjective
	shorten	
thought		
		powerful
greenery		
	celebrate	
		dark

IV. Read and translate the text.

Halloween (October, 31)

Since most holidays honour famous people or celebrate important events, what started this rather strange holiday that seems to "honour" witches and ghosts?

Halloween wasn't always a children's "fun" holiday. At one time, it was a very serious and rather frightening event.

Thousands of years ago, in England, Scotland, Ireland, and some other places, the day that is now November 1 was the beginning of the new year. People also thought of this day as the start of winter. They called it "Summer's End."

People believed there was a sort of war between winter, with its cold and darkness, and summer, with its bright, long days and pleasant greenery. They felt that at Summer's End, the "army" of winter – ghosts, goblins, witches, and other evil creatures – grew very strong.

The night before Summer's End, October, 31 became a frightening time. People were sure that all the wicked creatures would be out celebrating – and might attack them.

To protect themselves, people held special ceremonies. They built big bonfires on hilltops to light up the night. They put on masks and animal skins. They hoped that their strange "costumes" would keep the evil creatures from knowing who they were.

Hundreds of years later, the Christian religion came to these countries. In the 7th century AD, Pope Boniface IV established All Saints'

Day, originally on May 13, and in the following century, perhaps in an effort to supplant the pagan holiday with a Christian observance, it was moved to November 1. The evening before All Saints' Day became a holy, or hallowed, eve known as All Hallows' E'en (*e'en* is an old way of saying "evening"). After a time, it was shortened to Halloween.

Many people, especially in England, kept up some of the old Summer's End customs. Even after thousands of years had passed, people remembered that ghosts, goblins, and witches were supposed to be most powerful on Halloween. They also remembered that it was a night on which people had once put on special costumes.

As a secular holiday, Halloween has come to be associated with a number of activities. One is the practice of pulling usually harmless pranks. Celebrants wear masks and costumes for parties and for trick-or-treating, thought to have derived from the British practice of allowing the poor to beg for food, called "soul cakes." Trick-or-treaters go from house to house with the threat that they will pull a trick if they do not receive a treat, usually candy. Halloween parties often include games such as bobbing for apples, perhaps derived from the Roman celebration of Pomona. Along with skeletons and black cats, the holiday has incorporated scary beings such as ghosts, witches, and vampires into the celebration. Another symbol is the [jack-o'-lantern](#), a hollowed-out pumpkin, originally a turnip, carved into a demonic face and lit with a candle inside. Since the mid 20th century, the United Nations Children's Fund (UNICEF) has attempted to make the collection of money for its programs a part of Halloween.

V. Write down all the irregular verbs used in the text. Give all their forms.

VI. Find synonyms and antonyms to these words.

Strange, threat, following, to supplant, to remember, to derive, cold.

VII. Agree or disagree with the following statements.

1. Originally Halloween is a children's "fun" holiday.
2. The day that is now November 1 was the beginning of the new year.
3. To attract strange creatures, people built big bonfires on hilltops.
4. Now Halloween is a religious holiday.
5. Halloween parties often include games, perhaps derived from the Roman celebration of Pomona.
6. Originally the main symbol, the [jack-o'-lantern](#), was a hollowed-out turnip.

VIII. Answer the questions:

1. What's the origin of Halloween? Where can we find its roots?

2. When was All Saints' Day moved to November 1? Why?
3. Who are trick-or-treaters? Give the example of our analogous custom.
4. What original British scary beings do you know? How do they correlate with our mythological creatures?
5. What traditional games, connected with Halloween, can you name? Do they resemble our games?

IX. Work in groups. Using the words below, make up a horror story.

Night, bagpipe, threat, chirr, dark, screw out, cold, ravine, nose, lurking-place, dark-lantern, jump out.

X. Translate the text into Russian.

Хэллоуин тесно связан с праздником Самхейн ([Samhain](#)), который широко отмечали кельты. 1-е ноября считалось концом летнего периода, когда стада возвращались с пастбищ. Считалось, что в это время души умерших навещают своих родных. Чтобы отпугнуть злых духов, люди жгли костры на возвышенностях. В этот день гадали по поводу брака, здоровья и богатства. Когда в I веке н.э. римляне завоевали кельтов, они принесли свой праздник Фералия (Feralia), который был связан с почитанием памяти умерших и с богиней урожая.

XI. Choose one of the topics and prepare short reports.

1. Halloween as a unique British tradition.
2. The origin of Halloween.
3. Our customs resembling Halloween.

Guy Fawkes Day

I. Read and learn the following words.

fuse	[fju:z]	запал, фитиль
straw		солома, соломенный
dummy	[ˈdʌmi]	чучело
to blow up		взрывать
treat	[tri:t]	обращаться
cellar	[ˈselə]	подвал, погреб
plot	[ˈpeɪɡən]	заговор
martyr	[ˈma:tə]	мученик
effigy		объемное изображение

II. Match the words with their definitions:

1. fuse	1) stems of wheat or other grain plants that have been cut and dried
2. cellar	2) to explode
3. straw	3) a person who suffers very much or is killed because of their religious or political belief
4. to treat	4) a secret plan made by a group of people to do smth wrong or illegal
5. plot	5) a long piece of string or paper which is lit to make a bomb explode
6. martyr	6) a statue/a model of a person
7. to blow up	7) to behave in a particular way towards smb/smth
8. effigy	8) an underground room often used for storing things

III. Complete the table:

noun	verb	adjective
	build	
		colourful
leader		
		governable
	treat	
centre		
		impressive
	live	
attraction		

IV. Read and translate the text.

Guy Fawkes Day (November, 5)

"A penny for the Guy! A penny for the Guy!"

The merry shouts of children asking for money echo up and down the streets. And with them they have "the Guy," a straw dummy dressed in old clothes. Many of the children are wearing costumes and masks.

It is November, 5 and people in England are celebrating a holiday called Guy Fawkes Day.

Nearly four hundred years ago, in 1605, a man named Guy Fawkes tried to blow up a government building. He wanted to kill King James I and the king's leaders. Fawkes was one of a group of men who felt that the government was treating Roman Catholics unfairly.

The king and his leaders were to meet on November, 5. So, the group placed barrels of gunpowder in a cellar beneath the building where the king

and others were to meet. Guy Fawkes was to light the fuse that would set off the explosion. But the plot was discovered before he had a chance to do this. The king was saved, and Guy Fawkes was hanged.

Ever since, Guy Fawkes Day has been a time for merrymaking. It is a holiday that both children and grown-ups enjoy. The best part comes as darkness falls. Then, straw dummies of Guy Fawkes are tossed onto huge bonfires. Amid cries of glee, firecrackers pop and "the Guy" goes up in a blaze of fire.

Bonfire Night is the most important event in Lewes. But it isn't just about the Gunpowder Plot. It also remembers the Martyrs, seventeen Protestants who were burned in Lewes in the middle of the 16th century, during the reign of the Catholic Queen Mary. So as you might imagine the people of Lewes take their fifth-of-November celebrations rather more seriously than most other people.

In other British towns and cities the effigies of the Catholic Guy Fawkes are burned at Bonfire Night celebrations. But here in Lewes Guy Fawkes is only one of several victims! Pope Paul V, who became head of the Roman Catholic Church in 1605, is a regular victim too. In addition, the seven bonfire societies in Lewes prepare new effigies of 'Enemies of Bonfire'. Over the years, these have included Tony Blair, George W. Bush, Osama bin Laden.

The main event usually starts at about 5.30 pm. The bonfire societies parade through the town dressed in colourful costumes, ranging from Tudor and Victorian dress to Native Americans and Vikings. They drag their effigies which they will later burn on one of five bonfires. Many people carry fire-lit torches. They march to the beat of drums and brass bands. Fireworks explode as they go, filling the air with pink smoke.

To mark the burning of the Martyrs, seventeen burning crosses are carried through the town and a wreath is laid on the War Memorial in the centre of the town.

The event is loud, colourful and impressive. It attracts thousands of people from all over the country... And then it's November, 6 and everyone goes back to their quiet daily lives.

V. Give the English equivalents for these Russian words and word combinations:

несправедливо, раскрывать заговор, бросать, шествовать по городу, жертва, кроме того, одежда эпохи королевы Виктории, коренные американцы, тащить, маршировать.

VI. Find synonyms to these words.

To explode, cheerful, an adult, a fire, to throw, happiness, to take with you.

VII. Answer the questions:

1. Who was Guy Fawkes?
2. Why did he want to kill James I?
3. What people do with straw dummies of Guy Fawkes?
4. Why is Bonfire Night the most important event in Lewes?
5. Who are 'Enemies of Bonfire'?

VIII. Prepare short reports.

1. Why there were problems with Protestants in the middle of the 16th century, during the reign of the Catholic Queen Mary?
2. What was the reign of King James I?

ADDITIONAL READING

Here are some more British traditions. Read and translate them. Try to classify them into 1) unique customs, distinctive for Britain; 2) traditions, analogous to those of our country. Substantiate your choice. What is precisely in common? What are the differences?

POET OF SCOTLAND (JANUARY, 25)

How would you like to eat a pudding that has been cooked in a sheep's stomach? You'll certainly have a chance if you ever go to a party to celebrate the birthday of Robert Burns, the national poet of Scotland.

Every January 25, many people in Scotland and elsewhere celebrate this event in a very fitting way. Among Burns's poems is one called "To a Haggis," in which he describes this dish as that "Great chieftain o' the puddin'-race!" So, of course, haggis must be served at the party.

Haggis tastes somewhat like hash. It is made from the heart, liver, and lungs of a sheep. These are chopped up and mixed with oatmeal, onions, and seasonings. Then everything is boiled in a bag made from the stomach of a sheep.

When the haggis is served, a man marches into the dining room playing a bagpipe. Behind him comes another man, proudly carrying the haggis on a tray. The arrival of the famous pudding is greeted with a cheer.

CANDLES AND WEATHER (FEBRUARY, 2)

Candlemas Day is a special day when church candles are blessed. At one time, the people then carried lighted candles around the church. This custom goes back to the Romans, when people paraded with lighted candles at this time of year.

The Roman custom comes from a story in both Greek and Roman mythology. In the story told by the Greeks, Demeter, the goddess of farming, had a beautiful daughter named Persephone. Hades, god of the underworld, fell in love with Persephone and carried her off. With lighted candle, Demeter roamed the world in search of her daughter.

While Persephone was with Hades, all the world turned cold and barren. Nothing would grow. Finally, Zeus, the king of the gods, arranged for Persephone to return to her mother for part of the year. Persephone's return was a sign of spring. The Greeks and Romans used this myth to explain the seasons.

People in many countries have long thought of Candlemas Day in terms of the coming of spring. An old British rhyme tells of this hope for a change in the weather:

*If Candlemas be fair and bright,
Winter will have another flight;
But if it is dark with clouds and rain,
Winter is gone and will not come again.*

PANCAKE DAY

Many people in the United Kingdom eat pancakes on Shrove Tuesday, the day before Ash Wednesday, when Lent begins. The custom began long ago, when people could not eat butter and eggs during Lent. So, to use up their butter and eggs before Ash Wednesday, they made pancakes.

On Pancake Day, as it is called, the women of Olney, England, have a pancake race. On this day, the women line up in the market square. Each carries a pancake in a frying pan. The women must flip their pancakes three times as they race for the church door at the other end of the square.

A bell clangs. They're off! Pancakes are flipping and feet are flying. The race lasts about a minute. The winner gets a kiss from the bell ringer of the village.

On the same day, there is also a pancake race in Liberal, Kansas. The people of Olney and the people of Liberal compare winning times by telephone to see which town has won the pancake race.

THE BEGINNING OF LENT

Ash Wednesday is the first day of Lent. It can be as early as February 4 or as late as March 10. The exact date depends on the date set for Easter Sunday.

Ash Wednesday is observed in Roman Catholic churches and in some Protestant churches. In Roman Catholic churches, ashes from burned palm leaves are blessed. A priest then uses these ashes to mark a cross on each person's forehead. The ashes are to remind people that they came from dust and will one day return to dust.

Lent is a religious season that is a time of fasting (not eating as much food as usual) and of prayer. Lent begins on Ash Wednesday, forty days before Easter (not counting Sundays) and ends on Easter Sunday. The forty days of Lent are to remind people of the forty days Jesus fasted in the wilderness. The word Lent comes from the Old English word *lencten*, which means "spring."

In many countries, special foods are eaten during Lent. These foods are usually a substitute for meat. In Ireland, people have a dish called champ. It is made up of scallions, a kind of onion, whipped in with hot mashed potatoes and served with a lump of butter in the middle.

The English also make special foods for Lent. One is a pudding of flour and milk, flavored with fruit syrups. Because it can be made quickly, it is known as hasty pudding.

In most places, fish is a standard food throughout Lent. So are eggs. But there was time when people were forbidden to eat eggs and butter, as well as meat. During the forty weekdays of Lent they could have only bread and water.

ST. PATRICK'S DAY (MARCH 17)

On St. Patrick's Day, you may hear such Irish songs as "The Wearing of the Green." And on this day, many people – even some who are not Irish – do wear something green. The bit of green is a reminder of the beautiful green countryside of Ireland. This island nation is so green that it is often called the Emerald Isle. (An emerald is a lovely green jewel.) Green is also the color of the shamrock, a small cloverlike plant with three leaves on each stem. It is the national symbol of Ireland.

In Ireland, St. Patrick's Day is both a holy day and holiday. Saint Patrick, Ireland's patron saint, brought Christianity to Ireland. According to legend, he used the three leaves of the shamrock to explain the idea of the Trinity – that in the one God there are three divine Persons: the Father, the Son, and the Holy Spirit. Another legend says that Saint Patrick rid Ireland of snakes by charming them into the sea.

St. Patrick's Day is usually celebrated with a parade. The one in Dublin, Ireland, has some to be known as the Irish Mardi Gras. The St. Patrick's Day Parade in New York City is perhaps the biggest.

Two big Irish wolfhounds always lead the marchers in the gala New York City parade. These huge dogs are the mascots of the Fighting 69th, an infantry regiment that is part of the New York National Guard. At one time, this regiment was made up entirely of Irishmen. More than a hundred bands and a hundred thousand marchers follow the dogs up Fifth Avenue. The parade lasts for hours.

You don't have to be Irish to celebrate St. Patrick's Day. Next March 17, put on a shamrock or a bit of green and have fun.

APRIL FOOL! (APRIL, 1)

There's a spot on your nose! Did you look to see? If you did, April fool! The joke is on you.

If you have a trick played on you in the United States, you are an "April fool." In England, you might be called a "noddy," which means a "fool" or "simpleton." But if you live in England, don't try to play any tricks in the afternoon of All Fools' Day. In England, tricks are played only till noon. If you do try to play a trick in the afternoon, you will probably hear this shout:

*"Up the ladder and down the wall,
You're the greatest fool of all!"*

In Scotland, a person who is fooled by being sent on some foolish errand – such as finding a left-handed monkey wrench – is said to be "hunting the gowk." Gowk means "cuckoo" or "simpleton."

The custom of playing harmless tricks on April 1 is said to have begun in France more than four hundred years ago. At that time, *Jew Year's Day was March, 25. Celebrations went on through April, 1, at which time people exchanged New Year's gifts.

Then, the French adopted a new calendar. New Year's Day was switched from March, 25 to January, 1. This confused many people for a long time. On April, 1 those who remembered the switch began to play tricks on those who forgot.

And in France, a person who is fooled is called a *poisson d'Avril*, which means "April fish." Why a "fish"? No one is quite sure. Perhaps it is because in April fish are young and easily caught. In France, as a special treat, you can buy chocolate fish on April Fools' Day.

MAYPOLES AND PARADES (MAY, 1)

In many countries, the first of May is May Day – a day to welcome spring. People gather flowers and dance, often around a Maypole.

May Day came to the United States from England – but it was brought to England by the ancient Romans. In Rome, there was a day in spring when the young men paraded through the city, carrying a pine tree. There was also a festival to honor Flora, the Roman goddess of flowers. When the Romans conquered England, the pine tree became a Maypole.

On May Day in England, the pole was set up on the village green and decorated with flowers and ribbons. A May Queen was picked and crowned with flowers. Villagers danced around the Maypole, holding the ends of ribbons that hung from the pole. As they danced, they wove the ribbons in and out.

In time, some people thought the merrymakers worshiped the Maypole. For a while, the Maypole was forbidden by law. But it reappeared later. To this day, children in parts of England and elsewhere still sing and dance around the Maypole on May Day.

CHEESE ROLLING

Of all Britain's famous customs and traditions, cheese rolling is probably the strangest – and certainly the most spectacular.

Every year, large crowds of people gather at Cooper's Hill in Gloucestershire to watch the Cheese Rolling Championship.

A group of brave (and crazy) people roll a large cheese down the hill, and then run down after it. In theory, competitors must catch the cheese, but as it can reach speeds up to 70 miles an hour, this rarely happens.

Cheese Rolling is one of the oldest customs in Great Britain. It's been going on for hundreds of years and nobody knows for sure when it first started.

The master of the ceremonies must wear a white coat, ribbons and a top hat. He starts the event with the traditional signal: 'One to be ready, two to be steady, three to prepare – and FOUR to be off.'

In the past the cheese-rolling day also included a fair that took place at the top of the hill.

Four races are held on the day: three for men and one for women. There are also uphill races for children.

Cheese Rolling is a dangerous sport. There is usually an ambulance at the event – to treat people with sprained ankles, black eyes and sometimes more serious injuries.

Oh, and what's the prize for winning in this 'extreme' sport? You get to keep the cheese!

Репозиторий ВГУ

BELARUS

"KALYADY" HAS COME

I. Pay attention to these words. Pick out sentences with these words from the text and read them out:

Kalyady – Каляды;

Christmas – Рождество;

Epiphany [i'pifsni] – Крещение;

Svyatki – Святки;

Kalyadnaya Kuttzua – Калядная кутья;

Bethlehem – г. Вифлеем (библ.);

Christ [kraist] – Христос

II. Read out these phrasal verbs and expressions several times till you remember them:

to get rid of – избавляться от чего-л.;

to see the New Year in – встречать Новый год;

treat to – угощать чём-л.;

they say – говорят;

to play the accordion – играть на аккордеоне;

to act out – представлять, разыгрывать.

III. Match the English words and their Russian equivalents:

eternity	ярмарка
fair	бессмертие
mysterious	вечность
vagrant	избавляться от
smart	предки
to get rid of	бродячий
forefathers	веселый
merry	таинственный
immortality	переодеваться
to disguise	нарядный

IV. Combine the words with the help of the preposition *of*:

groups	a. everything bad
many countries	b. Christ's birth place

the masks	c. elite
a sort	d. "Kalyady"
a symbol	e. Goats and Bears
eternity	f. immortality
the name	g. the world
holiday	h. porridge
to get rid	i. merry young boys and girls

V. Give the comparative and superlative of the following adjectives:

Long, old, late, young, ancient, delicious, bad.

VI. Give the three forms of the following verbs:

to come, to spoil, to begin, to call, to hold, can, to treat, to bear, to disguise.

VII. Give the plural of:

Calendar, amateur, carol, fair, story, masquerade, holiday.

VIII. Write the derivatives of the following words:

To fall, a mystery, to celebrate, a host, to congratulate, music, to perform, an origin.

IX. These words can be used both as verbs and nouns. Make up your own sentences to show the difference in their usage:

Work, visit, purpose, feature, treat.

X. Read these expressions and find their English equivalents in the text:

Таинственное время года; древние языческие традиции; актеры-любители; угощать восхитительными вещами; быть священной едой; символ бессмертия; давать представления: играть на аккордеоне; происходить от.

XI. Read the text and get ready to speak about "Kalyady"

«KALYADY» HAS COME

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 December, 25 to January, 6 when the sun turns its gaze towards spring and the days begin to become longer. As for Orthodox Christians and the old calendar, the mysterious time of the year comes a bit later – it continues from January, 7 to January, 19. People say that "Kalyady" is a God's holiday. In Russia, all these days and nights from Christmas till Epiphany are called "Svyatki" (Sacred Evenings) and in Belarus – "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. "Kalyady" celebrations have ancient, pagan traditions. In many countries of the world, people have carnivals and masquerades to see the New Year in. Such festivals are also held in Belarus.

Each person in the processions of "Kalyadovschchyki"(carol-singers) has a role according to his character and temperament: one of them bears the 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 – "kasha" – made from barley) was sacred food which could save and protect people's lives. So "Kuttzya" was a symbol of immortality and eternity of life.

On "Kalyady" the Belarusians like to visit each other, celebrate weddings and arrange fairs. By the way, it was at the fairs in the old days when vagrant musicians and puppeteers gave their performances. Small puppet theatres called "Batleyka" were popular in Belarus. They acted out stories about Christ from the Bible. Some people think that the word "Batleyka" originated from the word "Bethlehem" – the name of Christ's birthplace. 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.

XII. Answer the following questions:

1. When do Belarusians celebrate "Kalyady"? 2. What do people say about "Kalyady"? 3. What are the typical entertainments during "Kalyady"? 4. How long do "Svyatki" last? 5. What do amateur actors wear? 6. How are three ritual suppers at "Kalyady" called? 7. Our forefathers believed that "Kuttzya" was sacred food, didn't they? 8. What is "Kuttzya" made of? 9. What do Belarusians like to do during "Kalyady"? 10. What do you know about "Batleyka"? 11. What is the main purpose of "Kalyady"?

XIII. Agree or disagree with the following statements:

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. People in the street give money to these amateur actors. 6. In every Belarusian family three ritual breakfasts are cooked during "Kalyady." 7. The ritual food is called "Kalyadny Kulesh". 8. On "Kalyady" the Belarusians like to organize family dinners and invite their relatives. 9. The main purpose of "Kalyady" is to get rid of the old furniture.

XIV Put in the right prepositions where necessary:

1. As ... Orthodox Christians and the old calendar, the mysterious time ... the year comes ... a bit later it continues ... January, 7 ... January, 19. 2. ... Russia, all ... these days and nights ... Christmas ... Epiphany are called "Svyatki"(Sacred Evenings) and ... Belarus –"Kalaydy." 3. ... "Kalyady", groups ... merry young boys and girls ... smart clothes go ... house ... house ... Belarusian villages and towns. 4. ... many countries ... the world, people have carnivals and masquerades to see the New Year5. The pagan holiday ... "Kalyady" coincided later... Christmas, which was celebrated ... Christians. 6. The main purpose ... "Kalyady" is to get rid ... everything bad ... one's life and to begin a new life cycle ... joy and optimism.

XV. Choose a word from the box to put into each gap:

1. If you want ... real joy, you should come to Belarus when "Kalyady" is being celebrated. 2. During "Kalyady" groups of merry young boys and girls in ... clothes go from house to house in villages and towns. 3.

Hosts and hostesses usually ... them to delicious things and thank them for well-wishing and carol-singing. 4. "Kalyady" is the time when three ... suppers are cooked in every Belarusian home. 5. Our... believed that "Kuttzya" was sacred food which could save and protect people's lives. 6. On "Kalyady" the Belarusians like to visit each other, celebrate weddings and7. The main purpose of "Kalyady" is ... of everything bad in one's life and to begin a new life cycle with joy and optimism.

*treat, arrange fairs, to get rid, to experience, ritual,
smart, forefathers*

XVI. Fill in the table:

Dates	
Clothes	
Masks	
Musical instruments	
Food	
Purpose	

XVII. Work in groups. Find out from your partners:

- what holiday is celebrated in Belarus from Christmas till Epiphany;
- what they know about the origin of this holiday;
- what is prepared for ritual suppers and why;
- whether they have such suppers in their families;
- whether they take part in "Kalyady" and what they do during this holiday.

XVIII. Prove that:

- "Kalyady" is a jolly time;
- our theatre has some roots in the holiday of "Kalyady".

XIX. Comment on:

- the behaviour of young boys and girls in the streets during "Kalyady";

- the origin of the word "Batleyka";
- the purpose of "Kalyady".

XX. Imagine that:

– You are preparing for "Kalyady". Your friend from America has come to visit you. It goes without saying that he knows nothing about this holiday. You want him to take part in the procession of "Kalyadovschchiki." Role-play a dialogue with your partner.

– You are an organizer of "Kalyady" in your class. Try to talk your friends in taking part in the celebration. Then distribute the roles among them. Role-play a dialogue with your partners.

XXI. Comprehension check. Choose the best alternative according to the text;

1. *Orthodox Christians celebrate "Kalyady"*
 - a) from December, 25 to January, 6;
 - b) from January, 1 to January, 7;
 - c) from January, 7 to January, 19.
2. *People consider that "Kalyady" is*
 - a) a dull holiday and never celebrate it;
 - b) is a holiday for small children only;
 - c) a merry holiday and celebrate it with pleasure.
3. *During "Kalyady", groups of merry young boys and girls*
 - a) organize rock music concerts in Belarusian villages and towns;
 - b) go carol-singing in Belarusian villages and towns;
 - c) make snowmen in Belarusian villages and towns.
4. *Each of the carol-singers*
 - a) has a present for passers-by;
 - b) suggests his project of this holiday;
 - c) plays a part according to his personality.
5. *Amateur actors*
 - a) are disguised or wear masks;
 - b) treat hosts and hostesses to delicious thing;
 - c) cook "Kuttzya" and treat passers-by to it.
6. *Amateur musicians*
 - a) play the accordion or beat the tambourine;
 - b) thank hosts and hostesses for carol-singing;
 - c) teach passers-by to play the accordion.

7. *The host and the hostess usually treat "Ka/yadovschchiki"*

- a) with suspicion;
- b) to tasty things;
- c) as if they were mad.

8. *Three ritual suppers are prepared in every Belarusian home*

- a) during "Kalyady";
- b) on the New Year Eve;
- c) on Christmas Eve.

9. *Our ancestors were convinced that "Kuttzya " was sacred food which*

- a) could protect people from the evil eye;
- b) was necessary for people to live long;
- c) was blessed food.

10. *So "Kuttzya" was*

- a) a symbol of rich life;
- b) served in the morning;
- c) a symbol of everlasting life.

11. *On "Kalyady" Belarusians*

- a) never celebrate weddings because of the superstitions;
- b) like to entertain themselves and celebrate weddings;
- c) like to stay at home and cook "Kuttzya" every evening.

12. *The pagan holiday of "Kalyady " coincided later with*

- a) Christmas;
- b) Epiphany;
- c) New Year.

13. *The main purpose of "Kalyady" is*

- a) to organize the processions of "Kalyadovschchiki";
- b) to do away with bad things and to start a new period of life cheerfully;
- c) to demonstrate national Belarusian traditions to people all over the world.

YOUTH AND ITS PLACE IN MODERN SOCIETY

What is youth?

This question can be answered in different ways.

Youth is spring. Youth is love. Youth is the joy of fatherhood and motherhood.

Youth is quest, quest for new ways in science, revelations in art, roads in life. Youth is daring and implacability, rejection of everything old and moribund. All this is true.

Generation Gap

I. Pay attention to these words. Pick out sentences with these words from the text and translate them into Russians:

Generation gap — проблема «отцов и детей», разрыв между поколениями;

the awkward age - переходный возраст;

juvenile [ˈdʒu:vənail] *delinquency* [diˈlɪŋkwensi] - подростковая преступность;

out of sheer boredom - от (всепоглощающей) скуки;

the smart set - законодатели моды;

gilded youth - «золотая» молодёжь;

to live below the poverty line — жить за чертой бедности.

II. Read out the following words and memorize their meaning:

vagary (n)	[ˈveɪgəri]	причуда, каприз, чудачество
coin (v)	[kɔɪn]	создавать новые слова
insatiable (adj)	[ɪnˈseɪəbl]	ненасытной, жадный
ape (v)	[eɪp]	подражать, обезьянничать
adolescence (n)	[ˈædəˈlesns]	подростковый возраст, юность
adolescent (n)	[ædəˈlesnt]	подросток
cool (adj)	[ku:l]	крутой
clumsy (adj)	[ˈklʌmzi]	неуклюжий, нескладный
elation (n)	[ɪˈleɪʃn]	приподнятое настроение
despair (n)	[dɪˈspeə]	отчаяние, безнадежность
jealousy (n)	[ˈdʒeləsi]	зависть
acute (adj)	[əˈkju:t]	острый
inhibit (v)	[ɪnˈhɪbɪt]	сдерживать, тормозить
impressionable (adj)	[ɪmˈpreʃənəbl]	впечатлительный, восприимчивый
arrogant (adj)	[ˈærəgənt]	нахальный, самонадеянный

harsh (adg)	[hɑ:ʃ]	жестокий
lenient (adj)	[ˈli:njənt]	мягкий, снисходительный
annihilation (n)	[əˌnaɪəˈleɪʃn]	истребление, уничтожение
shed (v)	[ʃed]	отбрасывать, оставлять

III. Read out these phrases several times till you remember their meaning:

in a fearful hurry	страстно жаждущие;
to grow up	повзрослеть
twice their age	два раза старше их;
to get through a confusion	преодолеть неразбериху, замешательство;
to get into a bad company	попасть в плохую компанию;
to become stratified	расслаиваться (на классы);
to bring about	приводить;
under the constant threat of	под постоянной угрозой;
to question the wisdom and sanity of their elders	подвергать сомнению мудрость и здравомыслие старших (старшего поколения).

IV. Read the text and get ready to speak about the problems of teenagers:

GENERATION GAP

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and is always true. It has never been truer than it is today.

These days grown-ups describe children as «difficult», «rude», «wild» and «irresponsible». Only some people say that they will grow up to make our country a better place.

For kids from 8 to 14 a new term «teens» has recently been coined. They are no longer children nor yet teenagers, just between - teens. They are said to be a generation in a fearful hurry to grow up. Instead of playing with Barbies and Legos they are interested in the vagaries of love on TV serials. Girls wear provocative make-up. At this very age kids start pairing off. Teens have got an insatiable desire for the latest in everything - from jeans with labels so that everyone will know that they've got the latest stuff - to CDs. Kids at their age desperately need to belong and that's why everything comes down to appearance. They think that having the right «stuff» is the quickest way to acceptance. For parents and teachers they can be a nightmare, aping the hairstyle, clothes and make-up of celebrities twice their age. Experts say that the rush to grow up is due to the mass media. Being raised by single-parent families as well as watching TV, which sucks up

most of their free time, can also accelerate the desire of children for being independent and creates behaviour problems.

But the most painful part of childhood is the period when they begin to emerge from it: adolescence or the awkward age. There is a complete lack of self-confidence during this time. Adolescents are overconscious of their appearance and the impression they make on others. They feel shy, awkward and clumsy. Feelings are intense and hearts - easily broken. Teenagers experience moments of tremendous elation or black despair. And besides, friends are becoming more and more important these years. At schools there are cliques who decide what is «cool». Adolescents may rebel violently against parental authority, but this causes them great unhappiness. And they are not always helped to get through a confusion of life in a steady, productive way. But even teenagers with sympathetic and supportive parents can fall in with bad company.

Most children don't belong to any clubs and they just start roaming the street after school out of sheer boredom. A lot of them become addicted to drugs and/or alcohol because their life is hollow and they don't think of life-long goals. They have nothing to fill the emptiness of their souls with. They demand to have all that they see, and regard it as their right to be entertained every waking moment.

And besides our society is becoming more and more stratified. There has appeared a class of rich people and a class of poor people (to be more exact - people leaving below the poverty line). Children of well-off parents consider themselves «the smart set» or «gilded youth». Their parents give them every material benefit, pocket money any time they ask. A lot of these children have their own brand-new cars and personal computers. It goes without saying that it causes jealousy and the desire to possess the same things on the part of children whose parents are poor and cannot afford it. Such feelings can push teenagers to committing a crime and it leads to a wide spread of juvenile delinquency.

Nowadays children start using computers very early. Teens are so fascinated by them that they spend hours and hours at their personal computers or at computer clubs. The electronic universe replaces their contacts with friends and dominates their life completely. Obsession with computers brings about a mechanical, disillusioned mentality and inhibits their emotional development.

The heads of youngsters are also being filled with violent pictures they have seen on TV. Children are very naive and impressionable. And no wonder that they are so aggressive and arrogant in real life. They are thrown into such a harsh world, especially if they live in a city.

These days a lot of parents think that they should be lenient with their children, they should let them find out about life for themselves, they should leave children to develop their own idea of right and wrong. But it's a grave

mistake, Parents *should* try to protect their children from possible bad influences and give them clear guidance about right and wrong.

There is no way to predict how today's children will turn out. Keeping faith in kids is necessary. They are not bad. They are optimistic. They expect to have a better life than their parents'. And grown-ups - if they are prepared to admit it - could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not «sinful». Enjoyment is a principle you could apply to all aspects of life. It is not wrong to enjoy your work and enjoy your leisure, to shed restricting inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the constant threat of World War II, which means complete annihilation. This is their «glorious» heritage. Can we be surprised that they question the wisdom and sanity of their elders?

V. Answer the questions:

1. What comment is usually made about the younger generation? 2. What epithets do grown-ups use speaking about children? 3. Does anyone believe that children will make our country a better place to live in? 4. What term has been coined recently? 5. Are teens interested in playing with dolls and toys? 6. What things do they want to have and why? 7. Why is the awkward age the most painful part of childhood? 8. Do teenagers obey their parents? 9. Teenagers with sympathetic and supportive parents never get in bad company, do they? 10. Why do teenagers become addicted to drugs and alcohol? 11. What do teens regard as their right? 12. What society do we live in? 13. Are there any people who live below the poverty line in this country? 14. Who belongs to the smart set or gilded youth? 15. What can push children from poor families to commit a crime? 16. When do children start using computers nowadays? 17. What does preoccupation with computers bring about? 18. Children are easily influenced by violence on TV, aren't they? 19. How do they behave in real life? 20. What do many parents think about upbringing nowadays? 21. Are they right? 22. What should parents do? 23. Is it possible to predict what people today's children grow up? 24. What sort of life do children expect to have? 25. What could grown-ups learn from their children? 26. Why do young people prefer to live in the present? 27. What does World War II mean? 28. Do young people have a right to question the wisdom and sanity of their elders?

Vocabulary

to relate to	относиться к ч-л.	breakdown	разрыв
peer	сверстник	to affect	оказывать
adult	взрослый	влияние	
overwhelming	неодолимый	drug	наркотик

pregnancy	беременность	overdose	передозировка
delinquency	преступление	grown-up	взрослый
complex	сложный	curiosity-	любопытство
citizen	гражданин	deprived	лишенный,
to drop out of	бросать,	бедный	
уходить		adoption	усыновление
to neglect-	пренебрегать,	unemployed	безработный
	пропускать занятия	puberty	половая зрелость
ample	обильный	anorexia nervosa	анорексия
to rebel	восставать	bulimia nervosa	булимия
survey	исследование,	promiscuity	беспорядочность
опрос		juvenile	юношеский
barbiturate	барбитурат		

VI. Find synonyms for the words in the frame:

<i>Complex</i>	<i>to neglect</i>	<i>adult</i>	<i>to rebel</i>
<i>Juvenile</i>	<i>survey</i>	<i>to drop out</i>	
<i>Curiosity</i>	<i>ample</i>	<i>affect</i>	

To disobey, abundant, interest, young, difficult, to disdain, to leave, enquiry, grown-up, influence.

VII. Match the words and their definitions:

To drop out, barbiturate, overdose, deprived, unemployed, anorexia, bulimia, peer, adult, to affect, pregnancy.

1. A powerful drug that makes you feel calm and relaxed or puts you to sleep.
2. Too much of a drug taken at one time.
3. To leave school, college without finishing your studies.
4. Without a job although able to work.
5. An emotional disorder leading to dangerous weight loss.
6. Without enough food, education and all the things that are necessary for people to live a happy and comfortable life.
7. An emotional disorder in which a person repeatedly eats too much and then forces himself/herself to vomit.
8. A person who is the same age as you.
9. To produce a change in smb. /smth.
10. A fully grown person who is legally responsible for their actions.
11. The state of being pregnant.

VIII. Insert the words in the gaps:

Drop out of, unemployed, adult, overwhelming, citizen, ample, rebel, adoption, overdose

1. Children must be accompanied by an _____.
2. She is Italian by birth but now an Australian _____.
3. There was _____ time to get to the airport.
4. She put the baby up for _____.
5. Most teenagers find something _____ against.
6. She had the _____ desire to tell him the truth.
7. How long have you been _____?
8. He died from an _____ of barbiturate.
9. She started an engineering degree but _____ out of after only a year.

IX. Read the text and say what youth problems were not mentioned in it, according to your point of view.

YOUTH PROBLEMS

All adolescents have problems from time to time. However, most young people pass through this stage of development without serious difficulty. These young people make new friends, join clubs, and take part in sports and social activities. For these young people, the teen-age years are generally happy and exciting.

Most of the problems that adolescents have are related to schoolwork, finances, peer group and family relationships. The majority of such problems are minor, at least from an adult's point of view. However, a problem that appears unimportant to an adult may seem overwhelming to an adolescent. This difference in viewpoints may itself cause problems if it leads to a breakdown in communications between parents and their teenagers. Most personal problems of adolescents do not affect society as a whole. But certain problems are so serious and widespread that they are considered social problems. These problems include attitudes toward schooling, the use of drugs, early pregnancies, food disorders and delinquency.

Attitudes towards schooling. Education is increasingly important in today's complex industrial societies. More and more jobs in these societies require a high degree of specialized knowledge of technical skill. In addition, democratic societies have traditionally relied on the schools to help produce well-informed, responsible citizens. Nearly every state of the United States requires young people to attend school until they are at least 16 years old or until they graduate from high school.

Many teen-agers who drop out of school or neglect their studies come from homes where learning is not encouraged. But many students do not

fully develop their abilities even though they receive ample encouragement at home. In some cases, parents may need to reevaluate the goals they have set for their children. Even able students may rebel if they feel that too much is demanded of them.

The use of drugs. Surveys of the U.S. teen-agers indicate that the great majority have at least experimented with such drugs as alcohol, barbiturates, cocaine, LSD, or marijuana. Some have experimented with heroin, morphine or other drugs. Many of these drugs are physically harmful if taken regularly. A single overdose of some drugs, such as heroin or barbiturate, can result in a coma or death.

Adolescents can take drugs for various reasons, including peer group pressure, the desire to appear grown-up, the example of parents, and curiosity. Most teen-agers pass through the experimentation stage without developing a drug abuse problem. Others are not so fortunate. Alcohol is one of the most frequently abused drugs among teen-agers, as it is among adults. About 15 per cent of the U.S. high school students may have serious drinking problems.

Early pregnancies. The UK has the highest proportion of teenage pregnancies in Western Europe. Each year in England 90000 girls get pregnant. 2200 of these are under 14, and 7700 are under 16 years old. The British figure for the first, younger group is ten times higher than in Japan, and eight times higher than in Sweden and the Netherlands, where attitudes to sex are more open. According to the United Nations, the dramatic situation with teenage pregnancies in the UK is largely due to the lack of general education and appropriate family support, as most teenage mothers come from poorly educated and deprived families.

Being a teenage mother is not easy. Some pregnant teenage girls decide to have an abortion or give their babies up for adoption. However, some decide to go all the way. Quite often, keeping the baby means never continuing education and ending up unemployed, living on scarce benefits from the state. It seems obvious that prevention of teenage pregnancies lies in better and more open sex education, as demonstrated by Sweden and the Netherlands.

Food disorders. It's common for kids - particularly teens - to be concerned about how they look and to feel self-conscious about their weight. During puberty, kids' bodies are changing dramatically and they are facing new social pressures, like attraction to the opposite sex. Unfortunately, for a growing proportion of kids and teens, that concern grows into an obsession that causes dramatic weight fluctuation, interferes with normal daily life, and damages vital body functions. Up to 10 million teens develop eating disorders, abnormal attitudes and behaviors with foods, which include anorexia nervosa or bulimia nervosa. For most kids, eating disorders begin when they are 11 to 13 years old. While they are more common among girls,

boys can experience eating disorders too. Unfortunately, many kids and teens successfully hide these disorders from their families for months or years.

Anorexia may affect a child's growth, bone mass, cause puberty delays, an irregular heartbeat and blood pressure problems, and gastrointestinal problems. Behavioral problems, such as sexual promiscuity, crime (often shoplifting), and drug and alcohol abuse are more common in teens with bulimia.

In anorexia, these signs include: significant weight loss (15% below the normal weight for height), continual dieting (although thin), feelings of fatness, even after weight loss, fear of weight gain, preoccupation with food, calories, nutrition, and/or cooking, preference to eat in isolation, compulsive exercise, binge eating and purging, insomnia, brittle hair or nails, depression with social withdrawal.

The warning signs of bulimia include: uncontrollable eating (binge eating), purging by strict dieting, fasting, vigorous exercise, and/or vomiting, abuse of laxatives or diuretics ("water pills") to lose weight, frequent use of the bathroom after meals, reddened finger(s) (from inducing vomiting), swollen cheeks or glands (from induced vomiting), preoccupation with body weight, depression or mood swings, dental problems, such as tooth decay, heartburn and/or bloating, problems with drugs, alcohol, sexual activity, or crime.

X. Agree or disagree with the following statements:

1. Most of the problems that adolescents have are related to finances and family relationships.
2. Most personal problems of adolescents do not affect society as a whole.
3. A lot of teenagers who neglect their studies receive ample encouragement at home.
4. Surveys of the U.S. teenagers show that they have never experimented with drugs.
5. Adolescents can take drugs for various reasons, including parents' pressure, the desire to appear grown-up and curiosity.
6. Being a teenage mother is quite easy.
7. Quite often, keeping the baby means that the girl will continue education and get a profitable (well-paid) job.
8. Up to 20 million teens develop eating disorders, abnormal attitudes and behaviors with food, which include bulimia.
9. Eating disorders begin when they are 20-23 years old.
10. Many juvenile offences are rather serious.
11. Some juvenile offenders have strong antisocial tendencies and deep-seated psychological problems.

XI. Answer the following questions:

1. What youth problems can you name?
2. What are the reasons for taking drugs by adolescents?
3. Why do teenagers usually drop out of schools?
4. Why does England have the highest proportion of teenage pregnancies in Western Europe?
5. How is it possible to prevent teenage pregnancies?
6. What is the difference between these two maladies?
7. What are the signs of anorexia?
8. What are the signs of bulimia?

XII. Work in groups:

1. Discuss youth problems in our country.
2. Find out what can decrease the number of teenage pregnancies, alcohol and drugs consumption.
3. What should the youth and adult organizations do to bring up the generation of young people?

Youth Organizations in Belarus

I. Pay attention to the following words. Pick out sentences with these words from the text and translate them into Russian:

the Belarusian Republican Pioneer Organization – Белорусская республиканская пионерская организация;

the Association of Belarusian Scouts – Объединение белорусских скаутов;

the Belarusian Organizations of Falcons – Белорусская организация соколов;

the Belarusian National Scout Organization – Всебелорусская национальная скаутская организация;

the Association of Belarusian Guides – Ассоциация белорусских гайдов;

the State Committee on the Affairs of Youth - Государственный комитет по делам молодежи;

The Belarusian Patriotic Union of Youth (BPUY) – Белорусский патриотический союз молодежи (БПСМ);

The Belarusian Union of Youth (BUY) – Белорусский союз молодёжи (БСМ);

set of rules – устав; *moral and spiritual values* - духовно-нравственные ценности;

the uniting congress - объединительный съезд.

II. Read out the following words and memorize their meaning:

world outlook (n)	['wɜ:ld 'aʊtlʊk]	мировоззрение
devotion (n)	[dɪ'vəʊʃn]	преданность
self-perfection (n)	[self pə'fekʃn]	самосовершенствование
elaborate (v)	[ɪ'læbəreɪt]	разрабатывать
accomplish (v)	[ə'kʌmplɪʃ]	осуществлять
contradict (v)	['kɒntrə'dɪkt]	противоречить
legislation (n)	[ledɪʒɪs'leɪʃn]	законодательство
render (v)	['rendə]	оказывать
coincide (v)	[kəʊɪn'saɪd]	совпадать
consolidate (v)	[kən'sɒlɪdeɪt]	объединяться
prolongate (v)	[prəʊlɒŋ'geɪt]	продлевать
elect (v)	[ɪ'lekt]	избирать
employment (n)	[ɪm'plɔɪmənt]	работа

III. Read these international words and try to guess their meaning:

association, assist, educational programme, initiative, international cooperation, congress, organising committee, conference, regional centre.

IV. Read out these phrases several times till you remember their meaning:

in conformity with - в соответствии с; who have attained to the age of - которые достигли шестнадцатилетнего возраста; to submit for consideration - представлять на рассмотрение; at one's own free will – по собственному желанию; to consolidate into a single organization – объединяться в единую организацию; to draft set of rules – проект устава; to pass on experience – передавать опыт.

V. Match the English words and their Russian equivalents:

- | | |
|------------------------|--------------------------|
| 1. moral and spiritual | a. объединять(ся) |
| 2. consolidate | b. противоречить |
| 3. accomplish | c. совпадать |
| 4. contradict | d. духовно-нравственный |
| 5. self-perfection | e. разрабатывать |
| 6. world outlook | f. осуществлять |
| 7. elaborate | g. самосовершенствование |
| 8. legislation | h. избирать |
| 9. elect | i. законодательство |
| 10. coincide | j. мировоззрение |

VI. Make sure you know all the words in the box. Then read their definitions and match the words with them:

elaborate, world outlook, legislation, render, prolongation, devotion, coincide, consolidate, accomplish, employment, objective, goal

●make longer; ●provide, supply, give; ●giving up (oneself» one's time, energy, etc.) to; ●work out, describe in detail; ●perform, succeed in doing; ●purpose; ●person's way of looking on life; ● (of ideas, etc.) be in harmony or agreement; ●the laws made; ● (fig,) object of efforts or ambition; ●one's regular work or occupation; ●combine into one.

VII. Match the words with the help of the preposition of:

- | | |
|--------------------------|--------------------------------|
| 1. the status | a. the organization |
| 2. the Constitution | b. social justice and progress |
| 3. at the age | c. young people |
| 4. a society | d. the Republic of Belarus |
| 5. the draft set | e. society |
| 6. all-round development | f. the BPUY |
| 7. every member | g. 16 |
| 8. the defence | h. their motherland |
| 9. integrated members | i. rules |
| 10. the main objectives | j. a public union |

VIII. Read the text and get ready to speak about youth organisations in Belarus:

YOUTH ORGANIZATIONS IN BELARUS

In conformity with Article 36 of the Constitution of Belarus youth public associations may be organized by citizens of the Republic who have attained to the age of 16. Public associations may found unions of public associations.

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

The most numerous youth organizations are the Belarusian Patriotic Union of Youth and the Belarusian Union of Youth.

The BPUY was formed in 1997. It has the status of a public union. This organization works in accordance with the Constitution of the Republic of Belarus. It should be mentioned that in conformity with Article 9 of the Law of the republic of Belarus "On Public Associations" membership in public organizations is allowed for children at the age of 16, So every young person at the age of 16 can join the BPUY.

The main goal of the BPUY *is* to unite patriotically thinking young people for active participation in the construction of a society of social justice and progress. The main objectives of the organization are as follows:

- to express, defend and realize the rights and legal interests of its members;
- to form the world outlook, based on moral and spiritual, as well as Christian, values;
- to foster patriotism as the main spiritual and social value;
- to express devotion to the Constitution of the Republic of Belarus, to the country, its people and its state symbols;
- to give assistance to every member of the organization in his spiritual, intellectual and physical development and in realization of his abilities and creative potential;
- to take part in preparation of young people for the defence of their motherland.

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

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

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

The goals and objectives of another mass youth organization - the Belarusian Union of Youth - coincide with those of the BPUY. That's why they have decided to consolidate into a single organization. On September, 5, 2002 the Congresses of the BPUY and BUY took place, and on September, 6, 2002 the uniting congress of these two organizations was held

at the concert hall "Minsk". The working group of the organising committee submitted for consideration of the delegates 3 main documents; the draft set of rules of the new organization, the conception of its development and the appeal to the youth of the Republic of Belarus. In the draft set of rules they propose to prolongate membership in the new organization from 14 to 31, which will help to pass on experience from generation to generation. On July, 19, 2002 the organising committee announced a competition for the best name of the new organization and its symbols.

No wonder that the process of uniting was widely supported by the youth. Its aim is quite noble: to create conditions for all-round development of young people and to contribute to creation of a civil society in Belarus.

IX. Answer the questions:

1. Are there many youth organizations in Belarus? 2. When was the Belarusian Patriotic Union of Youth organized? 3. What is the goal of the organization? 4. What are the main objectives of the BPUY? 5. How does the BPUY accomplish its goals and objectives? 6. Does the BPUY help young people to become intergrated members of society? 7. Do the members of the BPUY have rights and duties? 8. Why have the BPUY and the BUY decided to consolidate into a single organization? 9. When and where did the uniting congress take place? 10. What documents were submitted for consideration? 11. What is the name of the new organization? 12. Does it have any symbols?

X. Fill in the table:

The Belarusian Patriotic Union of Youth

goal	
objectives	
activities	
rights	
duties	

XI. Work in groups. Find out from your partners:

- what youth organizations they know in Belarus;
- whether they belong/belonged to any of them;
- if it is necessary to have such organizations;
- what they think about the process of uniting of the BPUY and the BUY;
- whether they can suggest a name and symbols for the new youth organization;
- whether they would like to join this organization and why.

XII. Comment on:

- the objectives of the BPUY;
- the activities of the BPUY;
- the project to unite the BPUY and the BUY.

XIII. Imagine that:

- you are elected a delegate of the uniting congress. Role-play your speech;

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

- you've just returned from the uniting congress of the BPUY and the BUY. Share your impressions with your classmates.

XIV. Render from Russian into English

Общественное объединение «Белорусский республиканский союз молодежи» (БРСМ) создано путем слияния Общественного объединения «Белорусский патриотический союз молодежи» и общественного объединения «Белорусский союз молодежи». Характер и предмет деятельности – молодежный ОО «БРСМ» имеет статус республиканского общественного объединения, деятельность которого распространяется на всю территорию Республики Беларусь.

Цель БРСМ – создание условий для всестороннего развития молодежи, раскрытия ее творческого потенциала, содействие развитию в Республике Беларусь гражданского общества, основанного на патриотических и духовно-нравственных ценностях белорусского народа.

Задачи БРСМ:

- содействие разработке в установленном порядке юридических и социально-экономических гарантий прав молодежи, уравнивающих ее возможности с другими социальными группами;

- поддержка инициатив, направленных на интеллектуальное, духовное, физическое развитие молодежи, а также на создание условий для развития предпринимательской деятельности;

- участие в установленном порядке в разработке молодежных программ.

Членом БРСМ может быть любой гражданин Республики Беларусь, лицо без гражданства, а также иностранные граждане, постоянно проживающие в Республике Беларусь, в возрасте, как правило, от 14 до 31 года, признающие Устав и программные документы БРСМ.

Vocabulary

to refer to	относить к ч.-л.	genetically	генетически
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harmful	вредный, опасный	to be disposed to smth.	быть предрасположенным к ч-л.
goal	цель	upbringing	воспитание
youthful offenders	малолетние преступники	sturdy body	сильный
juvenile delinquency	юношеская преступность	to delay the satisfaction of desires	откладывать удовлетворение желаний
to skyrocket	взлетать	tension	напряжение
to predict-	предсказывать	poverty	бедность
to prevent	предотвращать	nature versus nature	биологическое против социального
maturation process	процесс взросления	physical abuse	физическое оскорбление
substantial	существенный	verbal abuse	словесное оскорбление
to peak at	достигать пика	erratic discipline	patterns неустойчивые образцы поведения
gradually	постепенно	to cease	прекращаться
to decrease	снижаться	juvenile correction institutions	юношеские (детские) исправительные учреждения

I. Match the synonyms:

a) To predict, erratic, harmful, goal, gradually, to decrease, to cease, upbringing, tension

b) Destructive, to forecast, unpredictable, slowly, aim, to diminish, to stop, strain, rearing.

II. Match the words and their definitions:

To skyrocket, to predict, to cease, maturation, gradually, to prevent, disposed, sturdy, tension, abuse, erratic, nurture.

1. The process of becoming adult.
2. To say that smth. will happen in the future.
3. Willing or prepared to do smth.
4. To stop happening or existing.
5. To rise quickly to a very high level.
6. To stop smb. from doing smth.
7. Slowly, over a long period of time.
8. Unfair, cruel or violent treatment of smb.
9. Care and encouragement given to smb. or smth. while they are growing.

10. Not happening at a regular time.
11. Physically strong and healthy.
12. A situation in which people don't trust each other.

III. Make your own sentences using the following word combinations:

Juvenile delinquency, maturation process, juvenile correction institutions, to delay the satisfaction of desires, erratic discipline patterns.

IV. Read the text.

JUVENILE DELINQUENCY

Childhood is a time of joy and innocence for most people: for others, life turns violent and so do they. Criminal acts of young persons are **referred to** broadly as juvenile delinquency. In some countries delinquency includes conduct that is antisocial, dangerous, or **harmful to the goals of society**. The general tendency is to limit the term to activities that if carried out by an adult would be called crimes, but in the United States since the 1980s juvenile delinquents are often referred to as "**youthful offenders**". The age at which juveniles legally become adults varies from country to country, but it generally ranges from 15 to 18. Clearly **the problem has skyrocketed**: for example, in 1990 rates of arrest in California for burglary, theft, car theft, arson and robbery are higher among juveniles than among adults.

Sociological research has established such bases for predicting delinquent behaviour as the nature of a child's home environment, the quality of the child's neighbourhood, and behaviour in school. It has never been conclusively proved; however, that delinquency can be either **predicted or prevented**. It is far likelier that delinquency is an integral **part of society and probably part of the maturation process** that some children go through.

Causes and effects

For the majority of young offenders, delinquency seems to be a phase passed through on the way to adulthood. Delinquent acts begin at about age of 10 or 11, though there has been **a substantial increase in** even younger offenders in recent years. The most serious activities **peak at** 14 or 15 years of age and then begin to decline for the next several years. The exceptions to this generalization are some older youths who get involved in car theft, robbery, burglary, and even murder. They may well become adult criminals. For the majority, delinquent activities **gradually decrease** and may **cease** altogether as young people enter their 20s and face the prospect of full-time work and marriage. It does seem to be true, however, that the earlier in life delinquent activities are begun, the likelier it is that the pattern will persist

— particularly in offenders who are convicted and sentenced to **juvenile correction institutions**.

Nature-nature controversy

Nature versus nature. There has been much controversy among psychologists and sociologists in the late 20th century concerning whether some people are **genetically disposed** to crime or whether illegal acts **have their origin in one's upbringing** and environment. There is evidence to support both views. Those who believe that there is a **genetic disposition** to crime have noted certain physical and personality differences between delinquents and non-delinquents. Delinquents have been found to have **sturdier bodies** and to act in a more aggressive way than non-delinquents. In their personality traits, delinquents are more **extroverted, narcissistic, and impulsive**, and less able **to delay the satisfaction of desires**. Some psychologists believe that there is **an inherited flaw** in the **genetic makeup** of a criminal that leads to rejection of society's standards. Others note that many violent prisoners have higher than normal levels of the **male sex hormone testosterone**.

The contrary opinion tends to view delinquents as not substantially different from the remainder of the population. Not all sturdily built individuals, for instance, become criminals; many make their living as athletes or in a variety of professions. Studies in Great Britain have shown that delinquents tend to come from families where there is **tension** and much difficulty in interpersonal relationships. **Family breakdown** is also found to be a significant factor. The United States Bureau of Justice Statistics reports that in the late 1980s, about 70 per cent of the juveniles in state reform institutions grew up in single parent (usually with the mother as head of household) or no-parent families.

Many delinquents come from homes where the parents abuse alcohol or drugs or are themselves criminals. **Poverty, physical and verbal abuse**, parents with little respect for themselves, and **erratic discipline patterns** emerge as contributing factors in such research. Beatings by parents or others can cause injuries to the brain, which in turn frequently cause neurological problems, paranoia, hallucinations or violent behaviour.

V. Answer the questions:

1. What is juvenile delinquency?
2. Why has the problem of juvenile delinquency skyrocketed?
3. At what age do delinquent acts begin and end?
4. What are the reasons of the illegal acts?
5. Are people genetically disposed to crime?
6. What are the personality traits of delinquents?
7. How do upbringing and environment influence delinquents?
8. Is juvenile delinquency a vital topic in your country?

VI. Agree or disagree with the following statements:

1. Childhood is a time of joy and innocence for all people.
2. Juvenile delinquency includes conduct that is useful to the goals of society.
3. In 1990 rates of arrest in California for burglary, theft, arson and robbery are higher among adults than among juveniles.
4. Delinquency is an integral part of society and part of the maturation process that some adults go through.
5. Delinquent acts begin at about age of 20-21.
6. The most serious activities peak at 17-18 years of age and then begin to decline for the next several years.
7. Psychologists think that some people are generally disposed to crime.
8. There are no personality differences between delinquents and non-delinquents.

Studies in Great Britain have shown that delinquents tend to come from homes when the parents are criminals themselves.

Vocabulary

1. Low esteem- неуважение	20. To impel by- побуждать, принуждать
2. To cut classes- пропускать занятия	21. To draw by- привлекать ч-л.
3. To disrupt classes- срывать занятия	22. Obligation- обязательство
4. To have a compensation for- компенсировать ч-л.	23. To roam- бродить, слоняться
5. Educational failure- неудачи, неспехи в учебе	24. To create havoc- создавать разрушения
6. To make up for- наверстывать упущенное, «подтягиваться»	25. To carry weapons- носить оружие
7. Contempt for authority- неуважение к властям	26. To sort out- рассортировать, разделять
8. Signs of affluence- признаки богатства, благополучия	27. To steer away from- увести от ч-л.
9. A large array of- множество, большая масса	28. Periods of confinement- сроки заключения
10. Truancy- прогул	29. Lenient methods of probation- мягкие методы условного освобождения на поруки
11. Assault- нападение	30. Juvenile aftercare, foster care- программа контроля за подростками, освобожденными на поруки
12. Theft- воровство	31. To suspend sentence- откладывать приговор
13. Arson- поджог	32. To release the offender on the
14. Vandalism- вандализм	
15. Traffic in drugs- распространение наркотиков	
16. Bigotry- слепая	

приверженность, фанатизм 17. White-supremacist gangs- банда превосходства белых 18. "Birds of a feather flock together"- рыбак рыбака видит издалека 19. Relevance for- уместность	condition of- освобождать обвиняемого при условии 33. Parole- освобождение заключенного под честное слово 34. To promote readjustment- способствовать исправлению 35. To adjust to the positive values of society- приобщаться к позитивным ценностям общества
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I. Match the synonyms:

- a) Low esteem, cutting classes, theft, compensation, affluence, assault, to draw by, havoc
- b) Reward, to attract, disregard, robbery, damage, wealth, truancy, attack

II. Read the text.

Social factors

In the United States, Europe, and Japan, most delinquents are boys, though since the early 1980s the number of delinquents who are girls has risen dramatically. Most of these in the United States come from the lower middle class and the poorest segments of society. One reason for this is the **low esteem** in which education is often held in these groups. Schooling seems boring and unchallenging, and the delinquent rebels against it by **cutting classes or disrupting them** and eventually may drop out altogether - as more than one quarter of teens did by the early 1990s. Such youths find in each other's company **a compensation for their educational failure** by rejecting the social values to which they are supposed to adhere. **To make up for** this failure, and finding their job market limited, they live dangerously and show **contempt for authority**.

Many parents, educators, and others blame the violence found in many movies and television shows, rap music and heavy-metal rock lyrics, and comic books, as well as the economic aspirations and goals of society itself. The **signs of affluence** that children in the poor and working classes see about them — money, power, and **a large array of** consumer goods — make them desperately want some of these things even though they may feel they will never be able to afford them.

Delinquency among middle-class youth has not been adequately researched, therefore its causes are even less clear. One theory suggests that for some boys it is a form of masculine protest against the mother figure in many middle-class homes. This may be true when the father is away at work most of the time and has little contact with his children in free time. In

places where drug abuse has become more common, crime has often increased.

Types of delinquent behaviour

Traditionally, delinquency meant offences such as **truancy, assault, theft, arson, or vandalism**. In recent decades more violent crimes by teens became more common, especially for those who **traffic in drugs** or are addicted and commit crimes to support their habits. **Bigotry** could be seen in teens of all races; one example is the rise of **white-supremacist gangs** called skinheads.

Gangs and group crime

The cliché that "**birds of a feather flock together**" has special **relevance for** the social situation of delinquents. Alienated from society, they tend to form groups. Although non-delinquent teenagers also form gangs, delinquents are far likelier to do so. They are **impelled by** the need to belong and are **drawn by** the sense of security that a gang offers its members. In belonging to a gang there is a solidarity that an individual fails to find as a loner in society. Gang subculture has its own standards, **obligations** and rights. It may also have its own dress code.

Not all teens involved in a crime together are acting as a gang, however. In a well-publicized incident in 1989 a group of youths ages 14 to 16 raped and nearly murdered a young woman jogging in New York City's Central Park; they said they were "wilding," **roaming** the park with no purpose but **to create havoc** and hurt people. Many schools are no safer than the streets; by 1990 it was estimated that more than three million incidents of attempted street crime (assault, rape, robbery, or theft) occur in schools or on school property each year. As more students **carry weapons**, more schools have instituted tough security measures.

Society's response

Society tries to deal with youthful offenders in a variety of ways. The most common unofficial means are through school counselling and sessions with psychologists and psychiatrists. Social workers who deal with family problems also attempt **to sort out** the differences of young potential delinquents.

Serious offences are dealt with officially by the police and the courts. Because of the nature of some of the offences committed by juveniles, there has been a tendency to try them in court as adults for certain crimes, especially for murder. The juvenile courts attempt **to steer** young people **away from** a life of crime, though the most serious offences normally result in **periods of confinement** in juvenile halls or prisons for younger criminals. If possible, however, the courts try more **lenient methods of probation, juvenile aftercare, or foster care**.

Probation means that the court **suspends sentence** and **releases the offender on the condition of** good behaviour, subject to certain rules and

under the supervision of the court. Probation is frequently granted to first-time offenders.

Sometimes in order to avoid bringing a case before the court, informal probation under the supervision of a probation officer is prescribed. Probation has proved to be the most successful way of dealing with very young offenders.

Juvenile aftercare is the equivalent of **parole** for an older criminal; it takes place after the young person has been released from an institution and is supervised by a youth counsellor. The purpose of aftercare is **to promote readjustment** to society.

In foster care the juvenile is placed in a stable family situation with the hope that he will **adjust to the positive values of society**. It is often part of an effort to prevent institutionalisation.

III. Answer the questions:

1. Name the reasons of juvenile delinquency in the USA, Japan and Europe in the early 1980-s.
2. What do parents and educators blame on in the juvenile delinquency?
3. Are the reasons of delinquency among tens from the poor society or from the middle-class families the same? What are they?
4. What is meant by delinquency?
5. Why do teenagers join gangs?
6. How does the society try to deal with young offenders?
7. What methods does the court use to steer teenagers away from a life of crime? Name them.

IV. Agree or disagree with the following statements:

1. In the USA, Europe and Japan most delinquents are girls.
2. Many parents, educators and others don't blame for the juvenile delinquency anybody or anything.
3. Traditionally, delinquency meant offences such as truancy, assault, theft, arson, or vandalism.
4. Non-delinquent teenagers don't form gangs.
5. Gang subculture doesn't have their own standards, obligations and rights.

Many schools are not safer than the streets

TEENS' TIPS FOR PARENTS

Sixty American teens have put together an honest list of what, as they think, their parents should or shouldn't do. Here are just a few of their tips.

- Let us have our privacy unless we give you the right to invade it.

• Respect our feelings. Of course, sometimes we will disagree with each other, so show us your point of view and let us show you ours. If our opinion is absolutely wrong in your eyes, tell us why in a polite way. If you respect us, we will respect you.

• Give us freedom to make some mistakes. Of course, you don't want us to make the same stupid mistakes that you made, but sometimes we need to. We learn well from our mistakes, believe us.

• We love to please you, and your opinion is important to us. When you see us doing some-thing good, please praise us,

• Don't take out bad moods on us. We all have bad days, but try not to take yours out on us. When you have a bad day, tell us, and we will leave you alone but we can't read your mind!

• Don't bribe us. We really hate to tell you this secret, but bribing us doesn't work. We love getting money and other things from you, but this portrays you as a softy.

• We hate it when you tell our secrets to other people. When we tell you a secret and then hear you repeating it to your best friend, we lose our trust in you. If tell you something for your ears only, then keep it there!

• Don't compare us to our brothers and sisters. You make us feel stupid and - which is more important - you make us feel left out,

• Never, but never give us the silent treatment!

• Have fun with us. Don't be afraid to take us places and have good times with us We will all remember our childhood days forever, so help us make them unforgettable.

• Most of all, remember that we love you and want to be your friend.

tip совет

privacy [ˈprɪvəsi] личная, частная жизнь

to invade [ɪn ˈveɪd] вмешательство

to respect [rɪ ˈspekt] уважать

point of view [vju:] точка зрения

in a polite way вежливо

opinion [ə ˈpɪnjən] мнение

to praise [preɪz] хвалить

to take out bad moods on вымещать свое плохое настроение

to leave alone оставить в покое

to bribe [braɪb] давать взятку, подкупать

softy [ˈsɒfti] слабый, бесхарактерный, человек-тряпка

trust [trʌst] доверие

to feel left out чувствовать себя изолированным, никому не нужным

never, but never никогда-никогда

to give the silent treatment [tri:tment] не разговаривать с кем-либо

I. Answer the questions:

1. Do you agree with all these tips?
2. Does bribing exist in your family?
3. Do you want to have freedom to make your own mistakes?
4. Are you in friendly terms with your parents?
5. Do your parents always listen to you?
6. Do you take out your bad mood on your brothers or sisters?
7. What other tips for parents would you like to add?
8. Do you have any differences with American teens according to this problem matter?

II. Make a little speech starting with:

- teens of all countries have got problems with their parents...
- they want their parents ...

ORAL SPEECH

Read the dialogue and do the assignments following it:

Clean Up Your Room

(After Art Buchwald)

(You don't really feel the generation gap in this country until a son or daughter comes home from college for Christmas. This dialogue is probably taking place all over America this week.)

— Nancy, you've been home from college for three days now. Why don't you clean up your room?

— We don't have to clean up our room at college Mother.

— That's very nice and I'm happy you're going to such a freewilling institution.. But while you are in the house I would like you to clean up your room.

— What difference does it make? It's my room.

— I know, dear. And it really doesn't mean so much to me. But your father is much afraid of the plague. He said this morning if it's going to start anywhere in this country, it's going to start in your room.

— Mother, you people aren't interested in anything really important. Do you realize how big corporations are polluting our environment?

— Your father and I are very much worried about it. But now we are more concerned with the pollution in your bed room. You haven't made your bed since you came home.

— I never make it at the college.

— Of course you don't and I'm sure the time you save goes toward your education. But we still have that old- fashioned ideas about making beds in the morning and we can't give them up. And since you are at home for such a short time, why don't you do it to *please* us?

— Oh, Mother, I'm quite grown-up! Why do you have to" treat me like a child?

— We are not treating you like a child. But it's difficult for us to realize you're an adult when you throw all your clothes on the floor.

— I haven't thrown all my clothes on the floor. Only those I wore yesterday.

— I'm sorry I exaggerated. Well, how about the dirty dishes on your desk? Are you collecting them for a science project?

— Mother, you don't understand us. You people were brought up to have clean rooms. But our generation doesn't care about things like that.

— No one respects education more than you; father and I do, particularly at the prices they are charging. But we can't see how living in dirt can improve you mind.

— All right, all right. I'll clean up my room if it means that much to you. But I want you to know you've ruined my vacation.

— It was a risk I had to take. Oh, by the way, I know it's terrible thing to ask you, but would you mind helping me to wash the dinner dishes?

— Wash dishes? Nobody washes dishes at college.

— Your father and I were afraid of that.

a free-willing institution — заведение, где можно делать все, что хочется.

plague — чума

to pollute the environment — загрязнять окружающую среду.

exaggerate — преувеличивать

* * *

a) Say in what way the girl thinks her generation differs from that of her parents. Is she right?

b) Say how you understand the phrase "generation gap". Use the following words and expressions if necessary:

lack of mutual understanding; common interests; disrespect of children for their parents; modern; old-fashioned; to feel superior (superiority); estrangement (отчуждение) between the younger and older generations; misunderstanding and tension in the family; to feel embarrassed; to be out of question; to spoil relationships.

Read the joke and say what it adds to the "generation gap" problem:

A Talk in the Tram

- Who's that long-haired young man?
— It's not a young man. It's my daughter.
— Indeed? You're such a young father?
— I'm not the father. I'm the mother.

MORALITY: WHAT IS IT?

Read the words and memorize them.

Beneath (prep) [bi'ni:θ] - под, ниже, внизу

Bough (n) [bau] - ветвь, сук

Care (n) [кеə] - забота

In broad daylight [in brə:d 'deilait] - среди бела дня

Stream (n) ['stri:m] - река, поток, ручей

To enrich (v) [in'rit] - обогащать, украшать

To stare (v) [steə] - пристально смотреть

Read the poem and try to explain the meaning of it.

What Is This Life?

What is this life if, full of care,
We have no time to stand and stare?
No time to stand beneath the boughs
And stare as long as sheep or cows;
No time to see, when woods we pass,
Where squirrels hide their nuts in grass;
No time to see, in broad daylight,
Streams full of stars, like skies at night;
No time to turn at Beauty's glance,
And watch her feet, how they can dance;
No time to wait till her mouth can
Enrich that smile her eyes began?
A poor life is this if, full of care,
We have no time to stand and stare.

W.H.Davies

Looking at the issue

- What does the author want to portray?
- How can you explain the meaning of the poem?
- What advice does the author want to give us?
- How can you explain the meaning of the word «Life»? What is life for you?
- Do you agree with W.H. Davies?

LET'S THINK

It is known that people's life is the most important thing in the world. Many people don't even notice how it «runs». We are always in a hurry. What for? Coming to our «sunset» we understand that we know nothing

about life... We should say «stop» to ourselves and begin to live! Just appreciate every minute, feelings of other people, health ...
 What is important for you? What moral values do you appreciate?

Here are some moral values. Read and analyze them.

Career - an occupation with opportunities for promotion;

Confidence - a feeling or certainty or boldness; being sure that you can do something;

Education - process of training people's minds and abilities so that they acquire knowledge and develop skills.

Family - parents and their children, sometimes including grandchildren and other relations;

Freedom - being free, independence;

Friendship - the feeling that exists between friends;

Health - the condition of a person's body or mind;

Love - great liking or affection;

Peace - time when there is no war, violence or disorder;

Wealth - a lot of money or property, riches.

Wisdom - being wise.

Range these values according to their importance for you:

1.
2.
3.
11.

We need a little to be happy. Read the verse and try to follow the given advice in your daily life.

Creation (n)	[kri:'ei](ə)n]	создание, творение
Creative (adj)	[kri:'eitiv]	творческий
Rationally (adv)	['ræ]ʃən (ə) li]	разумно, целесообразно, рационально
To aspire (v)	[əs 'paɪə]	стремиться
To create (v)	[kri:'eit]	творить, создавать
To glorify (v)	['glɔ:rɪfaɪ]	прославлять
To meditate (v)	['medɪteɪt]	размышлять
To nurture (v)	['nʌ:tʃə]	воспитывать
To praise (v)	['preɪz]	восхвалять
To pursue (v)	[pə'sju:]	преследовать, гнаться
To reach ones potential	[ri:tʃ pə'ten](ə)l]	достичь предела своих возможностей, полностью раскрыть себя
To value (v)		ценить
To X-ray (v)	['eksreɪ]	исследовать, тщательно проверять

To yearn (v)	[jə:n]	стремиться
Zestfully (adv)	[ˈzestf(ə)li]	живо, с охотой, с жаром

Looking at the issue

Are you happy?
 What is happiness?
 What makes people happy?
 What is happiness for you?

HAPPINESS

The ABC of Happiness

Aspire to reach your potential
 Believe in yourself
 Create a good life
 Dream about what you might become
 Exercise frequently
 Glorify the creative spirit
 Humour yourself and others
 Imagine great things
 Joyfully live each day
 Kindly help others
 Love one another
 Meditate daily
 Nurture the environment
 Organize for harmonious action
 Praise performance well done
 Regulate your behaviour
 Smile often
 Think rationally
 Understand yourself
 Value life
 Work for the common good
 X-ray and carefully examine problems
 Yearn to improve
 Zestfully pursue happiness.

LET'S THINK

Most of us would like to be happy, if only we knew how. What makes people happy? Can we realise how happy we are? A famous philosopher says that we are happy when we don't notice this feeling. Do you agree with this statement? We have many problems in our life. The most serious of them are problems concerning family. There are so many families without children... Parents must make their choice...

Read and learn the following words:

Abortion (n)	[ə'bi:tʃ] (ə) n]	аборт
Brain (n)	[breɪn]	мозг
Fetus (n)	['fi:təs]	плод, зародыш, эмбрион
Handicapped (mentally, physically)	['hændɪkæpt]	с физическими, умственными недостатками; умственно неполноценный
Health insurance	['helθ ɪn'ʃuərəns]	медицинская страховка
Husband (n)	['hʌzbənd]	муж
Pregnancy (n)		беременность
To be pregnant	['pregnənt]	быть беременной
To marry (v)	['mæri]	жениться, выходить замуж
To be married	['mærid]	быть замужем, женатым
To give birth (to)	['bɜ:θ]	родить ребенка
To develop (v)	[dɪ'veləp]	развивать(ся)
Wife (n)	['waɪf]	жена

I. Give words or phrases (from the glossary) for the following definitions:

1. The organ inside the top of the head that controls the body; the mind, intelligence.
2. The woman to whom a man is married.
3. Physically or mentally disabled.
4. Unite a man and woman legally for the purpose of living together.
5. An agreement to compensate someone for damage or injury in return for a payment.

II. Choose 3 any words from the glossary and **make** your own sentences with them.

III. Choose the word or words which best complete the sentences.

Pregnant married gave birth abortion develop

1. They have been ...for 10 years.
2. My sister ... to a wonderful baby.
3. Jane is ... with her fifth child.
4. ... is a removal of a baby from the womb before it has developed enough to survive.
5. They ... bad habits.

IV. Translate the following sentences.

1. Они женаты 5 лет.
2. Катя ждет ребенка.
3. Многие люди выступают против абортов.
4. Зародыш развивается нормально и умственно, и физически.
5. Медицинская справка оплачивается компанией.

V. Read and translate the text «The unborn child». A wife and a husband have to make a difficult decision. Find out: What are they trying to decide?

THE UNBORN CHILD

Sia and her husband, Ashat, have to make a very difficult decision. Sia, 38 years old, and Ashat, 42, have always wanted a child. They have been married for 10 years and tried for a long time to have a baby.

Now Sia is three months pregnant. Their doctor just told them that the fetus's brain is not developing properly. If Sia gives birth, the baby will be badly handicapped, both mentally and physically. It will always need special care and special schools.

Sia is depressed and confused. She is against abortion and she really wants to have a baby now. Three years ago, Sia was pregnant but lost the fetus in the fourth month. This pregnancy may be her last chance. She thinks she can love and take care of the baby, no matter how handicapped it might be.

While Ashat has always been opposed to abortion, he is having second thoughts. Ashat has a good job, and the health insurance from his company will pay for Sia's pregnancy. But it will not pay for all of the costs of the special care and schools that the child will need. Ashat is worried about the future, after the baby is born. He wonders what kind of life it can have. Ashat also wonders how a badly handicapped baby will change their lives. Finally, he is very worried about money. They will not have enough money for the special care and schools. What should they do? Should Sia have an abortion? Or should she have the baby and face the future then? But she

must consider the feelings of her husband. Together they somehow must make a decision.

VI. True or false?

1. Sia is 39 years old.
2. Three years ago, Sia was pregnant but lost the fetus in the fourth month.
3. Ashat has a bad job.
4. Ashat is sure that his company will pay for all of the costs of the special care and schools that the child will need.
5. Ashat is very worried about money.
6. Sia thinks she can love and take care of the baby, no matter how handicapped it might be.

VII. Put in the right order.

1. They will not have enough money for the special care and schools.
2. He wonders what kind of life it can have.
3. Sia is depressed and confused.
4. It will always need special care and special schools.
5. Sia and her husband, Ashat, have to make a very difficult decision.
6. The fetus's brain is not developing properly.
7. They tried for a long time to have a baby.
8. This pregnancy may be her last chance.
9. She really wants to have a baby now.
10. Ashat is worried about the future, after the baby is born.

VIII. Do you agree with the following proverb:

«He that has no children knows not what is love»?

What do you think?

Is abortion the right decision in this case? Check the opinions you agree with.

- I think so. The baby has no future. Both the child and the parents will only suffer.
- Yes. Doctors don't know everything Perhaps Sia will be able to have another baby.
- No, Sia should have the baby. All children, handicapped or normal, have the right to be born.
- No, an abortion is not the answer. This might be their last chance to have a baby.
- Miracles can happen. Maybe this baby will be fine. They should have the baby.

Looking at the issue

Is abortion legal in your country?

completely legal legal in some situations completely illegal

In what situations should abortion be allowed? Check all that you agree with.

- When the mother does not want the pregnancy
- When the parents do not want the pregnancy
- When the mother's health is in danger
- When the pregnancy is because of rape
- When the parents are very young
- When the baby is going to be handicapped
- It should never be allowed, regardless of the reasons.

LET'S THINK

The word «family» means a lot for every person and brings a lot of memories to his mind. Are there any things common to different families? Do you agree with Leo Tolstoy's words: «All happy families resemble one another, each unhappy family is unhappy in its own way»?

One more problem - divorces.

Read and learn the following words:

Argue (v)	[ˈɑːɡjuː]	спорить, доказывать
Because of (prep.)		из-за
Blood pressure	[blʌd ˈprɛʃə]	кровенное давление
Depression (n)	[dɪˈpreʃ(ə)n]	уныние, угнетенное состояние, депрессия
For the sake of (prep.)		ради
Hard (for) (adv.)		трудно, тяжело
Marriage (n)	[ˈmæridʒ]	брак
To agree (on) (v)	[əˈɡriː]	договориться о чем-либо
To be depressed	[dɪˈprest]	быть в угнетенном состоянии
To be embarrassed	[ɪmˈbærəst]	быть в замешательстве
To be married		быть женатым, замужем
To bear (v)	[beə]	выносить, терпеть
To cause (v)	[kəːz]	причинять, вызывать
To divorce (v)	[dɪˈvɔːs]	разводиться
To get a divorce		разводиться
To stare (at) (v)	[steə]	установиться (на)
To stay (with) (v)	[steɪ]	оставаться с кем-то;
остановиться у кого-то		
To suffer (from) (v)	[ˈsʌfə]	страдать (от)

I. Form the derivatives of the words given in the chart below. Use a dictionary if necessary.

NOUN	VERB	ADJECTIVE
depression		
		embarrassed
	agree	
	argue	
	suffer	

II. Fill in prepositions if necessary:

For on of at with from

1. It is hard... me to read books in the original.
2. He didn't want to leave home because ... bad weather conditions.
3. What are you suffering ...?
4. When He doesn't know anything, he stares ... the window and keeps silence.
5. It is difficult for my parents to agree ... something.
6. I must study well ... the sake ... my future.
7. When I visit Minsk I usually stay ... my relatives.

III. Match the words with their definitions.

Stare argue stay suffer agree cause

1. Think or say the same as another person.
2. Say that you disagree; exchange angry comments.
3. Be the cause of; make something happen.
4. Look at something intensely.
5. Continue to be in the same place or condition; remain
Spend time in a place as a visitor.
6. Feel pain or sadness.

IV. Translate the word combinations:

Высокое кровяное давление, причинять боль, счастливый брак, согласиться с условиями, ради семьи, уставиться в книгу, страдать от головной боли, из-за болезни, глубокая депрессия, развестись с женой, спорить по мелочам.

V. Wali Abunit has not been healthy recently. Read his conversation with his doctor and find out: what makes him feel so bad?

For the Sake of Children

"Wali, the results of the tests show that your blood pressure is high... too high for a man of your age. What's wrong?" asks Dr. Netaka.

"I don't know. Well, you know, I just don't feel happy. I'm depressed. Is that strange?"

"No, not at all. Unfortunately, many people are like that. Do you have any idea what's causing your depression?"

Wali hangs his head and stares at the floor. He is embarrassed. He starts to say something, but stops.

"Hmm," says his doctor. "I think you know what's wrong. You can tell me. I won't tell anyone else, not even your wife, Fiona."

"My wife...Fiona. It's funny that you should mention her name," says Wali. "Actually, I think my marriage is the problem. Did you know we've been married for 15 years? Fifteen long years," Wali sighs. "Our marriage is terrible. We fight and argue all the time. We can never agree on anything. It's hard for me to live with her. I guess...I don't love my wife anymore."

"What about your two children? Do you love them?" asks Dr. Netaka.

"Yes, very much. And that's part of the problem. I'm afraid to get a divorce because of the children. I think Fiona and I will have to stay married for the sake of the children."

Dr. Netaka thinks about this for a minute and then asks Wali, "Why? Why do you think you have to stay with your wife because of your children?"

"Everyone knows that children suffer when their parents get divorced. I don't want my children to suffer and be unhappy and confused. And I don't want to lose them. If I divorce Fiona, she will probably keep the children. I would only be able to see them every now and then. I couldn't bear that. I would miss them too much."

VI. Answer the questions:

1. Why was Wali depressed?
2. How long had he been married?
3. What was wrong with his marriage?
4. What was he afraid to do?
5. Why did he decide to stay with his wife?
6. What would you do in such a situation?

What do you think?

What do you think about divorce? Check the opinions you agree with.

- Children don't want to see their parents unhappy or fighting all the time. So divorce may help the children, not hurt them.
- When parents get divorced, they should explain to their children that the divorce is the parents' problem and that the children are not to blame.
- Divorce is wrong. Husbands and wives should try hard to stay

together.

- With or without children, it doesn't matter. When love ends, the marriage is over.

- It is OK to get divorced if you don't have children. But if you do have kids, you should never get divorced.

Looking at the issue

In many countries, the divorce rate is getting higher and higher. Is there a way to lower it? Check the ideas you like.

- The government gives money as a reward to couples who have been married for a long time.

- Divorce is not allowed, except in certain situations, such as terrible mental illness.

- The government charges a high tax on divorces.

- The government hires marriage counselors to give advice to people.

- Couples live together for a few years before they decide to get married.

- Couples live together but don't get married,
What are your ideas?

LET'S THINK

We can't catch time. Years are passing... Our parents are getting older and older... One day they will not be able to live alone. What should we do?

Read and learn the following words:

Far away from -		далеко от
Forgetful (adj.)	[fə'getfəl]	забывчивый,
рассеянный		
Housekeeper (n)	['hauski:pə]	экономка
Nurse (n)	['nə:s]	сиделка
Pill (n) -		таблетка
Solution (n)	[sə'lu:ʃ(ə)n]	решение, разрешение
(проблемы)		
Tiny (adj.)	['taini]	крошечный
To afford to do smth.(v)	[ə'fə:d]	позволить (кому-либо)
что-то сделать		
To commute (v)	[kə'mju:t]-	совершать ежедневные
поездки		
To die (v)	[dai]	умирать
To face (v)	['feis]	встречать что-то смело,
смотреть в лицо чему-либо без страха		
To hire (v)	['haɪə]	нанимать
To look for (v) -		искать

To take smb ... to do smth.

займет (потребуется)

For example: It takes me 5 minutes to get there.

To take care of (v)

заботиться о

I. Explain the following words:

Forgetful, Commute, Nurse, Tiny, Housekeeper

II. Give the comparatives and the superlatives of the adjectives:

Old, forgetful, expensive, tiny, small, big, impossible, cheap, far.

Find adjectives in the text and determine their degree.

III. There are two phrasal verbs in the text: **to take care of**, **to look for**. What do they mean? Study the examples and match the words on the left with their definitions on the right.

TO LOOK

You should **look up** all unfamiliar words in a dictionary.

Our neighbours promised to **look after** our cat while we are on holiday.

She **looked at** him as if she wanted to ask something.

Look out!

To look at	take care of something/ someone
To look up	direct one's eyes on something/ someone
To look after	be on the watch; be careful
To look out	search for something in a book, dictionary.

TO TAKE

Where did the accident **take place**?

She pretended not **to take notice of** his strange behaviour.

Andrew **takes after** his father.

We **took part in** the competition.

To take part in smth.	happen, occur
To take place	catch sight of somebody\ something
To take notice of	resemble a close, older relative
To take after	participate in

IV. Translate the word combinations:

Решение вопроса, ежедневно ездить на работу, мужественно встретить опасность, позволить себе купить машину, рассеянный человек, заботиться о родителях, нанять работника, принимать таблетки 3 раза в день, крошечная квартира, искать очки, далеко от города, для решения задачи потребуется 20 минут.

V. Toshi is worried about his 78-year-old mother. Read Toshi's conversation with his wife, Midori, and find out: what do they want to do for his mother?

Taking care of Mother

Toshi: We have to face the facts. Mother is too old to live alone.

Midori: Yes, you're probably right. She is getting older, and since your father died, she seems very forgetful.

Toshi: Mother will need someone to take care of her in the near future.

Midori: Perhaps we could hire a nurse. You know, someone who could come in during the day, clean the house, cook some meals, make sure she takes her pills.

Toshi: But nurses don't do all of those things. You're thinking of a nurse and a housekeeper. Who would pay for that? It will be very expensive!

Midori: Well, Toshi, what are you thinking?

Toshi: Since I'm the only child, we have to take care of her. She can come to live with us.

Midori: Here? In this tiny house? There are only two bedrooms. We can't move our two daughters out of their small bedroom.

Toshi: What else can we do? We can't afford to hire a nurse and a housekeeper. I'm her only child. Her husband, brother and sister are all dead. We have to take care of her.

Midori: May be we could look for a bigger house.

Toshi: In Tokyo? You know that's impossible. We tried looking last year and everything in this area of Tokyo is too expensive.

Midori: Let's move away from the city. Somewhere cheap.

Toshi: But then I would be far away from my office. It might take me two or three hours on the train. I hate to commute. No, the only solution is for Mother to live with us here.

VI. Give synonyms to the following:

Talk - Absent - minded - Small - Large -

Give antonyms to the following:

Expensive - Tiny - Far -

VII. Answer the questions:

1. How old was Toshi's mother?
2. Why did Toshi want the mother to live with them?
3. What did Midori propose to do?

4. Did they have a big or a small house?
5. Could they afford to hire a nurse and a housekeeper? Why?
6. What was Toshi's solution?

What do you think?

Which opinions do you agree with? Check as many as you want.

➤ It's too expensive to take care of old people. I think the government should be responsible for taking care of them.

➤ Taking care of elderly parents is the child's duty. So the child should not depend on other people or on the government for help.

➤ Your parents should live with you when they're old, even if your house is small.

➤ If your mother or father suddenly comes to your house to live, it will cause a lot of problems.

➤ Elderly people should live in special homes. They shouldn't bother their children.

Looking at the issue

Many older parents live with their children. Can you think of reasons for and against this arrangement?

Older parents should live with their children because...	Older parents should not live with their children because...
1. It's more fun with more members in the family.	1. My small house would be crowded.
2.	2.
3.	3.

LET'S THINK

Love is a great feeling. What is love? Read the following statements. Do you agree with them?

❖ «Love is like a war... Easy to start... Difficult to end... Impossible to forget ...»

❖ «Love is the beauty of the soul».

❖ «Love is the master key that opens the gates of happiness».

❖ «True love is when you can sit in a room together and say nothing, and it feels like you have said a thousand words! »

❖ «Love does not consist in gazing at each other but in looking outward together in the same direction».

What is love for you?

|
— LOVE —
|

Read and learn the following words:

Angry (with) (v)	[ˈæŋɡri] -	сердитый, злой
Confusing (adj.) запутанный	[kənˈfju:ziŋ]-	сбивающий с толку,
Diary (n)	[ˈdaɪəri] -	дневник
Fit (in) (v) - приспосабливаться		приноравливаться,
Miss (v) -		скучать
Mixed marriages	[mɪkst] -	смешанные браки
Society (n)	[səˈsaɪəti] -	общество

I. Form the derivatives of the words given in the chart below. Use a dictionary if necessary.

NOUN	VERB	ADJECTIVE
		angry
		mixed
		confusing
	fit	

II. Give the words or phrases for the following definitions:

1. A book in which someone writes down what happens each day.
2. Feeling anger
3. Something puzzling
4. Be sad because someone or something is not with you.
5. Be suitable
6. A community; people living together in a group or nation.

III. Compose your own sentences with:

Angry (with), fit (in), miss.

IV. Translate the sentences:

1. Многие люди ведут личный дневник.
2. Смешанные браки широко распространены в настоящее время.
3. Трудно привыкнуть (приспособиться) к традициям чужой страны.
4. Это было сбивающее с толку доказательство.
5. Находясь за границей, люди скучают по дому.

V. Sachiko is a 22-year-old Japanese student who is spending her senior year at an American university in Los Angeles. She has met a

special man named Amir. Read her diary and find out: what is she trying to decide?

INTERNATIONAL MARRIAGES

Dear Diary,

Tonight Amir asked me to marry him! I knew he would. I love him so much. It is hard to believe that we have known each other for only eight months.

But as much as I love him, I don't know what to do. My parents would be angry with me for marrying a man from India. They want me to marry only a Japanese man. My mother has told me that good Japanese marry only Japanese.

And that's not all. There are so many other problems. I mean, where would we live? I think it would be very hard for me to live in India. Would I fit in to Indian society? I don't speak any Indian languages. I would have a difficult time finding a job. And I don't want to be just a housewife! That's for sure.

I don't think Amir would fit in to Japanese society, either. He doesn't speak Japanese. He sounds so funny when he tries to say a single Japanese word! It would be impossible for him to find a job in Japan. Besides, he doesn't even like Japanese food!

Maybe we could stay in the United States. Both of us will finish our studies in May. I wonder if we could get work visas here. That might be difficult. But even if we could stay here, I don't know if I want to live away from Japan. I would miss my family and friends and everything.

And what about our children? Children of mixed marriages might have a difficult time. Would they be Japanese? Indian? What? It is all so confusing.

The more I write to you, dear diary, the more problems I see. I know that marriage is difficult. More and more marriages end in divorce. And I think that international marriages are even more difficult!

Oh, I am SO confused.

VI. Paraphrase the following:

1. My parents **would be angry with** me for marrying a man from India.
2. I think it would be very **hard** for me to live in India.
3. I don't think Amir would **fit in** to Japanese society.
4. Children of mixed marriages might have **a difficult time.**
5. It is all so **confusing.**

VII. True or false?

1. It would be easy for Amir to find a job in Japan.

2. They had known each other for 5 months.
3. Sachiko's mother told her that good Japanese marry only Japanese.
4. Sachiko speaks Indian language.
5. They want to live in the USA.
6. Children of mixed marriages might have a difficult time.
7. She is happy.

VIII. Give Russian equivalents to the following proverbs and sayings. Make up short stories to illustrate them:

Love in the cottage.

Marriages are made in heaven.

Marriage goes by contrasts.

WHAT DO YOU THINK?

What should Sachiko do?

Check the responses you agree with.

- They shouldn't make a decision about marriage right now. They should visit each other's country. There is a lot of time to think about what to do.

- She should marry Amir and live in the U.S. That's fair for both Amir and her. Both of them could visit their home countries sometimes.

- She should marry Amir and try living in India. It could be a really good experience for her.

- Sachiko should break up with Amir. There are too many problems to continue the relationship.

- She should marry Amir and live in Japan. More and more foreign people are living in Japan, so Amir will be accepted.

LOOKING AT THE ISSUE

What are some of the advantages of an international marriage?

What are some of the problems with an international marriage?

Additional reading

Keiko and Akira have been friends for a long time. But something has happened, and they might not be friends any longer. Read the story and find out: what has happened to hurt, and maybe even end, their friendship?

Friends or Lovers?

Akira and Keiko leave the university library after several hours of studying together, something they do often. Suddenly, Akira tries to kiss Keiko. Keiko is shocked.

"What are you doing, Akira?" Keiko asks, hardly able to speak. "You're my best friend. We've been friends for five years. You're closer to me than my brother. And now you want to kiss me?"

Akira explains, "I want our friendship to be even closer."

"No, no, no! I don't think of you in that way. You're my friend. Best friends don't act that way."

Akira looks confused. "I don't understand. Don't you see me as a man?"

"Of course I do," replies Keiko. "You're a handsome man. But you're a special man...my best friend. So we can't do this. Now do you understand?"

"No, not at all. Here is how I see it. You're a woman and I'm a man. We like each other very much. We're very close. So let's do what is natural in any male-female relationship."

"Natural? I think our friendship is natural. I thought I understood you. Maybe I was wrong," cries Keiko.

Akira's face is red. "So you really don't like me at all. You just want someone to talk to." He turns and walks quickly away.

Keiko's anger turns to sadness. In her heart, she thinks Akira is wrong—men and women can be friends without being lovers. But now she's not sure. What if all men think like Akira?

I. Answer the questions:

1. For how long had Keiko and Akira been friends?
2. In what way did Akira confuse Keiko? What did He want to show?
3. How did Keiko explain her reaction?
4. What was Akira's argument for his action?
5. What thoughts was Keiko full of after that event?

II. What do you think? Can a man and a woman be close friends without being lovers? Check the opinions you agree with.

- ❖ Sometimes they can be friends, but usually friendship between a man and a woman is difficult.
- ❖ Maybe not. If a man and a woman are close friends, they will naturally become lovers.
- ❖ Yes, they can. I know a lot of cases like that among my friends.
- ❖ It's impossible, because men always want to have sex with women they like.
- ❖ Of course they can. I have some good men friends and we're just friends.

III. What is your best friend like? Use three adjectives.

For example, *tall, kind, talkative.*

She (He) is _____, _____ and _____

Why is that person your best friend?

For example, *She helps me when I'm in trouble.*

We have a great time talking together.

Is your best friend a man or a woman?

LET'S THINK

Everybody knows that health is the most valuable thing of all. You can have everything: a brilliant career, a lot of money, a loving family, but if you haven't got health – you have nothing. Only one moment may change the whole life. Today you are a healthy man, tomorrow – a deadly ill person. You realise that every month, week, day, even a second makes you incapable to move your legs or arms, just breathe. Your friends and relatives will take care of you but it is so difficult to see their sufferings... And you've decided. What if I help myself and my close people? Just take some more drugs? Man should be strong enough to make such a decision. Or is it man's weakness? Can man decide himself whether to live or to die? Perhaps, illness is a sore trial sent by God for sins?

What is your opinion?

I. Study the words.

to make a decision	diˈsiʒ(ə)n	принять решение
a deadly mixture of smth	ˈdedli miˌkstʃə	смертельная смесь чего-либо
drug (n)	ˈdrʌg	лекарство; наркотик
to enjoy smth (v)	ˈɪndʒɔɪ	наслаждаться ч.-л.
disease (n)	diˈziːz	болезнь
cell (n)	ˈsel	(биол.) клетка
brain (n)	ˈbreɪn	мозг
cord (n)	ˈspaɪnl kɔːd	(анат.) связка
spinal cord		спинной мозг
to paralyse (v)	ˈpærəlaɪz	парализовать
to swallow (v)	ˈswɔləʊ	глотать
to breathe (v)	ˈbriːð	дышать
to cure for disease (v)	ˈkjʊə	вылечить болезнь
to kill oneself (v), to end one's life, to commit suicide	kəˈmɪt ˈsjuːsaɪd	покончить с собой
coffin (n)	ˈkɔːfɪn	гроб
to bury (v)	ˈberi	хоронит
to keep on (v)		продолжать
a life-support machine (n)	ˈlaɪf səˈpɔːt məˈʃiːn	аппарат для поддержания жизнедеятельности
to become a vegetable regardless of	bɪˈkʌm ˈvedʒɪtəbl rɪˈɡɑːdləs	стать «овощем» независимо от, не считаясь

to punish for smth	ˈpʌniʃ	наказывать за что-либо
to inject (v)	inˈdʒekt	делать инъекцию
to suffer from (v)	sʌfə	страдать от
to put in prison	ˈpriz(ə)n	посадить в тюрьму
euthanasia (n)	ˌjuːθəˈneiziə	эвтаназия

Euthanasia – practice of mercifully ending a person’s life in order to release the person from an incurable disease, intolerable suffering, or undignified death. The word *euthanasia* derives from the Greek for “good death” and originally referred to intentional mercy killing. When medical advances made prolonging the lives of dying or comatose patients possible, the term *euthanasia* was also applied to a lack of action to prevent death.

II. Guess the meaning of the words and explain their meaning.

Nerve cells, vocal cord, to paralyze, to become a vegetable.

III. Make up derivatives.

Noun				paralyses (pl. -ysis)
Adjective		successful		
Verb	to breathe		to inject	

IV. Find the synonyms.

A. to make a decision, drugs, disease, to kill oneself, to keep on.

B. to go on, illness, to solve, to commit suicide, medicine.

V. Match the words with their definitions.

to enjoy	a piece of equipment which keeps a person alive when they are seriously ill
brain	the box in which a dead person is buried or burnt
coffin	the organ of the body in the upper part of the head
to bury	to cause someone who has broken the law to suffer
regardless of	to get pleasure from, like
to inject	to put a dead body into a grave
a life-support machine	to put (liquid) into someone with a special needle
to punish (for smth)	without worrying about or taking account of

VI. Translate from Russian into English.

Смертельная смесь алкогольных напитков; кот проглотил ласточку; тяжело дышать; это лекарство поможет от головной боли; новый аппарат для поддержания жизнедеятельности доставлен сегодня в больницу; повреждение (damage) головного или спинного мозга очень опасны; авария парализовала движение; он сделал укол и

перестал дышать – его мечта о самоубийстве осуществилась; гроб из красного дерева (mahogany [məˈhɒɡəni]) могут позволить себе только богатые люди; вы когда-нибудь хоронили родных?; их посадили в тюрьму на 20 лет; она страдала от боли, но продолжала любить; некоторые люди предпочитают умереть, чем становиться овощем; голландские доктора не наказываются за эвтаназию; дети умеют наслаждаться жизнью.

THE RIGHT TO DIE

Keoni Tabido has made a decision. Read the story and find out: Why does he want to end his life?

Keoni Tabido had planned how he will spend his final hours: He will have a party for his friends, with lots of food, drink and music. Later, he will spend time with his girlfriend. And then, at midnight, he will take a deadly mixture of drugs.

Mr. Tabido is not crazy. He is a 33-year-old businessman. He is very successful, has a lot of money and enjoys life.

But Mr. Tabido has a terrible disease. This disease kills the nerve cells in his brain and spinal cord, slowly paralyzing him. Gradually, it will be difficult for him to swallow and breathe. There is no cure for this deadly disease.

So, after a great deal of thought, Mr. Tabido has decided to kill himself. He has told his family and friends about his plan. He has even bought a wooden coffin in which he will be buried.

“I don’t want to become a vegetable, kept alive on a life-support machine,” Mr. Tabido says. “I can’t imagine anything worse. So I have planned my own death. I will do it while I can think and act clearly. I want to go out doing what I love best - having a good time”.

In Mr. Tabido’s country, it is against the law to help people die. If anyone, even a doctor, helps somebody to die, regardless of how sick or old that person is, they could be put in prison for 20 years.

Mr. Tabido is trying to make sure no one is punished for helping him die. “Two doctors have helped me,” says Mr. Tabido. “But I will never tell anyone their names. These doctors have given me the drugs and showed me how to inject myself. I will have only one chance, so I have to do it right the first time.”

“I know that some people think it is wrong to kill yourself, and for others to help you. But they don’t have a disease like mine. For me, there is no choice.”

I. Listen to (read) the text and say whether the statements are true or false?

1. Mr. Tabido is an unsuccessful businessman.
2. Mr. Tabido disease kills his blood cells and spinal cord.
3. There is no cure for this disease.
4. He didn't tell his family and friends about his plan.
5. In Mr. Tabido's country there is a law to help people die.
6. Mr. Tabido himself learnt how to inject drugs.

II. Answer the questions.

1. What is Mr. Tabido's plan? Why?
2. What does his disease do?
3. Is he ready to kill himself?
4. Is the law in Mr. Tabido's country for or against to help people die?
5. What is the way of Mr. Tabido's going out?
6. What do other people think of Mr. Tabido's choice?

III. Complete the sentences with the missing phrases.

1. Keoin Tabido has planned how he will spend his final hours:

_____.

And then, _____, he will take _____.

2. Mr. Tabido is not crazy. He is _____. He is _____.

3. Gradually, it will be _____.

4. He has even bought _____.

5. "I don't want _____," Mr. Tabido says. "I want to go out doing _____".

6. Mr. Tabido is trying to _____. "I will have only _____, so I _____."

WHAT DO YOU THINK?

Do you think what Mr. Tabido and his doctors are doing is right? Check your opinion.

- In this case, I think suicide is all right. But his doctors should not help. Doctors should cure people, not kill them!
- If someone wants to die, that's their business. And if they need a doctor's help, that's fine, too.
- Yes. Suicide is OK in this kind of situation. It's cruel to stop it.
- No. It's wrong to take your own life. Mr. Tabido shouldn't give up.
- Well, we have to respect Mr. Tabido's decision, even if we don't agree with it.

LOOKING AT THE ISSUE

Suppose some scientists invent medicine to help people live forever. One day they come to you and say, "If you take the medicine in this bottle, you will never get old and you will never die." Would you take it? Why or why not?

Yes, I would take it because: _____

No, I wouldn't take it because: _____

LET'S THINK

Every day thousands people die. Every minute thousands people fall ill with incurable diseases. May the doctors use organs of the dead to save people's lives? Just to transplant hearts, kidneys, livers to people who have been queuing up for these vital organs for many years?

Most of them wait without any result and die. So can the dead help the living?

I. Study the words.

smth	to be in favour of	`feivə	поддерживать ч.-л.
smth	to be opposed	ə`pəuzd	противостоять, быть против
smth	to have use for		пользоваться ч.-л.
permission	to give	pə`mi:ʃn	давать разрешение
opposite point of view	to have the		иметь противоположную точку зрения
	to cut up (v)		разрезать, разрубать на куски
	to take out (v)		вынимать
	to violate (v)	`vaiəleit	осквернять, нарушать
smth	to be treated with	`tri:t	обращаться с ч.-л.
	dignity (n)	`digniti	достоинство
	to cut open (v)		рассекать
life	to come back to		вернуться к жизни
	to turn off/on (v)	tə:n	выключить/включить
decision	to make a	di`si:ʒn	принять решение
organs of a body			
	heart	ha:t	сердце

lung	lʌŋ	лёгкое
brain	breɪn	мозг
blood	blʌd	кровь
kidney	ˈkɪdni	почка
bone	bəʊn	кость
marrow	ˈmærəʊ	костный мозг
eye	aɪ	глаз

II. Form the derivatives of the words given in a chart below. Use a dictionary if necessary.

Noun	Adjective	Verb
		die – dyed – dying
donor		
		violate
permission		

III. Compare the words in their usage.

Permissive [pəˈmɪsɪv] (adj) – tolerant; granting permission – permissive neighbours.

Permissible [pəˈmɪsəbl̩] (adj) – permitted, allowable – permissible dose.

1. This movie is not ... for kids! 2. My parents were ... and let me make my own mistakes. 3. Would it be ... to say that? 4. Old people always say that the youth live in ... environment.

Permit [ˈpɜːmɪt] (n, countable) – an official written statement giving one the right to do something

Permission [pəˈmɪʃn] (n, uncountable) – formal act of allowing; written or spoken agreement

Permissibility [pəˌmɪsəˈbɪləti] (n) – допустимость, позволительность

Permissiveness [pəˈmɪsɪvnəs] (n) – вседозволенность

1. It's parents' right to give or not to give ... to their offspring. 2. You won't get into the atomic research station without a 3. ... never leads to anything good. 4. The Constitution proclaims legal 5. With your ... I'll leave now. 6. Do you really hold ... for a revolver?

Deadly [ˈdedli] (adj) – likely to cause death – a deadly poison

Deathly [ˈdeθli] (adj, adv) – like death – a deathly silence

1. Fog is the sailors' ... enemy. 2. Hush! The students are writing the test. Listen to that ... silence. 3. What have you done? It's one of the seven ... sins. 4. Andrey Balkonsky died because of ... wounds.

IV. There are two phrasal verbs in the text: *to cut up* and *to keep alive*. What do they mean? Study the examples and match the words on the left with their definitions on the right.

TO CUT

He **cut off** a piece of cheese so that I could taste it.

I won't be surprised if my electricity is **cut off**— I haven't paid the bill for three months.

You should **cut** that dead tree **down** before it falls on your house.

Hank thinks he's such a tough [ˈtʌf] (крутой нравом) guy. Someone ought to **cut him down** to size.

My father said that we're spending too much and have to **cut back**.

to cut ... down [informal – always separated]	to spend less
to cut ... off	to do or say smth to make people feel less important or less powerful
to cut back	to remove completely part of smth with a knife, saw, or pair of scissors
to cut ... down	when you stop the supply or flow of smth, such as water, electricity, or money
to cut ... off	you use a saw or an axe to cut a tree and make it fall to the ground

TO KEEP

Bill **kept his word** and arrived exactly at the time he had promised.

You must go to the gym twice a week **to keep fit**.

The main thing to remember, if the man starts any trouble, is **to keep temper**.

He **kept on** telling me the same story over and over.

to keep on	uphold one's promise
to keep one word	remain calm
to keep one's temper	remain in good health
to keep fit	continue to do something

V. Translate form Russian into English.

У меня была противоположная точка зрения, но ты смог меня переубедить (to make smb change smb's mind); я ценю (to appreciate) достоинство в людях; Том, выключи плиту и включи микроволновку; воры вынули магнитола (cassette radio); Вы часто пользуетесь ножом, когда едите второе блюдо (main course)?; извините, но я не могу не

противостоять Вашей точке зрения; власти должны дать разрешение на снос этого дома; в 2007 году в Эстонии были осквернены многие памятники; Вы должны бережно обращаться с этим устройством (device); в будущем лекарства (remedy) помогут людям вернуться к жизни после смерти; Том рассек себе бровь, когда дрался с соседскими мальчишками; присяжные (the jury) обязаны принимать справедливые решения; Ты поддержишь мой план на собрании?; чтобы приготовить шашлык (shashlik), порежьте на куски мясо и положите в уксус.

VI. Three doctors from different countries discuss using the organs of dead people. Listen to (read) the story and find out: Who is in favor of this? Who is opposed?

SHOULD THE DEAD HELP THE LIVING?

Dr.Jones: In my opinion, the dead must help the living. There is no question about it. When people die, they no longer have any use for their organs. If we don't use their healthy hearts or lungs, we miss the chance to save the lives of other people who need healthy organs.

In fact, it is so important to do this that I believe we must so it all of the time. Every time there is a death, we should use all the organs we can, even if the person did not give permission before death.

Dr.Tesfaye: I understand your position, Dr.Jones. But in my country, we have the opposite point of view. We believe that it is wrong to cut up a dead body, take out the heart and then put it into someone else's body.

Taking out parts of a dead person's body is a terrible thing to do. When you do that, you violate that person's body. When I die, I want my body to be treated with dignity and respect, and not cut open so that my organs can be put into other people.

Dr.Houte: As you two show, using organs from the dead to help the living is a difficult question. There are good reasons both to do it and not to do it. In my country, we believe that it is all right to use organs from the dead but only under two conditions. First, the dead person must have given permission in writing, before he or she dies. Second, the person has to be dead. Sometimes this is clear. But many times it is not. We all have heard stories of near-death experiences – when we think someone is dead, but he or she comes back to life.

And what about the so called "brain-dead"? There are many people who are kept alive by machines – machines that breathe for them. But their brains are dead. What should we do with them? Turn off the machines and let them die so that we can use their healthy organs? I wonder if that isn't

just the same as killing them. So we must be very careful before making any decisions.

VII. Listen to (read) the text and say whether the statements are true or false.

1. In Dr. Jones opinion it is wrong to save the lives of sick people with healthy organs of the dead.
2. Dr. Jones says we should use the organs we can even if the person didn't give permission before death.
3. Dr. Tesfaye has the same point of view.
4. Dr. Tesfaye believes that the body should be treated with honour.
5. Dr. Houste insists on using organs under three conditions.
6. Dr. Houste is sure that organs can be taken from so-called "brain-dead" people.

VIII. Listen to (read) the text and answer the questions.

1. Why is Dr. Jones for transplantation of dead people organs?
2. Is it necessary to give permission before death?
3. What are conditions in Dr. Tesfaye's country in relation to transplantation?
4. What are the customs Dr. Houste insists on?
5. What does he think of "brain-dead" people?

What do you think?

Which opinion do you agree with? Check as many as you want.

1. Well, organ donation is OK, but we have to be sure the person is dead! We have to make this clear before we can talk about donating organs.
2. If people want to donate organs after they die, it's wonderful. But they should give permission before they die.
3. I like the idea that the dead should help the living. I don't mind giving my organs if that helps people.
4. Maybe it's OK to donate some organs, but not organs like the heart or the brain!
5. I don't like the idea of cutting up my body after I die. I'm sorry, but I can't help you!

Many deadly ill people want to kill themselves. Can you think of reasons **for** and **against** this decision?

People can kill themselves	People can't kill themselves
1. because ...	1. because ...

Looking at the issue.

What would you do to help someone stay alive?

Would you ...
give blood?
give a kidney to a dying family member?
give your body to science after you die?
register as a bone marrow donor?
register as a donor at an eye bank?
allow your doctor to transplant your organs after you die?

Why or why not?

Read the proverbs. Do you agree with them? Compose your own stories using these proverbs.

Health is better than wealth.

Health is not valued till sickness comes.

РЕПОЗИТОРИЙ ВГУ

FORMING ECOLOGICAL THINKING

I. Read and memorize the following words.

acid <i>n.</i>	'æsaɪd	кислота
acre <i>n.</i>	'eɪkə	акр = 0,405 гектара
alarming <i>a.</i>	ə'la:mɪŋ	тревожный, пугающий
average <i>a.</i>	'ævərɪdʒ	средний
chlorofluorocarbons (CFC)	'klɔ:rə'fluərə'kɑ:bənz	хлорфторуглероды
consequence <i>n.</i>	'kɒnsɪkwəns	последствие
contamination <i>n.</i>	kən'tæmɪneɪʃn	загрязнение, заражение
crucial <i>a.</i>	'kru:ʃjəl	критический, решающий
crucial turning point		переломный момент, критическое положение
depletion <i>n.</i>	dɪ'pli:ʃn	истощение
diversity <i>n.</i>	daɪ'vɜ:sɪti	разнообразие
flood <i>v.</i>	flʌd	затоплять
foam insulation	'fəʊm ɪnsju'leɪʃn	пенная изоляция
impact <i>n.</i>	'ɪmpækt	влияние, воздействие
mist <i>n.</i>		изморозь, туман
molecule <i>n.</i>	'mɒlɪkjʊ:l	молекула
nitrogen <i>n.</i>	'naɪtrɪdʒən	азот
ozone layer	'əʊzəʊn 'leɪə	озоновый слой
plankton <i>n.</i>	'plæŋktən	планктон
pollute <i>v.</i>	pə'lu:t	загрязнять
react <i>v.</i>	ri:'ækt	вступать в реакцию
recycle <i>v.</i>	rɪ'saɪkl	перерабатывать
release <i>v.</i>	rɪ'li:s	выбрасывать, освобождать
sensitive	'sensɪtɪv	хрупкое равновесие
equilibrium	,i:kwi'librɪəm	
species <i>n.</i>	'spi:ʃɪz	вид (виды)
substance <i>n.</i>	'sʌbstəns	вещество
sulphur oxide	'sʌlfə 'ɔksaɪd	окись серы
thrive (throve, thriven) <i>v.</i>	θraɪv	процветать
tract <i>n.</i>		участок, пространство (земли)
ultraviolet (UV) rays	'ʌltrə'vaɪələɪt	ультрафиолетовые лучи
undermine <i>v.</i>	ʌndə'maɪn	подрывать
vanish <i>v.</i>	'væniʃ	исчезать

II. Read the following international words and word combinations and try to guess their meaning.

Form (*n*), vital problem, nature (*n*), natural gas, interaction (*n*), human race, protect (*v*), protection (*n*), effect (*n*), ozone, molecule ['mɒlikju:l], energy resources [ri'sɔ:siz], polar ['pəulə] (*a*), result (*n*), global (*a*), catastrophe [kə'tæstrəfi] (*n*), ultra-violet (UV) ['ʌltrə'vaiələit] rays, industrial product, industrialisation [in,dʌstriələi'zeiʃən] (*n*), air conditioner, chemicals ['kemikəlz] (*n*), attack (*v*), risk (*n*), eye cataract ['kætərækt], immune system, plankton (*n*), atmosphere ['ætməsfiə] (*n*), metal (*n*), tropical (*a*), climatic (*a*), ecosystem (*n*), acre [eikə] (*n*), unique [ju:'ni:k] (*a*), balance (*n*).

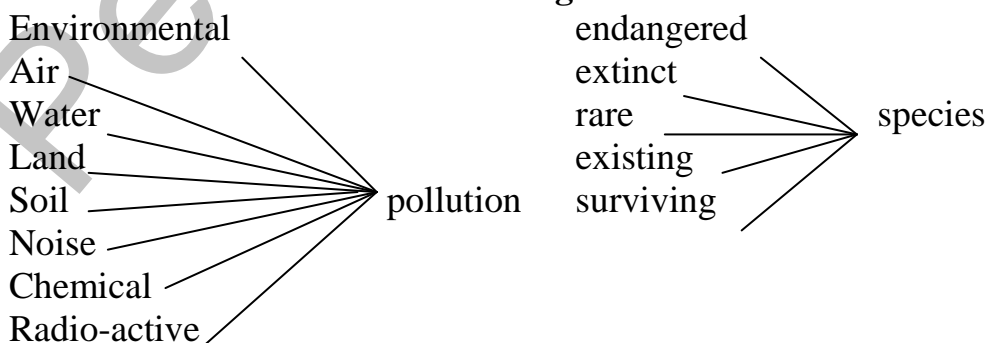
III. Train reading the names of the chemical elements.

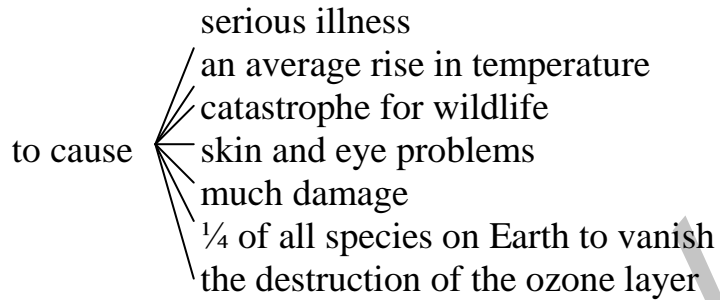
Acid ['æsid] – 1) (*n*) кислота; 2) (*a*) кислотный, кислый; carbon ['kɑ:bən] – (*n*) углерод; chlorofluorocarbons ['klɔ:rə'fluərə'kɑ:bənz] – хлорфторуглероды; nitrogen ['naitrədʒ(ə)n] (*n*) – азот; oxide ['ɔksaid] (*n*) – окись, окисел; oxygen ['ɔksidʒ(ə)n] (*n*) – кислород; sulphur ['sʌlfə] (*n*) – сера.

IV. Read and translate the following words of the same root. Determine the part of speech they belong to. Memorize them.

- Protect, protector, protection, protective;
- destroy, destroyer, destruction, destructive;
- contribute, contributor, contribution, contributory;
- predict, predictor, prediction, predictive, predicted;
- reduce, reduction, reducible, reduced;
- pollute, pollution, pollutant; environ, environment, environmental, environmentally;
- forest, deforest, deforestation.

V. Read and translate the following word combinations.





V. Read the following text and: a) discuss the environmental situation in the world; b) say what the burning problems of nature preservation are and which of them are vital for your region.

NATURE PROTECTION

Computers project that between now and the year of 2030 we are going to have an increase of the average temperature between 1,5 – 4,5 degrees C. Sea levels would rise by several metres, flooding coastal areas and ruining vast tracts of farmland. Huge areas would be infertile and become uninhabitable. Water contamination could lead to shortages of safe drinking water. It looks like the end of civilization on the Earth.

For hundreds of thousands of years the human race has thrived in Earth's environment. But now, at the beginning of the 21st century, we are at a crucial turning point. We have upset nature's sensitive equilibrium releasing harmful substances into the air, polluting rivers and oceans with industrial waste and tearing up the countryside to accommodate our rubbish. These are the consequences of the development of civilization. We are to stop it by joint efforts of all the people of the world.

The range of environmental problems is wide. But the matters of people's great concern nowadays are atmosphere and climate changes, depletion of the ozone layer, freshwater resources, oceans and coastal areas, deforestation and desertification, biological diversity, biotechnology, health and chemical safety. United Nations Environment Programme (UNEP) concentrates its activities on these issues.

ACID RAINS

One of the most alarming forms of air pollution is acid rain. It results from the release into the atmosphere of sulphur and nitrogen oxides that react with water droplets and return to earth in the form of acid rain, mist or snow. Acid rain is killing forests in Canada, the USA, and central and northern Europe. (Nearly every species of tree is affected.) It has acidified lakes and streams and they can't support fish, wildlife, plants or insects. (In the USA 1 in 5 lakes suffer from this type of pollution).

DEPLETION OF THE OZONE LAYER

The protective layer of the Earth, the ozone layer, which protects the Earth from the sun's destructive UV (ultraviolet) rays, is being damaged by CFCs (chlorofluorocarbons). They are released by the daily use of industrial and household products: refrigerators, air conditioners, foam insulation, cleaning chemicals, food packaging. In the ozone layer they attack the ozone molecules making a «hole». This «hole» allows more UV rays to penetrate to the Earth. It increases the risk of skin cancer, weakens the immune system of people. Besides, UV rays influence the oceans, the growth of plankton, an essential part of the marine-life food chain in the negative way, reduce economically important crops (rice, cotton, soy beans). The life cycle is going to be undermined by the ozone.

DESTRUCTION OF THE TROPICAL FOREST

It's generally agreed that the destruction of the tropical forest has a major impact on the world climate. The tropical rain forest is a natural recycler, provider and protector for our planet. It recycles carbon, nitrogen and oxygen, helps determine temperature, rainfall and other climatic conditions and supports the most diverse ecosystem in the world. Deforestation could cause one fourth of all species on earth to vanish in the next 25 years. These forests in Amazonia, South-East Asia and West and Central Africa are being destroyed at an alarming rate of 42 million acres per year.

MEASURES TO BE TAKEN

We have only a few years to attempt to turn things around. We must review our wasteful, careless ways, we must consume less, recycle more, conserve wildlife and nature, act according to the dictum «think locally, think globally, act locally». To my mind, we are obliged to remove factories and plants from cities, use modern technologies, redesign and modify purifying systems for cleaning and trapping harmful substances, protect and increase the greenery and broaden ecological education. These are the main practical measures, which must be taken in order to improve the ecological situation.

Some progress has been already made in this direction. 159 countries-members of the UNO have set up environmental protection agencies. They hold conferences discussing ecological problems, set up environmental research centres and take practical urgent measures to avoid ecological catastrophe. There are numerous public organisations such as Greenpeace that are doing much to preserve environment.

The 5th of June is proclaimed the World Environmental Day by the UNO and is celebrated every year.

VII. Fill in the blanks with suitable words and word combinations from the text.

1. But now in the first decades of the 21st century we are at a 2. It results from the release into the atmosphere of ... and that ... with water droplets and returns to the earth in the form of acid rain, ... or 3. The life cycle is going to be ... by the ozone. 4. The tropical rain forest is a natural ... , ... and ... for our planet. 5. Sea levels would rise by several metres, ... coastal areas and ruining vast ... of farmland. 6. We must review our ... , ... ways, we must consume less, recycle more, ... wildlife and nature, act to the ... “think locally, think globally, act locally”.

VIII. Complete the sentences with the most suitable ending.

1. Environment changes are the consequences of the
 - a) development of sport.
 - b) development of civilization.
 - c) Protection of the environment.
2. Acid rains are killing
 - a) forests in Canada, the USA, central and northern Europe.
 - b) towns in Africa.
 - c) animals all over the world.
3. In the ozone layer CFCs attack
 - a) spaceships and satellites, making holes.
 - b) birds, killing them.
 - c) the ozone molecules, making a “hole”.
4. Tropical rain forests recycle carbon, nitrogen, oxygen and help determine
 - a) temperature, rainfall and other climatic conditions.
 - b) level of the world ocean.
 - c) the development of science.
5. Huge areas would be
 - a) conserved and recycle.
 - b) infertile and become uninhabitable.
 - c) destroyed by US rays.
6. Practical measures must be taken to
 - a) flood coastal areas and vast tracts of farmland.
 - b) improve the ecological situation.
 - c) protect animals.

IX. Match the definitions from the list and the words from the frame below.

<i>permafrost</i>	<i>ozone layer</i>	<i>recycling</i>	<i>rainforest</i>	<i>wildlife</i>
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habitat

extinct

environment

acid rain

- reaction of sulphur and nitrogen oxides with water droplets
- the natural or social conditions in which people live
- treating used substances so that they are fit to use again
- the natural home of a plant or animal
- the layer of soil that is permanently frozen
- hot, wet forest in tropical areas where rainfall is heavy and there is no dry season
- animals (and plants) which live in a wild state
- the layer which protects the Earth from the sun's destructive UV rays
- gone forever

X. Answer the following questions.

1. What are the main ecological problems? 2. What sources of air and water can you name? 3. What damage do acid rains bring? 4. Why are the ozone "holes" dangerous for the life on the Earth? 5. Why is tropical rain forest a natural recycler, provider and protector for our planet? 6. Why did some species of animals, birds, plants disappear from the Earth? 7. How has the human race upset the nature balance? 8. What can you say about ecological situation in Belarus?

2.

XI. Translate the sentences from Russian into English.

1. Человечество процветало в окружающей его среде. 2. Одна из самых угрожающих форм загрязнения воздуха – это кислотный дождь. 3. Защитный слой Земли, озоновый, предохраняет Землю от разрушительных ультрафиолетовых лучей. 4. Кислотный дождь разрушает леса во многих странах. 5. Большое количество видов животных, птиц, рыб и растений находятся под угрозой вымирания, а некоторые редкие виды исчезли навсегда. 6. У нас есть только несколько лет, чтобы попытаться вернуть все вспять.

What You Can Do to Help!

Here are some ways in which you, your friends and your family can begin trying to save the Earth right now:

- try not to waste energy;
- before you throw anything away, stop and think. Might someone else have a use for it?
- if you have a choice, avoid buying packaged goods;
- don't waste paper;
- before you buy anything, ask yourself if you really need it;
- never drop litter;
- protect wild life, wild plants and trees;
- put out food for wild creatures in winter;

- safeguard water supplies;
- don't buy anything that involves cruelty to animals;
- help to clean up your local environment;
- try to reduce noise pollution;
- buy organic products wherever possible;
- join conservation organizations;
- keep yourself informed about environmental issues;
- explore nature in the right way;
- use the law of nature in your life.

Last Chance

I. Learn how to read years:

Years ending in "00" are said with "hundred": 1900: *nineteen hundred*, but note, 2000: *the year two thousand*.

Read the years mentioned in the text: 2200, 2300, 2400, 2500.

II. Guess the meaning of the words and explain their meaning:

a time machine the universe a space ship

III. Make up derivatives:

pollutant - загрязняющий агент

verb -

participle I -

participle II -

noun -

IV. Match the words with their synonym or definitions:

- | | |
|--------------------|---|
| 1. to dump | a. garbage |
| 2. dangerous | b. rich |
| 3. a chemical | c. to get rid of, to throw away |
| 4. waste | d. overcrowding |
| 5. to cut down | e. to begin suddenly and violently |
| 6. liquid | f. a substance neither a solid nor a gas |
| 7. to warn [wo:n] | g. hard to find, not common |
| 8. scarce [ˈskeəs] | h. a substance used in or produces by chemistry |
| 9. to break out | i. able or likely to cause harm or loss |
| 10. wealthy | j. to bring down by cutting |
| 11. overpopulation | k. to tell of smth bad that may happen |

V. This is a science fiction story about a woman from the year 2500. She is talking to the leaders of the United Nations. Read the story and find out: Why did she come to speak to them?

LAST CHANCE

Good evening, ladies and gentlemen. Thank you all for coming here and listening to my story. Let me begin by telling you how I came to be here: **I came in a time machine.** In the year 2500, we are able to travel through time to any year in the history of the earth.

I have returned to this year to tell you something important: **This year is your last chance to change your lifestyle to save the earth!**

I will explain. Beginning in the middle of the 20th century, a few people were worried about polluting the earth's water and air. They talked about the dangers of pollution, but most people did not listen and did not change their way of life. Instead, they continued to dump dangerous chemicals and other waste into lakes and oceans, to drive more and more cars and trucks and to cut down trees.

By the year 2200, the earth's water was completely polluted. People could no longer drink water, and they had to use other types of liquids. This forced a change, but it was not enough. Scientists warned about overpopulation and said that in the future there might be too many people on the earth. But not enough was done.

So, by the year 2300, there were so many people that food became scarce. There was no water to grow food and all of the fish in the lakes and oceans died because of pollution. Terrible wars broke out between the wealthy and the poor. People started to think about finding another place to live. Scientists were working very hard to find another planet in space where humans could live.

By the year 2400, the air was too polluted for humans to breathe. So we had to leave earth. But only the very wealthy were able to leave. Where did we go? Nowhere. And everywhere. You see, scientists did not find another safe planet, so now we must travel around the universe in our space ships. We are still looking for a place to call our home.

So, it is up to you to change history. There is still hope. **You must change your lifestyle now, before it is too late.**

VI. Listen to the recording and mark the following statements as True or False.

- 1) The lady came to the Earth in a space ship.
- 2) She says this year is our last chance to change our lifestyle to save the Earth.
- 3) By the year 2200, the air was too polluted for humans to breathe.
- 4) Scientists didn't warn about overpopulation.
- 5) Terrible wars broke out between the elderly and the youth.
- 6) People of the future found another safe planet to call their home.

VII. Put the sentences into the right order:

- A. People continued to dump dangerous chemicals and other waste into lakes and oceans.
- B. Wars broke out between the elderly and the poor.
- C. There were too many people on the Earth.
- D. People cut down the trees.
- E. Food became scarce.
- F. People of the future must travel around the universe looking for a place to call their home.
- G. Humans had to use other types of liquid.

VIII. Choose the environmental problems from the box people will face in the future.

<i>deforestation</i>	<i>destruction of natural resources</i>
<i>littering</i>	<i>lack of food</i>
<i>desertification</i>	<i>desertification</i>
<i>depletion of the ozone layer</i>	<i>air pollution</i>
<i>extinction of animal species</i>	<i>acid rain</i>
<i>overpopulation</i>	<i>water pollution</i>
	<i>radioactive contamination</i>
	<i>smog</i>

IX. Answer the questions after listening to each paragraph:

- 1 §. What are people able to do in the year 2500?
- 2 §. Why has the lady returned to this year?
- 3 §. How many people were worried about polluting the earth's air and water in the middle of the 20th century?
What people continue to do?
- 4 §. Was there an alternative to drinking water?
What did scientists warn about?
- 5 §. Why did food become scarce?
What were scientists looking for?
- 6 §. Why did people have to leave the Earth?
Who was able to leave the planet?
Where do they live now?
- 7 §. What must we do now?

WHAT DO YOU THINK?

What do you think about our modern lifestyle? Check the opinions you agree with.

- ✓ We should definitely change our lifestyle. We should think about the environment.
- ✓ I understand that we need to change, but I don't want to give up the comfortable and convenient life I have now.
- ✓ To tell the truth, I don't care. I won't be around in the future.

- ✓ We don't have to worry. Scientists always find answers to our problems.
- ✓ We have to start changing the way we live, little by little. Let's think about what we can do today.

LOOKING AT THE ISSUE

Here are suggestions for changing our lifestyle. Do you think they are possible?

Suggestion	Yes, that's easy to do.	That's hard to do.	No, that's impossible to do.
Use less gasoline [ˈgæsəli:n]=petrol			
Use solar or electric care.			
Use less electricity (for example, don't stay up late at night).			
Eat less meat (this uses less forest land for cattle).			
Stop using disposable [disˈpəʊzəbl] (однораз. использования) products.			
Recycle more.			
Control the population.			
your idea:			

WHAT'S FOR DINNER?

I. Study the words.

to be delighted	diˈlaɪtɪd	восхищать(ся), наслаждаться
protein	ˈprəʊti:n	белок, протеин
tofu*	ˈtəʊfu:	тофу (японский соевый творог)
beef	bi:f	говядина
to be rich in		быть богатым ч.-л.
heart disease	ˈhɑ:t diˈzi:z	заболевание сердца
to destroy	diˈstrɔɪ	разрушать; ломать; истреблять; уничтожать
environment	ɪnˈvaɪə(ə)nmənt	окружение; окружающая среда
rain forest		дождевой лес
burger	ˈbɜ:gə	гамбургер
to cut down		вырубать
cattle	ˈkætl	крупный рогатый скот

Tofu is unfermented soya-bean curd, a food with a soft cheeselike consistency made from soya-bean milk.

II. What substances are vital important for living things? What food is rich in these substances?

Protein – any of a large group of nitrogenous compounds of high molecular weight that are essential constituents of all living organisms. They consist of one or more chains of amino acids linked by peptide bonds and are folded into a specific three-dimensional shape maintained by further chemical bonding.

Fat – any of a class of naturally occurring soft greasy solids that are esters of glycerol and certain fatty acids. They are present in some plants and in the adipose tissue of animals, forming a reserve energy source, and are used in making soap and paint and in the food industry.

Carbohydrate [ˌkɑːbəʊˈhaɪdræt] – any of a large group of organic compounds, including sugars, such as sucrose, and polysaccharides, such as cellulose, glycogen, and starch, that contain carbon, hydrogen, and oxygen, with the general formula $C_m(H_2O)_n$: an important source of food and energy for animals.

III. Translate from Russian into English.

Беларусь не богата влажными лесами; белок просто необходим для здоровья; многие люди страдают от заболеваний сердца; Как часто Вы едите гамбургеры?; Вы когда-нибудь пробовали тофу?; Вам понравилась вчера опера? – Я была восхищена!; помните, что окружающая среда очень хрупка; к Новому Году было вырублено свыше 10 тысяч ёлок; человечество (the human) может уничтожить самого себя; в Новой Зеландии очень много ферм крупного рогатого скота.

IV. Dr. Heidi Cornfield, a professor of food science, is being interviewed about her new book, What's for Dinner? Listen to (read) the interview and find out: What does she think is wrong with the American diet?

WHAT'S FOR DINNER?

Interviewer: You have some very strong ideas about what Americans eat, Professor Cornfield. Could you tell our audience about some of them?

Cornfield: I'd be delighted. First, I think that Americans eat too much meat. We can get protein from other types of food, not just meat. For example, tofu is rich in protein. We really don't need to eat meat to live.

Interviewer: Maybe, but some of our listeners really like nice thick juicy hamburgers. They might not need them, but they sure like them.

Cornfield: I agree with you. But there are health reasons to stop eating meat.

Interviewer: What do you mean, Professor?

Cornfield: Eating meat, especially beef, can cause heart disease. Thousands of Americans die from heart disease every year.

Interviewer: That's interesting. Are there other reasons why we should stop eating meat?

Cornfield: Yes. Did you know that eating meat hurts, even destroys, the environment?

Interviewer: I don't understand. How?

Cornfield: It is a fact that rain forests in Central America are being destroyed to produce cheap beef to export to other countries, including the United States. And that hamburger you like so much – well, it takes 20 square meters of rain forest for each burger!

Interviewer: Oh, no. But I don't like to eat tofu.

Cornfield: That's OK. There are other good foods to eat.

Interviewer: Well, we're almost out of time. Do you have any final comments?

Cornfield: There are many more interesting facts in my book. Think about this one before you order your next burger: In the last 300 years, Americans have cut down over half of their trees to get land to grow food to feed cattle – all because people think they need meat.

V. Listen to (read) the text and say whether the statements are true or false.

1. Professor Cornfield has written a book about what Europeans eat.
2. Americans eat too much meat.
3. Many people eat hamburgers not because they need them, but because they like them.
4. Eating meat, especially pork, can cause heart disease.
5. It takes 30 square metres of rain forest for each burger.

VI. Answer the questions.

1. What food is rich in protein?
2. Do people need to eat meat to live?
3. Why do many people eat nice thick juicy hamburgers?
4. What are the reasons to stop eating meat?
5. Why are rain forests in Central America being destroyed?
6. How many trees have the Americans cut down for the last 300 years?

WHAT DO YOU THINK?

Which opinion do you agree with?

- ✓ I think Americans eat too much meat, but people in other countries also eat more meat than before. I don't think it's good.
- ✓ Humans should give up eating meat. That way we get healthier, and we don't destroy the environment.
- ✓ It's impossible for me to give up meat. I enjoy eating hamburgers.
- ✓ We should avoid eating animal products like beef, pork, milk and eggs. It's better for us to eat fish and vegetables.
- ✓ Maybe people should eat less meat, but I don't think we have to give it up completely.

LOOKING AT THE ISSUE.

If you had to give up food made with animal products, which ones would you give up? What are your reasons?

<i>Food</i>	<i>Would you give it up?</i>	<i>Why or why not?</i>
hamburger	yes / no	
steak [steik]	yes / no	
bacon [ˈbeik(ə)n]	yes / no	
ice cream (milk, eggs)	yes / no	
pancakes (eggs, milk)	yes / no	
ham	yes / no	
chicken	yes / no	
pizza [ˈpi:tʃə] (cheese)	yes / no	
your idea:	yes / no	

TECHNOLOGY AND ITS IMPACT

Technical advances affecting daily life

<i>technology</i>	<i>examples of using applications</i>	<i>example sentence(s) with connected key words</i>
digital technology	digital photography, video and sound recording; digital broadcasting	The sound quality of a digital tape recorder is superior to that of an analogue [non-digital] one.
satellite communications	satellite navigation systems; mobile phones	She has an in-car GPS [global positioning system] navigation system, so she never loses her way.
biotechnology	genetic modification of plants	Biotechnology companies are experimenting with new, disease-resistant crops for farmers, [with a high level of protection against diseases]
artificial intelligence (AI)	automatic translation; identification systems	AI scientists are hoping to create computers that will be more and more like the human brain.
ergonomics	efficient design of human environments	This car has ergonomically designed seats; they're very comfortable on long drives, [designed to give maximum comfort and efficiency]

Text I

Invention

After reading this text you will learn:

- the definition of the term 'invention';
- two types of discovering something new;
- the history of discovering the telephone and the calculus (система счислений);
- the characteristic of modern inventions.

I. Learn the following derivatives:

1. *To accomplish*– *accomplishment* – *accomplished*;

1. This reform was one of the President's greatest 2. Drawing and singing were among her many 3. I don't think I ... very much today. 4. She was an elegant and ...woman. 5. We ...the first part of our plan. 6. Among his many other ..., there is a games theory.

2. *To achieve* – *achievement* – *achiever* – *achievable*;

1. I ... very much today. 2. All you ... is to upset my parents. 3. This goal is quite ... 4. It was a remarkable ... for such a young player. 5. They were proud of their children's ... 6. Even a small success gives you a sense of ... 7. Everybody admits that he is a high ...

II. Give possible derivatives to the following words:

To invent, to discover, to create, to organize.

III. Study the difference between *to decide* – *decision* and *to solve* – *solution* and fill in the gaps with the proper word.

1. There is no simple ... to this problem. 2. The ... to the last week's quiz is on page 32. 3. Do you have a better ...? 4. It was difficult ... between the two candidates. 5. Attempts are being made to ... the problem of waste disposal. 6. At school he was good at ... equations. 7. We need a ... on it by next week. 8. Mary is a ...-maker in the house. 9. The moment of ... has arrived. 10. We finally reached a

IV. Learn the following words:

<i>Word</i>	<i>Transcription</i>	<i>Translation</i>
Device	[dI'vQIs]	Прибор
Procedure	[prq'sJdZq]	Методика (проведения опыта)
Objective	[qb'GektIv]	Цель
Invariably	[In'vFqrIqblI]	Неизменно
To precede	[prI'sJd]	Предшествовать
Accidental	[xksI'dentqI]	Случайный
Induce	[In'djus]	Выводить путем умозаключений
Lightning rod	[lQItnIN]	Молниеотвод
To prove	[pru:v]	Доказывать
Simultaneously	[sImql'teInIqslI]	Одновременно
To recognize	['rekqgnQIz]	Признавать
Research	['rJswC]	Научное исследование
To support	[sq'pLt]	Поддерживать
To apply	[q'plaI]	Обращаться
To ascribe	[qs'krQIb]	Приписывать

V. Read aloud the words listed below following the teacher's example:

Process, idea, procedure, invariably, accidental, induced, lightning, phenomenon, isolated, through, although, simultaneously, calculus, fought, scientist, mathematician, agencies, specific.

VI. Read and translate the text:

Invention (device or process) is creation of new devices, objects, ideas or procedures useful in accomplishing human objectives. The process of invention is invariably preceded by one or more discoveries that help the inventor solve the problem at hand. A discovery may be *accidental*, such as the discovery of X rays by Wilhelm Conrad Roentgen while he was experimenting with cathode rays, or *induced*, such as the invention of the lightning rod by Benjamin Franklin after he proved that lightning is an electrical phenomenon.

Early inventors were usually isolated and unable to support themselves through their inventions. In some cases, although two individuals working independently achieved the same innovation simultaneously, only one was recognized for the discovery. For example, the American inventors Elisha Gray and Alexander Graham Bell applied for a patent on the telephone on the same day. Credit for the discovery of the calculus was fought for bitterly by the English scientist and mathematician Sir Isaac Newton and the German philosopher and mathematician Gottfried Wilhelm Leibniz.

Today most modern inventions and discoveries take place in large research organizations by group of scientists supported by universities, government agencies, private industries or foundations. Because of this, ascribing any single invention to a specific person has become difficult.

VII. Make up the definition of the term 'invention' from the scattered words.

Invention is *new, creation, of, useful, in, objectives, human, accomplishing, devices, ideas, procedures.*

VIII. Choose the most suitable variant:

1. ... precede the process of invention.
a) one experiment b) one or more discoveries
2. Wilhelm Conrad Roentgen discovered ...
a) X rays b) the telephone
3. Benjamin Franklin invented ...
a) the lightning flash b) the lightning rod
4. Elisha Gray and Alexander Graham Bell simultaneously applied for a patent on ...
a) the radio b) the telephone

Cause	[kLz]	Причина
To depend on	[dI'pend]	Зависеть
Safety	['seIftI]	Безопасность
Defence	[dI'fens]	Оборона
Non-stick frying pan	['nPn'stIk 'frQIIN pxn]	Непригораемая сковорода
Plastic coating	['plxstIk kqutIN]	Пластиковое покрытие
Equipment	[Ik'wIpmqnt]	Оборудование
Unaffected	[An'IfektId]	Неподверженный
Slippery	['slIpqrI]	Скользкий
Vehicle	['vJkl]	Транспортное средство
Pattern	['pxt(q)n]	Образец
To taste	[teIst]	Попробовать
By-product	['bQI 'prPdAkt]	Побочный продукт
Substitute	['sAbstItjHt]	Заменитель
Rubber	['rAbq]	Резина
Apparent	[q'pxrnt]	Очевидный
To chew	[CH]	Жевать
Available	[q'veIlqbl]	Доступный
Artificial	['RtI'fISl]	Искусственный
Stick-on note	['stIk"Pn 'nquts]	Стикер
Adhesive	[qd'hJsv]	Склеивающее вещество
Glue	[glH]	Клей
Substance	['sAbstqns]	Вещество
To mark	[mRk]	Оставлять следы, помечать
Surface	['swfIs]	Поверхность
Choir	[kwQIq]	Хор
Slip of paper	['slIpqv'peIpq]	Закладка
Similar	['sImIlq]	Подобный

IV. Read the following words correctly:

Technology [tek'nPlqGI], pneumonia [njH'mqunIq], penicillin
 ["penI'sIIn], technique [tek'nIk], radar [reIdR], artificial
 ["RtI'fISl] sweeteners ['swJtnq], chewing-gum ['CHIN gAm].

V. Choose between *accident* ['xksIdqnt] and *incident* ['InsIdqnt].

1. He was killed in an ... 2. Diana got into acting by 3. One in seven ...
 is caused by sleepy drivers. 4. The demonstration passed off without 5. It
 was by pure ... that we did it. 6. One particular ... sticks in my mind. 7. All
 the newspapers wrote about the shooting ...in Lebanon. 8. We were sitting at
 the table recalling different amusing ... and laughing. 9. It was sheer ... that

we met. 10 The police are searching the people who witnessed the yesterday's hit-and-run

VI. a) Translate the following sentence.

Some of artificial sweeteners are thousand times as sweet as sugar.

b) Translate into English.

1. Эта книга в два раза дороже той. 2. Этот дорога в пять раз длиннее той. 3. Их метод в два раза эффективнее нашего. 4. Эта машина в несколько раз дешевле той. 5. Эти тексты в сотню раз сложнее тех. 6. Эти тесты в три раза проще тех. 7. Она в два раза моложе его. 8. Этот дом в пять раз больше моего. 9. Их открытие в два раза полезнее нашего. 10. Наша работа в два раза сложнее, чем их.

VII. Read the text and name the serendipitous discoveries mentioned there.

Most important discoveries in the world of science and technology came about by some sort of lucky accident.

Alexander Fleming found some mould (плесень) growing on a laboratory dish which he had absent-mindedly left on a window-sill. He found that his mould stopped the spread of bacteria, which as you know, is the cause of illness like pneumonia. And modern antibiotic drugs based on *penicillin* save millions of lives every year.

Now all the sea and air transport depends on *radar* for navigation and safety –and armies depend on it for defence as well, of course. Radar was discovered during the war while British military scientists were trying to find a death ray, which was some sort of radio wave that could be used to kill people. They didn't find a death ray, but they found a technique.

Teflon is a substance which is used in non-stick frying pans. This was discovered by accident in a laboratory by DuPont scientists, who were doing research into gases to use into refrigerators. They discovered that a plastic coating had formed on their equipment and this was unaffected by heat and it was also very slippery. No use was found for this until some time later a French researcher used it in a frying pan. Teflon is also used in space vehicles.

Artificial sweeteners (for example Cyclamate, NutraSweet) were discovered by accident. The usual pattern was that scientists were doing another experiment and they happened to taste one of the by-products, which they found to be sweet. Some of them are thousand times as sweet as sugar.

Chewing gum was discovered while scientists were looking for a substitute for rubber. And again there seemed at that time no apparent use for this product of the Mexican Sapodilla tree! But serendipity made this product – there's no country in the world where chewing-gum isn't available.

There's one more useful product. We use little yellow *stick-on notes* in the office and for leaving phone messages and so on. A researcher was doing into adhesive and glue, and discovered a substance that seemed to be completely useless. It was quite sticky but it wouldn't stick permanently to anything and it didn't mark on the surface. That man was a member of a church choir and he always had to use slips of paper to mark the place where each of the hymns was in his hymn-book – and the slips of paper were always falling on the floor. So he used these bits of sticky paper with this 'useless' adhesive on to mark his place in the hymn-book. And then he realized that other people could find a similar use.

Just serendipity!

VIII. Fill in the blanks with the verb in the right tense-form.

1. Alexander Fleming (find) some mould growing on a laboratory dish which he absent-mindedly (leave) on a window-sill.
2. Millions of lives every year (save) thanks to modern antibiotic drugs based on penicillin.
3. British military scientists (discover) the radar during the war while they were trying to find a death ray.
4. Teflon (use) in non-stick frying pans and space vehicles.
5. Scientists (do) another experiment and they happened to taste one of the by-products of one substance which they found to be sweet.
6. He always (chew) gums!
7. Du Pont scientists discovered that a plastic coating (form) on their equipment and this (be) unaffected by heat and it (be) also very slippery.
8. Stick-on notes already (use) by us for some years.

IX. Fill in the blanks with the right prepositions.

1. Most important discoveries ... the world ... science and technology came ... by some sort of lucky accident.
2. Alexander Fleming found some mould growing ... a laboratory dish which he had absent-mindedly left ... a window-sill.
3. Now all the sea and air transport depends ... *radar* ... navigation and safety –and armies depend ... it ... defence.
4. Radar was discovered ... the war.
5. Teflon is a substance which is used ... non-stick frying pans.
6. Teflon was discovered ... accident ... a laboratory ... DuPont scientists, who were doing research into gases to use ... refrigerators.
7. Some of artificial sweeteners are thousand times ... sweet ... sugar.
8. Chewing gum was discovered while scientists were looking ... a substitute ... rubber.

X. Translate the words in brackets into English.

1. Most important (открытий) in the world of science and technology (появились) by some sort of (счастливого случая).
2. Alexander Fleming (по рассеянности) left some mould on a window-sill and later found that it stopped the spread of bacteria, which is the cause of illness like pneumonia.
3. Radar was discovered during the war while British (военные ученые) were trying to find a death ray, which was some sort of radio wave that could be used to kill people.
4. Teflon was discovered by accident in a laboratory by DuPont scientists, who were doing (исследования) into gases to use into refrigerators.
5. Scientists were doing another experiment and they happened (попробовать) one of the (побочный продукт), which they found to be sweet, so artificial sweeteners appeared.
6. Chewing gum was discovered while scientists were looking for (заменитель) for rubber.
7. A researcher was doing into adhesive and glue, and discovered (вещество) that was quite sticky but it wouldn't (приклеиваться) permanently to anything and it didn't (оставлять следы) on the surface.

XI. Ask special questions to the following statements.

1. Alexander Fleming is a famous bacteriologist. (What?)
2. All the sea and air transport depends on radar for navigation and safety. (What?)
3. Radar was discovered during the war. (When?)
4. Scientists didn't find a death ray, but they found a technique. (What)
5. Teflon is a substance which is used in non-stick frying pans. (Where?)
6. Artificial sweeteners were discovered by accident. (How?)
7. Serendipity made chewing gum. (What?)
8. We use little yellow stick-on notes in the office and for leaving phone messages. (What ... for?)
9. There will be lots of serendipitous discoveries. (Why?)

XII. Give a brief summary of the text.

Text III

The scientists who are going to revolutionise our lives in the course of the next 1000 years

After reading this text you will learn:

- perspective fields of scientific investigations;
- the names of future Nobel prize-winners;
- inventions that can shape the 21st century.

I. Learn the following derivatives and fill in the blanks with the proper one:

To inspire – inspiration – inspiring – inspired;

1. Dreams can be a rich source of ... for an artist. 2. Both poets drew their ... from the countryside. 3. Her charity work is an ... to us all. 4. It came to me in a flash of ... 5. The actors' enthusiasm ... the kids. 6. The choice of décor ... by a trip to India. 7. He is known to be an ... leader. 8. As a general, he ... great loyalty in his troops. 9. The book is less than ... 10. Be ...!

II. Look: at, up, up to, after, for, through, forward to, out (for), down on smb;

a) Fill in the gaps with the right postposition:

1. Don't worry! I can look ... your children. 2. Mark was sitting in the living-room absent-mindedly looking ... the pages of a magazine. 3. I'm not sure about the meaning of this word. I'd better look it ... in the dictionary. 4. I'm looking ... your visit impatiently. 5. He was looking ... the ball everywhere. 6. He was looking ... the fire and did not answer my question. 7. Everybody looks ... him. 8. She looks ... people who haven't been to college. 9. He looked ... Jim and thought he was not a good match for her daughter. 10. Look ...! There is a car coming. 11. You should look ... for pickpockets. 12. Look ... for spelling mistakes in your work.

b) Translate into English:

С нетерпением ожидать выходных; искать ключи; искать слово в словаре; присматривать за детьми; просматривать утреннюю почту; посмотреть на картину; посмотреть значение слова; относиться к человеку с уважением; искать выход; с нетерпением ожидать поездки; просматривать статьи; присматривать за родителями; посмотреть на доску; с нетерпением ожидать перерыва; искать сведения; смотреть свысока (презирать); быть на стороже;

III. Learn the following words:

Word	Transcription	Translation
Breakthrough	['breIkTrH]	Прорыв
Unexpected	['ʌnɪks'pektɪd]	Неожиданный
To stun	[stʌn]	Ошеломлять
Community	[kə'mju:nɪtɪ]	Сообщество
To expand	[ɪk'spænd]	Расширять
Frontiers	['frʌntɪəz]	Границы
To restore	[rɪ'stɔː]	Восстанавливать
Blind	[blaɪnd]	Слепой
Via	[vaɪə]	Посредством
Helicopter	['helɪkɒptə]	Вертолет
Surgeon	['sɜːdʒən]	Хирург

Capable	['keIpqbl]	Способный
Physician	[fI 'zIS (q) n]	Врач
To spearhead (зд.)	['spIqhed]	Возглавлять работу над
To dial	[dQIl]	Набирать номер
Stem cell	[stem sel]	Стволовая клетка
Supply	[sq 'plQI]	Запас
Spare	[spFq]	Запасной
Draw on	[drL]	Привлекать (использовать)
Emergency	[I 'mWG (q) nsI]	Крайняя необходимость
To suffer	['sAfq]	испытывать

IV. a) Form the nouns using proper suffixes.

To invent, to identify, to restore, blind, to transmit, to transform, to create, to construct, to operate, to communicate, to recognize.

b) Translate the words with prefix fore-.

Foresee, forearm, forego, foreknow, foretell, foretaste, forefather, foremost.

V. Fill in the gaps with the proper verb from the table below.

<i>To stun</i>	<i>to expand</i>	<i>to restore</i>	<i>to recognize</i>	<i>to create</i>
----------------	------------------	-------------------	---------------------	------------------

1. The operation ... his sight. 2. The government plans to ... more jobs for young people. 3. They were ... by the news. 4. We have ... the business by opening two more shops. 5. I ... him as soon as he came into the room.

VI. Match the words in A-column with the words in B-column.

A	B
1) Serendipitous	a) cars
2) Little-known	b) impact
3) Academic	c) inventions
4) Autonomous	d) voice
5) Permanent	e) scientists
6) New	f) institutions
7) Human	g) generation

VII. Restore the word order in the following sentences.

1. Try / scientists / to expand / knowledge / the frontiers / of human. 2. This / independently / invention / will help / the blind / to walk. 3. Are developing / autonomous / inventors / and / cars / helicopters. 4. The help / is / it / computer / possible / to recognize / with / human voice / of?

VIII. Practice the reading of the following words:

Breakthrough, to revolutionise, scientist, engineer, frontier, via, machine, autonomous, helicopter, physician, surgeon, microchip, retina, to allow, to dial.

IX. Read the text below and choose the invention which from your point of view can change our life drastically.

Inventions have the power to change the world. Breakthrough can often come from unexpected fields, as Dolly the cloned sheep proved to be a stunning invention in 1997. Little-known scientists and engineers are working in laboratories and academic institutions in hope of being able to revolutionise the way we live in the next century. Helped by leading figures in the scientific community, The Sunday Times has identified those who could shape the 21st century. Some are likely (вероятно) to become future Nobel prize-winners and they all are working to expand the frontiers of human knowledge.

Mark Humayun

Eye surgeon and biomedical engineer who has restored limited sight to the blind by linking (подсоединить) a microchip to the human retina (сетчатка), transforming electronic images into electrical impulses that are transmitted via the optic nerve to the brain. Humayun, who is based at Johns Hopkins University in Baltimore, America, is now working on the creation of a permanent implant. "Within 10 years, I believe we will have a chip that will allow (позволит) a blind person to be able to walk around in a room independently," he says.

Takeo Kanade

Head of the Robotics Institute at Carnegie Mellon University in America, Kanade specialises in developing machines that can function without human control, such as autonomous cars and helicopters. He is currently (в данный момент) working with surgeons to develop "smart" tools capable of performing operations better than a human physician. "The 21st century will be the age when robots become as much a part of our lives as computers have become today," he says.

Steve Young

The world's foremost expert in computer speech recognition, whose systems will form the basis for global electronic communications based only on the spoken word. Young, professor of information engineering at Cambridge University, is spearheading new generations of computer that can understand the human voice without error, ending the need for telephone

dialling or keyboard typing as the main gateways (доступ) to electronic communication.

James Thomson

Biologist based at the University of Wisconsin who found the key to future transplant technology by isolating embryonic stem cells and keeping a culture of them alive in a laboratory for a year. Thomson's work, if combined with cloning techniques, raises the prospect of organ banks. Because embryonic stem cells are capable of developing into any of the specialised cells that make up the human body, a person could have a lifetime's supply of spare parts to draw on in case of a medical emergency - for example, pancreatic cells for treating diabetes or neurons for Parkinson's disease.

Ray Crane

British engineer whose insights into aerodynamics have been central to the design of the world's tallest buildings. Crane has solved some fundamental problems in cutting the vibration that such high structures can suffer in strong winds, and expects to be involved in the process of constructing even taller skyscrapers in the future.

X. Fill in the gaps with a suitable preposition.

1. The scientist is working ... the creation of a permanent implant. 2. This invention will end the need ... telephone dialling. 3. This "smart tool" is capable ... performing operations better than a human physician. 4. He specialises ... eye surgery. 5. We flew home ... Dublin.

XI. Translate the words in brackets from Russian into English and read the whole sentence.

1. (Изобретатели) can change the world. 2. The representatives of the (научное сообщество) work to revolutionise our life. 3. Their inventions are able to (сформировать) our life in the 21st century. 4. For example, Steve Young's invention can revolutionise (всемирные электронные коммуникации). 5. Mark Humayun is working on the (созданием) of a permanent implant which will help people with retinal (слепота). 6. One more scientist, Takeo Kanade, is trying to develop autonomous machines that (функционируют без контроля человека). 7. Thus, such (приборы) can improve the quality of our life greatly.

XII. Decide whether the following statements are *True* or *False*.

1. No invention can influence the way we live.
2. The world was stunned by the cloned sheep in 1997.
3. Steve Young's invention will help blind people.
4. Mark Humayun is an expert in computer speech recognition.
5. Takeo Kanade specialises in medicine.

XIII. Provocative thinking:

How can these inventions revolutionise our life?

Text IV

Nanotechnology: How the Science of the Very Small is Getting Very Big

After reading this text you will learn:

- what is nanotechnology;
- in what fields they are and can be used;
- the advantages of nanotechnologies in the modern equipment;
- the effect of nanotechnologies on the environment.

I. Learn the following words:

<i>Word</i>	<i>Transcription</i>	<i>Translation</i>
To measure	['meZq]	Измерять
To permit	[pɔ 'mIt]	Позволять
Carbon	['kRb(q)n]	Углерод
Chain	[CeIn]	Цепь
Aim	[eIm]	Направлять, нацеливать
To share	[SFE]	Делиться, отдавать
To replace	[rI 'pleIs]	Заменять
Flat	[flxt]	Плоский
Film	[fIlm]	Фотопленка
Sticky	['stIkI]	Клейкий
To remove	[rI 'mHv]	Удалять
To carry	['kxrI]	Проводить
Similar	['sImIlq]	Подобный
Solar	['seulq]	Солнечный
Movable	['mHvqbl]	Переносной
To improve	[Im 'prHv]	Улучшать
Current	['kAr(q)nt]	Электрический ток
To release	[rI 'lJs]	Выпускать
To warn	[wLn]	Предупреждать
Poisonous	['pPIzqnqs]	Ядовитый
To contain	[kqn 'teIn]	Содержать
To reach	[rJc]	Достигать
Wire	[wQi]	Провод
To meet the demands	[mJt] [dI 'mRndz]	Соответствовать требованиям
Concerns	[kqn 'sWnz]	Вопросы, вызывающие

To cause	[kLz]	озабоченность
Severe	[sI'vIq]	Послужить причиной
Lung	[lAN]	Сильный (тяжелый)
Damage	['dʌmɪdʒ]	Легкое
To involve	[In'vɒlv]	Вред
To expect	[Iks'pekt]	Вовлекать
To credit	['kredɪt]	Ожидать
		Приписывать

II. Fill in the table with the proper derivatives which are possible:

Verb	Noun	Adjective
To investigate		-
	Measurement	-
To observe		-
		Creative
	Success	
To require		-
		Wide
	Proof	-
To grow		-
	Existence	-
-		Safe
To develop		-
	Improvement	-
To reduce		-
	Recognition	-
		unimaginable

III. Find the opposites to the following words and use both words in the sentences of your own:

To decrease - _____; tight - _____; to appear - _____; high - _____;

IV. a) Learn the ways of translating Participle I and II in the function of an attribute and an adverbial modifier.

1. Scientists investigating (изучающие Participle I) the issue will take part in the conference.

2. Investigating (изучая Participle I) the phenomenon, the scientists realized its complexity.

3. The results of the issue investigated (изученной, Participle II) by the scientists will be introduced at the conference.

b) Use the proper participle.

1. Carbon sixty is a group of tightly (connect) _____ carbon atoms that forms a ball. 2. Scientists believe that some day nanotubes could replace the carbon graphite now (use) _____ to make airplane parts. 3. Soon nano-materials could be used to improve devices that reduce pollution (release) _____ by cars. 4. Mister Moore would go on to help start the company Intel, one of the world's (lead) _____ computer chip makers. 5. And Moore's law is one of the most (talk) _____ about scientific barriers. 6. In 1971 Intel created a computer chip (contain) _____ two thousand three hundred transistors. 7. In 2002 IBM announced that it had created the world's smallest transistor (base) _____ on the element silicon. 8. They said the smallest transistor currently (use) _____ in a computer is ninety nanometres. 9. Scientists and environmental activists worry that nano-materials could pass in to the air and water (cause) _____ health problems. 10. The EPA recognizes that this could mean that there are unknown health risks (involve) _____ in nanotechnology. 11. The American government is expected to spend about 39 million dollars on research (mean) _____ to investigate the health risks of nano-materials.

V. Read the text for more information.

One of the most important research fields in technology is called nanotechnology. It is the science of making things unimaginably small. Nanotechnology gets its name from a measure of distance. A nanometre, or nano, is one-thousand-millionth of a metre. This is about the size of atoms and molecules. Nanotechnologists work with materials this small. Many experts credit the idea to physicist Richard Feynman. In 1959, this Nobel Prize winner gave a speech. He called it 'There's Plenty of Room at the Bottom'. Mister Feynman discussed the theory that scientists could make devices smaller and smaller – all the way down to the atomic level. Although he didn't use the word nanotechnology, the speech got many scientists thinking about the world of the very small. But for years the idea remained only a theory. At the time, no way existed to record structures the size of molecules. Not even electron microscopes could do the job. But as the 1980s began, two researchers found a way. Gerd Binnig and Heinrich Rohrer worked at the laboratory in Zurich Switzerland for IBM, the American company International Business Machines. They invented what they called a scanning tunnelling microscope. This permitted scientists to observe molecules and even atoms in greater detail than ever before. Once they could see nano-sized structures, the next step for scientists was to create their own. By the middle of the 1980s, scientists had increased their research on carbon. They were interested in the ability to use this common element to make nano-sized structures. Carbon had already been engineered in chemical reactions to make long-carbon chains. Today the result of carbon chemical engineering is

everywhere – in the form of plastic. Scientists in the 1980s wanted to create nano-structures from carbon atoms. In 1985, Robert Curl, Harold Kroto and Richard Smalley succeeded. They aimed a laser at carbon. This powerful light caused some of the carbon to become gas. The scientists cooled the gas to an extremely low temperature. Then they looked at the carbon material that remained. They found, among several kinds of carbon, a molecule of sixty atoms – carbon sixty. Carbon sixty is a group of tightly connected carbon atoms that forms a ball. It's a very strong structure. This is because all the atoms share any loose electrons that might take part in chemical reactions with other atoms. This kind of molecular carbon can also appear with different numbers of carbon atoms. There is carbon seventy, for example. For their work Robert Curl, Harold Kroto and Richard Smalley received the Nobel Prize in Chemistry in 1996. The next nano-structure development came in 1993. Japanese scientist Sumio Iijima of the company NEC developed carbon nanotubes. These nano-sized objects are really six-sided atomic structures connected to form a tube. They are extremely strong. Scientists believe that some day nanotubes could replace the carbon graphite now used to make airplane parts. Soon after this discovery, researchers started to think about using nanotubes to build extremely small devices.

Scientists at the University of Texas at Dallas have developed a way to make flat material, or film, out of nanotubes. The researchers create the super thin film by chemically growing nanotubes on a piece of glass. They use another piece of sticky material to remove the film of nanotubes from the glass. When the film is finished, it's only fifty-nanometres thick. That's about one-thousandth the width of human hair. The material is extremely strong and it carries electricity as well. Researchers think nanotube material could be used to make car windows that can receive radio signals. They also believe that it could be used to make solar electricity cells, lights or thin, movable displays that show pictures like a television. Nano-materials are already used in some products. For example, materials using mixtures of nano-materials are being used to make sporting goods like tennis balls and tennis rackets better. Soon nano-materials could be used to improve devices that reduce pollution released by cars. Similar technology could be used to warn of the presence of poisonous molecules in the air.

Computer scientists hope development in nanotechnology will help break barriers of size and speed. In 1965, electronics expert Gordon Moore recognized that computer chips, the engines that drive computers, would grow in power. He even thought of the way to measure this progress. He said researchers would double the number of tiny transistors on a computer chip about every two years. A transistor is a device that controls electrical current. That statement is known as Moore's law. It has proved correct for more than forty years. Mister Moore would go on to help start the company Intel, one of the world's leading computer chip makers. And Moore's law is one of the

most talked about scientific barriers. In 1971 Intel created a computer chip containing two thousand three hundred transistors. In 2004 Intel made a chip with five hundred ninety-two million transistors. But current technology has reached its limit. The next jump to one thousand million transistors will require new discoveries in nanotechnology. Researchers are trying to solve the problems of creating nano-sized transistors. In 2002 IBM announced that it had created the world's smallest transistor based on the element silicon. IBM said the transistor was four to eight nanometers thick. In 2005 researchers for the company Hewlett Packard wrote about the problems of creating nano-transistors in the magazine *Scientific American*. Their nano-wire transistor measured thirty-nanometres in size. They said the smallest transistor currently used in a computer is ninety nanometres. But making nano-transistors small enough to meet the demands of Moore's law may be years in the future.

Although nanotechnology is exciting, there are concerns about the safety of super small structures. Scientists and environmental activists worry that nano-materials could pass in to the air and water causing health problems. There is reason for concern. A study by NASA researchers found that nano-particles caused severe lung damage to laboratory mice. Other studies suggest that nano-particles could suppress the growth of plant roots or could even harm the human body's ability to fight infection. The Environmental Protection Agency says there is not much known about the effects of nano-structures in the environment. This is because the laws of physics do not work in the same way at the level of the extremely small. The EPA recognizes that this could mean that there are unknown health risks involved in nanotechnology. The American government is expected to spend about 39 million dollars on research meant to investigate the health risks of nano-materials. But that is less than four per cent of total government spending. Many environmental groups say at least ten per cent of that total is needed. They say private industry needs to spend more on safety research. And, they say, the government needs to develop rules for nano-materials, which are already being made in hundreds of places around the country.

VI. Choose the most suitable variant.

1. Nanotechnologists work with materials ...

- (a) about the size of one millimeter
- (b) about the size of atoms and molecules
- (c) as thin as paper

2. The invention of the scanning tunneling microscope enabled scientists to observe ...

- (a) the structure of water
- (b) distant objects in space

(c) molecules and even atoms in greater detail than ever before

3. The speech "There's Plenty of Room at the Bottom" by a Nobel Prize winner Richard Feynman is discusses the theory ...

- (a) that scientists can make devices about the size of atoms
- (b) that carbon dioxide can be turned into carbon sixty
- (c) that scientists cannot go further than the size of atoms in making devices

4. When did scientists first begin to think about using nanotechnologies to make extremely small devices?

- (a) after the period of industrial revolution
- (b) after the development of carbon nano-tubes
- (c) after IBM supported research

5. What was not mentioned in the report as a use of the nanotube?

- (a) film
- (b) flat material
- (c) glass

6. Where, according to the report, can nanotechnologies be used?

- (a) in production of sporting goods and machines that reduce air pollution
- (b) in the machine building industry
- (c) in the computer design industry

7. What is one prospect for nanotechnologies in computer science?

- (a) nanotechnologies will make computers affordable for everyone
- (b) nanotechnologies will help to make small, and fast computers
- (c) nanotechnologies will help to make transistors useless

8. What is Intel famous for?

- (a) the personal computer
- (b) the micro chip with tiny transistors
- (c) the micro computer

9. What are the most current issues nanotechnologists deal with?

- (a) to create a nano-sized transistors
- (b) to make nano-sized transistors work in Hewlett Packard computers
- (c) to stop competition between Intel and Hewlett Packard

10. What danger of nanotechnologies was not mentioned in the report?

- (a) nano-particles in mobile phones cause cancer into laboratory mice
- (b) nano-particles caused lung damage into laboratory mice
- (c) nano-particles can harm the human body's ability to fight infection

11. What is known about the effect of nanotechnologies on the environment?

- (a) nanotechnologies have a positive effect
- (b) nanotechnologies have a negative effect
- (c) not much is known about the effect of nanotechnologies on the environment

12. The environmentalists think the government should...

- (a) develop rules for nanotechnology consumers
- (b) develop rules for nano-materials
- (c) develop rules for nano-materials producers

VII. Small Group Discussion:

In groups of 3-4 students discuss the following questions:

- What have you learned from this report that you didn't know before?
- What is nanotechnology?
- Where and how can nanotechnologies be applied?
- How can nanotechnologies be applied in the computer industry?
- What other new technologies have been developed in the last few years?
- What technologies do you personally use on a daily basis?
- What technologies would you like to have access to in the future? Why?
- How will they change your life?

VIII. Find the key sentences in the text and use them in your retelling.

IX. Render the following text into English:

Научно-технический прогресс и его влияние на нашу жизнь

Любое изобретение или открытие, сделанное учеными, предназначено для того, чтобы улучшить нашу жизнь и расширить границы человеческих знаний. Оно может быть выведено путем умозаключений или быть случайным. Примером открытия первого типа является изобретение молниеотвода Бенжамином Франклином, а примером второго – открытие рентгеновских лучей Вильгельмом Рентгеном. Такие открытия, как пенициллин, радар, искусственные подсластители (заменители сахара), тефлон, жевательная резинка, называют «счастливой случайностью», потому что ученые проводили исследования в одной области и случайно открывали вещество или прибор, который оказывался очень полезным. Сейчас трудно приписать открытие одному человеку. Это результат работы группы ученых и

даже целых научно-исследовательских институтов. Современные передовые области исследований – нанотехнологии, трансплантология, электронные коммуникации, аэродинамика (уменьшение колебаний высотных сооружений), самоуправляемые машины и приборы, фармакология.

X. Internet Research Project

New Communications Technologies

If you want to do a web search on new communications technologies, what keywords would you enter in a search engine? What keywords may be misleading in your search and why?

satellite * technology * progress * satellite TV * communications technologies * communication * new technologies * electronic media * mass media * world of technology * wireless technology

If you want, you can try using these words in your search and see what results you get.

Task I. Study summaries of web sites devoted to new **communications technologies**. You can get such summaries once you type "communications technologies" as a key phrase in your web search. What issues connected with communications technologies are brought up on each site? Can you group the issues? What are the most common issues addressed? What are the least frequent issues addressed?

The table below will help you complete the task.

Most commonly raised issues connected with communications technologies	Least frequently raised issues connected with communications technologies

1. **new communication technologies** their history and social influence newcomm.library.wisc.edu/ - Similar pages

2. A Year Spilling Over With **New Communications Technologies**

The one other regulatory issue that has seen widespread publicity concerning **new communications technologies** in 2003 is the question of whether VoIP

should ... www.praxagora.com/andyo/ar/communi-cations_cornucopia.html - 14k - Cached - Similar pages

3. **Technology** Futures, Inc.: Communications Reference Book: Computer ... Now that we have entered the 21st century, we see **new communication technologies being introduced at an** astonishing rate. Making sense of these **technologies** ... www.tfi.com/pubs/crb.html - 14k - Cached - Similar pages

4. Information and **Communication Technologies**: Topic Information and **Communication Technology** for Development ... Linux servers, digital storage, personal digital assistants and **new** portable consumer products....

www.oecd.org/topic/0,2686,en_2649_37441_1_1_1_1_37441.00.html - 75k - Cached - Similar pages

5. International Conference on **New Technologies** in Education ICTE2002 AND **COMMUNICATION TECHNOLOGIES** IN EDUCATION Seville, Andalusia, (Spain) from 29 November to 2 December 2006. Deadline for Abstracts Submission.

www.formatex.org/icte2002.html - 3k - Cached - Similar pages

Task II. Split into groups of three. Each student in a small group will have one topic for individual web search and study. Student A - topic A, Student B - Topic B, Student C - Topic C.

Topic A: History and social influence of new communications technologies.

Topic B: Conferences and congresses on new communications technologies.

Topic C: Application of new communications technologies in education.

THE REPUBLIC OF BELARUS : SOCIAL AND POLITICAL ASPECTS

Warm- up

What do you know about the country?

- What are the national symbols?
- What is represented on the national emblem?
- Do you know the words of the national anthem?
- Describe the national costume.
- What and when are the national holidays?

I. Read some information about the National Flag of the Republic of Belarus and describe it.

The National Flag of the Republic of Belarus, which is a symbol of state sovereignty of the Republic of Belarus, is a rectangular¹ cloth² consisting of two longitudinal³ stripes⁴: red upper stripe and green lower stripe that are two-thirds and one-third of the flag width⁵ respectively⁶. A vertical red-on-white



Belarusian decorative pattern, which occupies one-ninth of the flag's length, is placed against the flagstaff⁷. The flag's ratio⁸ of width to length is 1:2. The flag is fixed on a flagstaff painted golden (ochre⁹).

During ceremonies and other solemn¹⁰ events, the National Flag of the Republic of Belarus is used with a diamond-shaped¹¹ top edge¹² containing a five-point star. The star is analogous to the one depicted on the national Emblem of the Republic of Belarus. The top edges are made of yellow metal.

¹ rectangular [rek'tæŋgjʊlə] - прямоугольный

² cloth [klɒθ] - ткань

³ longitudinal [ˌlɒndʒɪ'tjuːdɪnəl] - продольный

⁴ stripe [straɪp] - полоса

⁵ width [wɪðθ] - ширина

⁶ respectively [rɪs'pektɪvli] - соответственно

⁷ flagstaff ['flægsta:f] - флагшток

⁸ ratio ['reɪʃəv] - пропорция, соотношение

⁹ ochre ['ɒkə] - охра, бледный коричневато-желтый цвет

¹⁰ solemn ['sɒləm] - торжественный

¹¹ diamond-shaped ['daɪəmənd 'ʃeɪpt] - ромбовидный

¹² edge [edʒ] - край, острие

II. Read the following information and say in English what each colour of the National Flag means.

При создании государства люди придумывают для своей страны символы с учетом уже имеющихся флагов других стран и выбирают те цвета, которые могут рассказать о стране, о ее достоинствах.

Красный цвет - это знак отваги. Кровь проливается в борьбе за счастливую жизнь. Кроме того, красный цвет обозначает радость, счастье, это символ солнца.

Что символизирует на нашем флаге зеленый цвет? Это символ нашей богатой природы, которую мы очень ценим и бережем. Это леса, луга; они занимают большую часть территории нашей страны.

Белый цвет - это символ свободы, уважения к своему Отечеству, символ нравственной чистоты, которую ценят наши люди и стараются воспитывать у своих детей.

На нашем флаге изображен необычный рисунок. Это фрагмент наиболее типичного древнего орнамента, распространенного в народном творчестве на территории нашей страны.

Орнамент выполнен из комбинации геометрических фигур. Ромб - это символ зерна, плодородия. Этот символ обозначает, что наша страна сельскохозяйственная. Наш народ трудолюбивый, обрабатывает землю, выращивает много культурных растений.

III. Read some information about the National Emblem of the Republic of Belarus and describe it.

The National Emblem of the Republic of Belarus, which is a symbol of state sovereignty of the Republic of Belarus, represents a green-colored contour¹ of the Republic of Belarus in golden rays² radiated³ by the sun over the globe⁴. On the top of the contour is a five-pointed red star. The emblem is set in⁵ a frame⁶ of wreath⁷ of golden wheat-ears⁸ interlaced⁹ with clover¹⁰ flowers on the right and flax¹¹ flowers on the left. Wheat-ears are interlaced with a red-green ribbon¹² carrying a golden inscription¹³ "The Republic of Belarus" at the bottom.



¹ contour ['kɒntəʊ] – очертание, контур, форма

² ray [reɪ] - луч

³ radiate ['reɪdɪt] – расходиться лучами, испускать, распространять

⁴ globe ['glɒb] - шар, земной шар

⁵ set in – вставлять, вкладывать (что-либо во что-либо)

⁶ frame ['freɪm] – каркас, рамка

⁷ wreath [ri:θ] - венок

- ⁸ wheat-ear ['wi:t 'iə] – пшеничный колос
⁹ interlace [,ɪntə(:)'leɪs] – переплетать(ся)
¹⁰ clover ['klɒvə] - клевер
¹¹ flax [flæks] - лён
¹² ribbon ['rɪbən] – лента, тесьма
¹³ inscription [ɪn'skrɪpʃ(ə)n] – надпись

IV. Read the following information and say in English what each element of the National Emblem means.

Зеленый контур в лучах восходящего солнца изображает границы нашего государства. Лучи восходящего солнца символизируют счастливую жизнь и говорят о том, что белорусы принадлежат к этнической группе славян. Издревле славяне поклонялись солнцу, т. к. оно дает тепло, свет и жизнь всему живому. Земной шар на гербе говорит о том, что наш народ ценит равенство всех народов на Земле.

Герб с обеих сторон оплетают снопы колосьев, в которые вплетены голубые цветочки льна и розового клевера. Это обозначения главных природных богатств нашей страны.

Лен - это растение, из которого люди уже давно научились делать одежду, скатерти, рушники и постельное белье. Изделия из льна прочнее хлопковых и теплее шелковых.

Клевер - это лучший корм для животных, которых белорусы с древнейших времен научились разводить и выращивать.

Венок из колосьев - это символ главного богатства наших людей — хлеба. Кроме того, это способ обращения наших предков к божественным силам с просьбой об урожае. Белорусы каждую осень отмечают праздник «Дожинки», на котором награждают лучших хлеборобов и плетут венки из последних колосьев. Такие венки оставляют в доме до следующей осени, как символ богатства.

Колосья хлеба на гербе Беларуси обвиты красно-зеленой лентой с надписью «Республика Беларусь».

В верхней части герба горит красная звездочка. Это символ мужества нашего народа, которое люди проявляли во время многочисленных войн с различными чужеземными захватчиками. Великая Отечественная война была самой страшной и разрушительной для нашей страны.

Did You know that ...

Politics - activities associated with government: the theory and practice of government, especially the activities associated with governing, with obtaining legislative or executive power, or with forming and running organizations connected with government

(а) *методы ведения политики; искусство управлять;*

б) *политическая жизнь*).

Policy - course of action: a program of actions adopted by a person, group, or government, or the set of principles on which they are based (*линия поведения, установка, курс, стратегия, политика*).

E.g. Nowadays a lot of people are engaged in politics.

The country carries out its domestic and foreign policy independently.

V. Choose the correct word.

1. His (politics/ policy) on that issue is his own business.
2. The nationalization of industries is not the government (politics/ policy).
3. He's thinking of going into (politics/ policy).
4. Gordon Brown is a major figure in British (politics/ policy).
5. His (politics/ policy) are extreme.
6. He supports the present government's (politics/ policy) on education.
7. The company has adopted a firm (politics/ policy) on shoplifting.
8. We have tried to pursue a (politics/ policy) of neutrality.
9. US foreign and domestic (politics/ policy) were discussed at the Congress session.
10. They have a significant change in (politics/ policy) on paternity leave.
11. She is following her usual (politics/policy) of ignoring all offers of help.
12. Honesty is the best (politics/ policy) (saying).

VI. What political systems do you know? Match the definitions and explain the differences in the ways of running a country.

monarchy	communism	socialism
democracy	republic	dictatorship

1. A system of government based on the principle of majority decision-making.
2. The political theory or system in which all property and wealth is owned in a classless society by all the members of that society.
3. Government by a dictator, usually by force.
4. A political system in which a state is ruled by a monarch.
5. Political system or form of government in which people elect representatives to exercise power for them.
6. A political theory or system in which the means of production and distribution are controlled by the people and operated according to equity and fairness rather than market principles.

VII. Read and memorize the following words:

supremacy	[sju'preməsi]	верховенство; верховная власть
unified	['ju:nifaɪd]	единый, объединённый
inalienable	[ɪn'eɪlɪənəb(ə)l]	неотъемлимый, неотчуждаемый
exercise	['eksəsaɪz]	осуществлять
legislative	['ledʒɪslətɪv]	законодательный
executive	[ɪg'zekjʊtɪv]	исполнительный
judicial	[dʒu(:)'dɪʃəl]	судебный
to elect	[ɪ'lekt]	избирать; выбирать
ballot	['bælət]	голосование, баллотировка
body	['bɔ:di]	орган, власть
to subordinate	[sə'bɔ:dɪneɪt]	подчинять
court	['kɔ:t]	суд, судебное заседание
to envisage	[ɪn'vɪzɪdʒ]	предусматривать, намечать
legislation	[ledʒɪs'leɪʃn]	законодательство; закон
correspondence	[,kɔ:ri'spɔ:nd(ə)ns]	соответствие, соотношение
request	[rɪ'kwest]	просьба, требование
to establish	[ɪ'stæblɪʃ]	устанавливать, основывать
official	[ə'fi:ʃ(ə)l]	должностное лицо, чиновник
to limit	['lɪmɪt]	ограничивать
to adopt	[ə'dɔ:pt]	принимать
ultimate goal	[^ltɪmɪt 'gəʊl]	конечная цель
fulfillment	[fʊl'fɪlmənt]	исполнение, выполнение, осуществление
to guarantee	[,gærən'ti:]	гарантировать, давать гарантию
accessible	[ək'sesəbl]	доступный
old age	['əʊld 'eɪdʒ]	старость
disability	[,dɪsə'bɪlɪtɪ]	инвалидность, нетрудоспособность
to stipulate	['stɪpjuleɪt]	предусматривать, оговаривать в качестве

		особого условия
legal assistance	[ˈli:g(ə)l əˈsɪstəns]	юридическая помощь
protection	[prəˈtektʃ(ə)n]	защита, охрана
multitude	[ˈmʌltɪtju:d]	множество, большое число
to strive (strove, striven)	[ˈstraɪv]	стараться, прилагать усилия
violently	[ˈvaɪələntli]	сильно, очень; неистово; жестоко, бесчеловечно
propaganda	[ˌprɒpəˈgændə]	пропаганда
hostility	[hɒˈstɪlɪti]	враждебность, враждебное отношение
to prohibit	[prəˈhɪbɪt]	запрещать
priority	[praɪˈɔrɪti]	приоритет
to ensure	[ɪnˈʃʊə]	обеспечивать, гарантировать
to conform	[kənˈfɔ:m]	соответствовать, подчиняться
to proceed	[prəˈsi:d]	происходить, исходить
inviolability	[ɪnˌvaɪələˈbɪləti]	нерушимость (границ)
neutrality	[nju:ˈtræləti]	нейтралитет, нейтральность
full-fledged	[ˌfʊlˈfledʒd]	полноправный (действительный)
alien	[ˈeɪliən]	иностранец, иноземец
to discharge	[dɪsˈtʃɑ:dʒ]	выполнять, исполнять
to grant	[gra:nt]	давать, даровать
refuge	[ˈrefju:dʒ]	убежище, пристанище
to persecute	[ˈpə:sɪkjʊ:t]	преследовать, подвергать гонениям
conviction	[kənˈvɪkʃən]	убеждение, убежденность
account	[əˈkaʊnt]	причина, основание
to proclaim	[prəˈkleɪm]	объявлять, провозглашать
legitimate	[lɪˈdʒɪtɪmət]	законный

VIII. Pay attention to the following word combinations.

the National Assembly of the Republic of Belarus – Национальное Собрание Республики Беларусь;

the Chamber of Representatives – Палата Представителей;
the Council of the Republic – Совет Республики;
the Council of Ministers – Совет Министров;
the Constitutional Court – Конституционный Суд;
the Supreme Court – Верховный Суд;
the Supreme Economic Court – Высший Хозяйственный Суд;
the Fundamental Law – Основной закон, право;
the Universal Declaration of Human Rights – Всеобщая декларация прав человека;
the UN Charter – Устав ООН;
the International Covenants on Civil and Political Rights and on Economic, Social and Cultural rights – Международные пакты о гражданских и политических правах и об экономических, социальных и культурных правах;
Organization on Security and Cooperation in Europe (OSCE) – Организация по безопасности и сотрудничеству в Европе (ОБСЕ).

IX. Read the following words and try to guess their meaning.

Unitary ['ju:nɪtəri], democratic [demə'krætɪk], social ['səʊəl], territory ['terɪtəri], symbol ['sɪmb(ə)l], sovereign ['sɔvrɪn], general ['dʒen(ə)rəl], central ['sentrəl], economic [ˌekə'nɒmɪk], constitution [ˌkɒnstɪ'tju:ʃ(ə)n], principle ['prɪnsɪp(ə)l], policy ['pɒlɪsɪ], republic [rɪ'pʌblɪk], parliament ['pa:ləmənt], guarantee [ˌgærən'ti:], security [sɪ'kjʊərɪti], adequate ['ædɪkwɪt], propaganda [ˌprɒpə'gændə].

X. Read out these phrases several times till you remember their meaning.

carry out domestic and foreign policy	осуществлять внутреннюю и внешнюю политику
state management	государственное управление
general and economic courts	общие и хозяйственные суды
give evaluation	оценивать
principle of the supremacy of law	принцип верховенства закона
provision of personal rights and freedoms	обеспечение личных прав и свобод
free treatment	бесплатное лечение (обслуживание)
health care institutions	органы здравоохранения
general education	общее образование
professional technical training	профессионально-техническое обучение
secondary special education	средне-специальное образование

loss of breadwinner	потеря кормильца
universally acknowledged principles	общепризнанные принципы
threat of force	угроза применения силы
peaceful settlement	мирное урегулирование
non-interference into domestic affairs	невмешательство во внутренние дела
a nuclear weapon-free zone	зона свободная от ядерного оружия

XI. Match the word from A with its best association from B. Use the phrases in your own sentences.

A

- 1) carry out
- 2) provision of
- 3) elect by
- 4) non-interference into
- 5) possess
- 6) division into
- 7) national and racist
- 8) inviolability of

B

- a) free, direct, secret ballot
- b) domestic affairs
- c) supremacy
- d) legislative, executive and judicial branches
- e) domestic and foreign policy
- f) personal rights and freedoms
- g) borders
- h) hostility

XII. Make sure you know all the words in the box. Read their definitions and match the words with their definitions.

elect	legislation	supremacy	prohibit
court	protection	constitution	legitimate

1. To select by vote for an office or for membership.
2. Laws and principles according to which a state is governed.
3. To forbid by authority.
4. A place where civil, criminal and other cases are tried.
5. A position of superiority or authority over all others.
6. The process of writing and passing laws.
7. Something that prevents somebody or something from being harmed or damaged.
8. Legal or having official status defined by law.

XIII. Read and translate the text.

BELARUS STATE SYSTEM

The Republic of Belarus is a unitary democratic social state with the rule of law which possesses supremacy and full authority on its territory and independently carries out its domestic and foreign policy. The territory of Belarus is unified and inalienable.

The symbols of the Republic of Belarus as a sovereign state are its state flag, state emblem and state anthem. The capital of Belarus is the city of Minsk.

State languages of the Republic of Belarus are Belarusian and Russian.

State power in the Republic of Belarus is exercised on the basis of its division into legislative, executive and judicial branches.

The President of the Republic of Belarus is the head of the state. The President is elected by general, free, equal, direct and secret ballot. Presidential elections are regulated by the laws of the Republic of Belarus.

The Parliament, i.e. the National Assembly of the Republic of Belarus, is the representative and legislative body of power. The Parliament consists of two Chambers — the Chamber of Representatives and the Council of the Republic.

The Government, i.e. the Council of Ministers of the Republic of Belarus, is the central body of state management, the executive power in the Republic of Belarus. In its activities the Government is subordinated to the President and reports to the Parliament.

The judicial power in the Republic of Belarus belongs to courts and is exercised by general, economic and other courts envisaged by the legislation of the Republic of Belarus. The control over the correspondence of standard laws in the state to the Constitution is performed by the Constitutional Court. The Constitutional Court gives evaluation on the correspondence of standard laws to the Constitution upon the request of the President, the National Assembly, the Supreme Court, the Supreme Economic Court and the Council of Ministers of the Republic of Belarus.

The Constitution of the Republic of Belarus establishes the principle of the supremacy of law. The state and all of its bodies and officials act within the limits of the Constitution and the laws adopted in accordance with it. Provision of personal rights and freedoms of the citizens of the Republic of Belarus is the ultimate goal of the state.

The Constitution of the Republic of Belarus establishes the responsibility of the state before its citizens for the creation of conditions for the free and adequate development of the individual and the responsibility of citizens before the state for the strict fulfilment of the responsibilities laid upon them by the Constitution.

The Constitution guarantees the citizens of the Republic of Belarus the right to health protection, including free treatment in state health care

institutions. The Fundamental Law also guarantees free general education and professional technical training. Secondary special and higher education is accessible to all depending on the abilities of each person. The citizens have the right to social security at old age, in case of illness, disability, loss of a breadwinner and in other cases stipulated by law. The Constitution establishes the right of everyone to legal assistance in the exercise and protection of one's rights and freedoms.

The multitude of political institutions, ideologies and opinions is one of the foundations of exercising democracy in the Republic of Belarus. On the territory of the Republic of Belarus the creation and activities of political parties as well as other public associations which strive to violently change the constitutional system or are conducting propaganda of war, national and racist hostility are prohibited.

The Republic of Belarus recognizes the priority of universally acknowledged principles of international law and ensures that its legislation conforms to its norms. In its foreign policy the Republic of Belarus proceeds from the principles of the equality of states, non-use of force or threat of force, inviolability of borders, peaceful settlement of disputes, non-interference into domestic affairs and from other universally recognized principles and norms of international law. The Republic of Belarus has set the goal to make its territory a nuclear weapon-free zone and to achieve neutrality.

The Republic of Belarus is a full-fledged member of the world community. It recognizes the Universal Declaration of Human Rights, the UN Charter, the International Covenants on Civil and Political Rights and on Economic, Social and Cultural Rights and participates in the agreements within the framework of the OSCE and in many international conventions.

Aliens and stateless persons exercise their rights and freedoms on the territory of the Republic of Belarus and discharge their duties equally with the citizens of the Republic unless otherwise established by the Constitution, laws and international agreements.

In accordance with the Constitutional norm the Republic of Belarus may grant refuge to persons being persecuted in other countries for their political and religious convictions or on account of their nationality.

The Constitution of Belarus proclaims that everyone is equal before the law and has the right without any discrimination to equal protection of one's rights and legitimate interests.

XIV. Fill in the right preposition.

1. The Republic of Belarus carries ... independently its domestic and foreign policy.
2. State power is exercised ... the basis of its division ... legislative, executive and judicial branches.
3. The President is elected ... general, free, equal, direct and secret ballot.

4. The Parliament consists ... two Chambers — the Chamber of Representatives and the Council of the Republic.

5. The Government is subordinated ... the President and reports ... the Parliament.

6. The judicial power in the Republic of Belarus belongs ... courts.

7. Everybody is equal ... the law.

8. Every citizen has the right ... health protection, social security at old age, etc.

9. The Republic of Belarus proceeds ... the principles of the equality of states, inviolability ... borders, non-interference ... domestic affairs and others.

10. In accordance ... the Constitutional norm the Republic of Belarus may grant refuge ... persons being persecuted in other countries ... their political and religious convictions or ... account of their nationality.

XV. Agree or disagree with the following statements.

1. The Republic of Belarus is a parliamentary monarchy.

2. The Parliament is represented by the Council of Ministers.

3. Government is the executive power in the Republic of Belarus.

4. The judicial power is exercised by general, economic and other courts.

5. The Constitution of the Republic of Belarus establishes the principle of the supremacy of personal rights and freedoms.

6. The President is elected for a four-year term.

7. Each person has the right to obtain education in state educational institutions but he has to pay for it.

8. According to the Constitution everybody is equal before the law.

XVI. Complete the following sentences.

1. The Republic of Belarus is

2. The symbols are

3. State power is exercised on the basis of

4. The ultimate goal of the State is

5. The Constitution guarantees the citizens the right to

6. The Republic of Belarus exercises democracy by

7. In its foreign policy the Republic of Belarus proceeds from

XVII. Translate the following sentences into English.

1. Республика Беларусь - унитарное демократическое социальное правовое государство.

2. Государственная власть осуществляется на основе разделения властей на законодательную, исполнительную и судебную.

3. Парламент состоит из Палаты Представителей и Совета Республики.

4. Совет Министров – это исполнительная власть Республики Беларусь, а также является центральным органом государственного управления.

5. Судебная власть осуществляется общими, хозяйственными и другими судами.

6. Республика Беларусь самостоятельно осуществляет свою внутреннюю и внешнюю политику.

7. В своей внешней политике Республика Беларусь исходит из принципов равенства государств, неприменения силы или угрозы применения силы, нерушимости границ, мирного урегулирования споров, невмешательства во внутренние дела и других общепризнанных принципов и норм международного права.

8. Республика Беларусь ставит целью сделать свою территорию зоной свободной от ядерного оружия.

9. Гражданам Республики Беларусь гарантируется право на социальное обеспечение в старости, в случае болезни, инвалидности, потери кормильца и в других случаях, предусмотренных законом.

Problems for discussion

➤ What is (are) national language(s) in our republic? Are any other languages spoken here? Do you agree that it is necessary to have at least two languages spoken in the country? Why? Why not? Give your arguments.

➤ You are willing to participate in the international conference “Belarus today and tomorrow”. The organizers require a short abstract. You are to represent social and political situation in our country to the international participants.

➤ Imagine you are a teacher of History. The topic of your lesson is “The Constitution of the Republic of Belarus”. You are to tell your pupils what rights the Constitution grants every citizen.

➤ Discuss in your group what changes you would like to introduce into the Constitution.

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND: SOCIAL AND POLITICAL ASPECTS

Warm- up

What do you know about the United Kingdom?

- What is the difference between the United Kingdom and Great Britain?
- How is the British flag called?
- What are the British national emblems (flowers)?

Read about the British Flag and say which country is not represented on the flag of the U.K.?



The Union flag, popularly known as the ‘Union Jack’*, is the national flag of the United Kingdom. It is called the Union Flag because it symbolizes the administrative union of the countries of the United Kingdom. It is made up of the individual flags of three of the Kingdom’s countries all united under one Sovereign¹ – the countries of England, of Scotland and of Northern Ireland (since 1921 only Northern Ireland has been part of the United Kingdom; Southern Ireland is an independent republic). As Wales was not a Kingdom but a Principality² it couldn’t be included on the flag.

* ‘Union Jack’ was officially accepted as an alternative name for the Union Flag by the Admiralty³ and parliament in the early 20th century. The term ‘jack’⁴ refers to the flag that is flown from the bowsprit⁵ of a ship, often denoting⁶ nationality.

* Union Jack - государственный флаг Соединённого Королевства

¹ sovereign [ˈsɒvrɪn] – монарх, правитель

² principality [ˌprɪnsɪˈpælɪti] - княжество

³ admiralty [ˈædm(ə)rəlti] – адмиралтейство; военно-морское министерство (Великобритании до 1964 г.)

⁴ jack [dʒæk] – мор. гюйс, флаг

⁵ bowsprit [ˈbəʊ,spɪt] – мор. бушприт

⁶ denote [dɪˈnəʊt] – показывать, обозначать

The flags that appear on the Union Flag are the crosses of three patron¹ saints² :



This is England's Flag.

It is called the "St. Georges Flag".

The red cross of Saint George for England on the white ground.



This is Scotland's Flag.
It is called the "St. Andrews Flag".
The white diagonal cross of Saint Andrew for Scotland on the blue ground.



On the Union Flag, Northern Ireland is represented by the flag of St. Patrick.
The red diagonal cross of Saint Patrick for Ireland on the white ground.



This is Wales's Flag.
The Welsh flag (the red dragon on the white and green ground) doesn't appear on the Union Flag.

¹ patron [ˈpeɪtr(ə)n] - покровитель, патрон, заступник

² saint [seɪnt] - святой

Read the following information about national emblems and name them.

Each country also has its own floral emblem:



The national flower of England is the **rose**. The flower has been adopted as England's emblem since the time of the Wars of the Roses - civil wars (1455-1485) between the royal house of Lancaster (whose emblem was a red rose) and the royal house of York (whose emblem was a white rose).



The national flower of Scotland is the **thistle**¹, a prickly²-leaved purple³ flower which was first used in the 15th century as a symbol of defense. The Scottish Bluebell⁴ is also seen as the flower of Scotland.

¹ thistle [ˈθɪs(ə)l] - чертополох

² prickly [ˈprɪkli] – имеющий шипы, колючки

³ purple [ˈpɜːpl] – пурпурный, фиолетовый

⁴ bluebell [ˈbluːbel] - колокольчик



The national flower of Wales is the **daffodil**¹, which is traditionally worn on St. David's Day. The vegetable called **leek**² is also considered to be a traditional emblem of Wales. There are many explanations of how the leek came to be adopted as the national emblem of Wales. One is that St David advised the Welsh, on the eve³ of battle with the Saxons, to wear leeks in their caps to distinguish a friend from a foe⁴. As Shakespeare records⁵ in Henry V, the Welsh archers⁶ wore leeks at the battle of Agincourt in 1415.

¹ daffodil ['dæfədɪl] – бледно-жёлтый нарцисс

² leek [li:k] – лук-порей

³ eve [i:v] – канун, преддверие

⁴ foe [fəʊ] – враг, противник

⁵ record [rɪ'kɔ:d] – записывать, увековечивать

⁶ archer [a:tʃə] – лучник

The national flower of Northern Ireland is the **shamrock**¹, a three-leaved plant similar to clover². An Irish tale tells of how Patrick used the three-leaved shamrock to explain the Trinity³. He used it in his sermons⁴ to represent how the Father, the Son, and the Holy Spirit could all exist as separate elements of the same entity⁵. His followers adopted the custom of wearing a shamrock on his feast⁶ day.

¹ shamrock ['ʃæmrɔ:k] - трилистник

² clover ['klɒvə] – клевер

³ trinity ['trɪnɪti] - троица

⁴ sermon ['sə:mən] – проповедь, поучение

⁵ entity ['entɪti] – суть, существо, сущность

⁶ feast [fi:st] - торжественный

What is the British National Anthem?

The National Anthem is *God Save the Queen*. The British National Anthem originated in a patriotic song first performed in 1745. It became known as the National Anthem from the beginning of the nineteenth century.

On official occasions, only the first verse is usually sung, as follows:

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

An additional verse is occasionally sung:

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

The British National Anthem represents the whole of the UK. However, Wales and Scotland have other songs which they sing, especially when playing against England in sport matches.

Wales - *Hen Wlad Fy Nhadau* (Land Of My Fathers)
Scotland - *Flower of Scotland* and *Scotland the Brave*

England too has its own song or songs. William Blake's *Jerusalem* and *Swing Low, Sweet Chariot* are often sung. Another popular song is *Land of Hope and Glory*, which was sung at the first England match of the 2006 Six Nations.

Read the information about British emblem and describe it.



The **Royal**¹ **Coat of Arms**² carries the symbols representing England, Scotland and Ireland, the Sovereign's motto³ and the lion and the unicorn⁴.

On the left, the shield⁵ is supported by the **English Lion**. On the right it is supported by the **Unicorn of Scotland**. (The unicorn is chained⁶ because in mediaeval times a free unicorn was considered a very dangerous beast⁷).



The Royal Arms⁸ we see today have evolved⁹ over nine centuries, since Richard the Lionheart chose three lions to represent England. This symbol on the King's shield would immediately identify him in the midst¹⁰ of battle.

The full version of the Royal Coat of Arms is now used only by the Queen in her capacity¹¹ as the Sovereign. In the version used by the government and consequently as the official coat of arms of the United Kingdom of Great Britain and Northern Ireland, the crown is shown resting directly on the shield, with the helm¹², crest¹³ and mantling¹⁴ not displayed (like in the black and white picture above).

In the coloured photograph you see that the unicorn horn¹⁵ is missing (it may have fallen off).

The main element of the Arms is the shield which is divided into four quarters.

¹ royal [ˈrɔɪ(ə)l] – королевский, монарший

² Coat of Arms [ˈkəʊt əv ˈɑːmz] - герб

³ motto [ˈmɒtəʊ] – девиз, лозунг

⁴ unicorn [ˈjuːnɪkɔːn] - единорог

⁵ shield [ʃiːld] - щит

⁶ chain [tʃeɪn] – приковывать цепью

⁷ beast [biːst] зверь, животное

⁸ arms [ˈɑːmz] - герб

⁹ evolve [ɪˈvɒlv] – развивать(ся)

¹⁰ midst [mɪdst] - середина

¹¹ capacity [kəˈpæsɪti] – роль, положение, должность

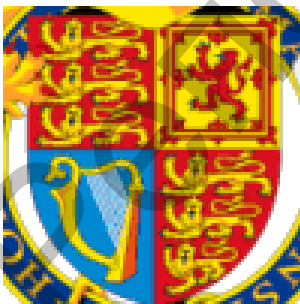
¹² helm [helm] - шлем

¹³ crest [krest] – гребень шлема, украшение наверху гербового щита

¹⁴ mantling [ˈmæntlɪŋ] – мантия на гербе

¹⁵ horn [hɔːn] – рог

Shield of the Royal Arms



The first and fourth quadrants¹ represent England and contain three gold lions passant² on a red field; the second quadrant represents Scotland contains a red lion rampant³ on a gold field; the third quadrant represents Ireland and contains the gold harp⁴ of Ireland on a blue field.

Why is Wales not represented on the shield and Coat of Arms?

Wales was recognized as a Principality by the creation of the Prince of Wales long before the incorporation⁵ of the quarterings for Scotland and

Ireland in the Royal Arms. The arms of the Prince of Wales show the arms of the ancient Principality in the centre as well as these quarterings.

¹ quadrant ['kwɒdr(ə)nt] – квадрант; четверть круга, шара

² passant lion ['pæsənt 'laɪən] – лев, идущий с поднятой правой лапой и смотрящий на зрителя

³ rampant ['ræmpənt] – стоящий на задних лапах

⁴ harp [ha:p] - арфа

⁵ incorporation [ɪn,kɒ:pə'reɪʃn] – объединение, слияние

What is the motto of England?

The motto of England and the Sovereign is

"Dieu et mon Droit"

(French for 'God and my right').

The motto was first used by King Richard I in 1198 and adopted as the royal motto of England in the time of Henry VI.

The motto appears below the shield of the Royal Coat of Arms.

I. Read and memorize the following words:

monarchy	['mɒnəki]	монархия
majority	[mə'dʒɔrəti]	большинство
minority	[maɪ'nɔrəti]	меньшинство
to succeed	[sək'si:d]	следовать за, сменять
reign	[reɪn]	правление, власть
to adopt	[ə'dɒpt]	принимать
to pass the law	[pa:s]	утвердить (принимать) закон
lawmaking body		законодательный орган
to summon	['sʌmən]	созывать
to dismiss	[dɪs'mɪs]	распускать
to carry out the duties		выполнять обязанности
to sign	[saɪn]	подписывать
the royal family	['rɔɪəl]	королевская семья
shelter	[ʃeltə]	приют
charity work	[tʃærəti]	благотворительность
the pageantry of royalty	['pædʒəntri]	роскошь, великолепие королевской семьи
to preside	[prɪ'zaɪd]	осуществлять контроль, руководство
to exercise	['eksəsaɪz]	осуществлять, выполнять
bill	[bɪl]	законопроект
to propose a bill	[prə'pəʊz]	внести законопроект
to arrange business	[ə'reɪndʒ]	организовать деятельность
to comprise	[kəm'praɪz]	включать в себя
to dissolve	[dɪ'zɒlv]	распускать (парламент)

to introduce bills	[ˈɪntrəˈdju:s]	вносить на рассмотрение законопроекты
amendment	[əˈmendmənt]	поправка
to delay	[diˈleɪ]	откладывать, отсрочивать
to approve	[əˈpru:v]	утверждать
universal suffrage	[juːniˈvɜ:səl ˈsʌfrɪdʒ]	всеобщее избирательное право
to be in office		быть у власти
trade union	[ˈtreɪd ˈju:niən]	профессиональный союз
to review	[riˈvju:]	пересматривать
to determine	[diˈtə:mɪn]	устанавливать
appeal	[əˈpi:l]	апелляция
criminal offences	[əˈfensɪz]	уголовные преступления
to try	[traɪ]	рассматривать (дело)
jury	[ˈdʒʊəri]	присяжные
circuit judge	[ˈsɜ:kɪt ˈdʒʌdʒ]	окружной судья

II. Pay attention to the following words.

The Cabinet – Кабинет Министров;

The House of Commons – Палата Общин;

The House of Lords – Палата Лордов;

The Crown – корона, престол, королевская власть;

Commander-in-Chief of the armed forces – Главнокомандующий вооруженных сил;

The Supreme Governor of the Church – Верховный глава церкви;

The chief executive – Глава исполнительной власти;

MPs (members of Parliament) – Члены парламента;

The Ministry of Defense – Министерство Обороны;

The Crown Court – Королевский суд;

The magistrate court – суд магистрата, мировой суд;

EU (The European Union) – Европейский союз;

NATO (North Atlantic Treaty Organization) – Североатлантический союз;

WEU (Western European Union) – Западноевропейский союз;

The Commonwealth – Содружество (наций);

The Council of Europe – Совет Европы;

The Court of appeal – Апелляционный суд;

Magna Carta – Великая хартия вольностей;

temporal lords – светские лорды;

spiritual lords – епископы лорды;

law lords – судебные лорды, лорды-судьи;

common law – общее право;

a High Court (of Justice) – высокий суд правосудия.

III. Read the following words and try to guess their meaning.

Monarchy [ˈmɒnəki], decade [ˈdekeɪd], real [riəl], leader [ˈli:də], theoretical [θiəˈretɪkl], party [ˈpa:ti], financial [faɪˈnænʃl], document [ˈdɒkjumənt], political [pəˈlɪtɪkəl], commander [kəˈmɑ:ndə], universal [ju:niˈvɜ:sl], department [dɪˈpɑ:tmənt], formal [ˈfɔ:ml], associated [əˈsəʊʃieɪtɪd], Catholic [ˈkæθlɪk], Parliament [ˈpɑ:lɪmənt], predominant [prɪˈdɒmɪnənt], official [əˈfɪʃl], Gaelic [ˈgeɪlɪk], Celtic [ˈkeltɪk].

IV. Read and translate the text.

UK POLITICAL SYSTEM

The United Kingdom is a constitutional monarchy (or parliamentary monarchy). Queen Elizabeth II, the head of state, is a monarch with limited powers.

English is the official language of the United Kingdom and is the first language of the vast majority of its citizens. Scots speak Scottish Gaelic, a type of Celtic language. English is the predominant language in Northern Ireland, although at least some of the Roman Catholic minority speak Irish, another Gaelic dialect, as a second language.

As the official head of state, the monarch formally summons and dismisses Parliament and the ministers of the Cabinet. The monarch also serves as head of the judiciary, commander-in-chief of the armed forces, and Supreme Governor of the Church of England and the Church of Scotland. In reality, the government carries out the duties associated with these functions. The real work of the monarch consists largely of signing papers.

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

Parliament is the chief lawmaking body. It comprises three parts: the Crown, the House of Lords, and the House of Commons. It is elected every five years and is dissolved by the Crown on the advice of the prime minister, who then calls a general election.

The House of Lords comprises the lords temporal, the lords spiritual, and the law lords. The House of Lords has the power to introduce bills, although bills dealing with financial matters can only originate in the House of Commons. The Lords can also offer amendments to bills passed by the House of Commons, and Commons is obligated to consider these amendments before passing a bill into law. The Lords have the right to delay legislation, and may delay bills for up to about a year. Financial bills, however, may only be delayed for a month, and they become law in 30 days whether or not the

House of Lords approves of them. The House of Commons is the source of real political power in the United Kingdom. Its members are democratically elected by universal suffrage of citizens over the age of 18.

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

The chief executive of the government is the prime minister. He is the leader of the party that holds the most seats in the House of Commons. The monarch selects the prime minister who is head of the majority party. The prime minister presides over the Cabinet and selects the other Cabinet members. He exercises all of the theoretical powers of the Crown, including making appointments.

The Cabinet has about 20 members, or ministers, all of whom must be members of Parliament (MPs). Members of the Cabinet are leaders of the majority party in the House of Commons or, more rarely, members of the House of Lords. They are individually and collectively responsible to the Crown and the Parliament. The Cabinet proposes bills and arranges business of the Parliament. Cabinet ministers who head a particular government department, such as the Ministry of Defense, are known as secretaries of state.

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

Britain's democratic government is based on a constitution composed of various historical documents, laws, and formal customs adopted over the years. The Constitution of the United Kingdom is not one document, as are the constitutions of many other countries. Much of it is not even in writing, and so the country is often said to have an unwritten constitution.

Some of the written parts of the country's constitution are laws passed by Parliament. Some written parts come from such historic documents as Magna Carta, which dates from 1215. Other written parts come from common law based on people's customs and beliefs and on ancient royal practice.

The two largest political parties in the United Kingdom are the Conservative Party and the Labour Party. The Conservative Party developed from the Tory Party, which began in the late 1600's. It has always been one of the main parties in Britain. The Labour Party began in 1900. Much of its support comes from labor unions, called trade unions. For many years, another party, called the Liberal Party, was the Conservative Party's chief

opponent. It developed from the Whig Party, which emerged in the late 1600's. But by the mid-1930's, the Liberal Party had become much smaller than either the Conservative or the Labour party.

The United Kingdom is one of the members of the United Nations (UN), the North Atlantic Treaty Organization (NATO), the Western European Union (WEU). It plays an important part in the European Union (EU). Britain also belongs to the Organization for Security and Cooperation in Europe (OSCE) and it is an original member of the Council of Europe. Perhaps the most historically significant international organization the United Kingdom belongs to is the Commonwealth.

V. Give English equivalents from the text to the words given below.

Ограниченные полномочия; возглавляемый; быть у власти; выполнять церемониальные функции; заниматься благотворительностью; назначать встречи; по совету; быть обязанным (вынужденным); заниматься финансовыми делами; обладать правом; гражданские и уголовные дела; убийство; изнасилование; грабеж.

VI. Find the pairs of antonyms.

a) majority, to summon, pageantry, to comprise, to succeed, to approve the bill, to introduce the bill;

b) to precede, to review, to dismiss, minority, to exclude, to delay, poverty.

VII. Find the pairs of synonyms.

a) to reign, to dismiss, to propose, to exercise, to arrange, to consist of, to succeed;

b) to comprise, to carry out, to govern, to follow, to offer, to organize, to dissolve.

VIII. Make sure you know all the words in the box. Read their definitions and match the words with their definitions.

executive	bill	magistrate	appeal
legislative		judicial	minister

1. A judge in a lower court whose jurisdiction is limited to the trial of misdemeanors and the conduct of preliminary hearings on more serious charges.

2. A senior officer of state in a government department, especially in the parliamentary system of government.

3. A written proposal for a new law, discussed and voted upon by the members of a legislative body.

4. The hearing by a superior court of part or the whole of a previously tried case, a request for such a hearing, or the right to have such a hearing.

5. Relating to lawmaking: involved in the writing and passing of laws.
6. Responsible for or relating to the making and implementing of general decisions in a company, organization, or government.
7. Relating to judges in performance of their duties or to judgment in a court of law.

IX. Fill in the table using the information from the text.

A person (a body)	Power	Functions
1. The Prime Minister	executive	the head of the cabinet,
2.
3. ...		

X. Answer the questions.

1. What is a constitutional monarchy?
2. Is English the official language of the U.K.?
3. What does the monarch do? Speak about the functions of the Queen and the royal family.
4. What is the chief lawmaking body? What does it consist of?
5. Who is the government composed of?
6. Who is the Prime minister of the U.K.? What political party does he belong to?
7. The Constitution of the U.K. is one document, isn't it?
8. What are the main political parties?
9. Is the U.K. a member of any international organizations?
10. Find similarities and differences in the political systems of Belarus and the United Kingdom.

Comment upon

“Democracy means government by free and equal individuals. In practical terms, equality means the rule of the majority. Yet the rule of the majority can become so cruel, so wrong, so oppressive to individuals and to minorities, that it perverts democracy itself, and the rule of the people becomes the tyranny of the mob.

A people secure in their numbers and certain of their rightness can too easily forget that democracy also requires tolerance.”

(“The Struggle for Democracy”)

“If all mankind minus one were of one opinion, and only one person were on the contrary opinion, mankind would no more be justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind.”

(John Stuart Mill “Utilitarianism”)

➤ Compare political and social aspects of the Republic of Belarus and the United Kingdom. Make up dialogues.

HOW TO WRITE A BUSINESS LETTER IN ENGLISH

Business Letter Structure

(структура делового письма)

I. Learn the parts of a letter.

1. The Notepaper – шапка бланка
2. The Reference - ссылка
3. The Date - дата
4. The Addressee – адресат
5. The Salutation – обращение
6. The Body text – текст письма
7. The Complimentary Close – комплиментарная концовка
8. The Surname and the Signature – фамилия и подпись

II. Study the example of a business letter. Mind the place of each part of the letter.

Continental Equipment
9 North Road, Brighton, BS 5 JF
Telephone: 0273 543359 Fax: 0273
559364 (1)

Director: John G. Smith

Our Ref: G/fl46 Your Ref: SD/jr (2)
15 November 2008 (3)

Sales Department (4)
Aluminium Alloy Co. Ltd.
Birmingham
79 Prince Albert St.
Birmingham B21 8DJ
Dear Sirs (5)

We thank you for your letter of 11 November, and would like to inform you that we can deliver all the items required from stock, according to the enclosed detailed offer. For the balance we would require three weeks from the date of receiving your confirmation that this arrangement is acceptable.

Prices as quoted f.o.b. London.

Delivery as specified above.

Payment against documents.

We hope you will find our terms, method of payment and delivery dates satisfactory; and we can assure that you may count on our full co operation and immediate attention in this matter.
(6)

Yours faithfully (7)

Robert Hanson (8)

Continental Equipment

parts

Rua Luis de Deus 18,3000 Coimbra, Portugal. 29th March 1991. The Principal, The Oxford English College, 234 Hilton Rd., Eastbourne BN43UА. Dear Sir or Madam, I saw your advertisement for English classes in this month's English Today magazine and I am interested in coming to your school this summer. I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my pronunciation. Please could you send me more information about your courses, and an application form. I would also like some information about accommodation. I look forward to hearing from you as soon as possible. Yours faithfully, Ana Maria Fernandes.

IV. Read the following words according to the reading rules. Translate them using the table above.

Sincere appreciation, cherished award, to accept the position of, to appreciate one's confidence (opportunity), to apply one's enthusiasm, skills and education, to receive the employment offer, to make contribution, to look forward to, to be disturbing to receive.

КЛИШЕ, ВЫРАЖЕНИЯ И ПРЕДЛОЖЕНИЯ ДЛЯ ДЕЛОВОЙ ПЕРЕПИСКИ

I wish to express my sincere appreciation to you for...	Я хочу выразить Вам искреннюю признательность за...
I would like to thank you for...	Мне бы хотелось поблагодарить Вас за...
Thank you for this cherished award.	Благодарю Вас за дорогую для меня награду.
I am pleased to accept the position of ... offered in your letter of (date).	Я с удовольствием принимаю предложение о работе в должности ..., сделанное Вами в письме от (дата).
I greatly appreciate your confidence	Я очень признателен Вам за ока-

in me and I am eager to apply my education, skills and enthusiasm.	занное доверие, и мне не терпится использовать свои знания, приобретенные навыки и желание работать.
It is a real thrill to receive your employment offer for the position of ... in your company.	Мне было чрезвычайно приятно получить Ваше предложение о работе в должности в Вашей компании.
I am pleased to accept the position	Я с удовольствием принимаю Ваше предложение о работе
I appreciate this opportunity and look forward to making a strong contribution to...	Я признателен за предоставленную возможность и с нетерпением жду, когда мне представится возможность внести посильный вклад в...
I look forward to becoming a member of your team.	С нетерпением жду присоединения к Вашему коллективу
It is very disturbing to receive such a letter.	Мы очень обеспокоены полученным письмом.

V. Translate the following sentences in English.

1. Я выражаю Вам искреннюю признательность за предоставление мне отдельного кабинета.
2. Хочется поблагодарить Вас за то, что оценили мой труд по достоинству.
3. Сотрудничество с Вами – это дорогая для меня награда.
4. Принять ваше предложение для нас не предоставляется возможным.
5. Я признателен вам за то, что Вы доверили мне эту работу.
6. Мне приятно получить Ваше предложение о переводе в Вашу фирму.
7. Я признателен за предоставленную возможность урегулирования конфликта.
8. Я с нетерпением жду присоединения филиала нашей фирмы к Вашему офису.
9. Мы обеспокоены полученной информацией.

VI. Match the parts on the left with the parts on the right.

<p>I appreciate your advising me of this incident and you may be assured that it will have my personal attention.</p>	<p>Нам приятно объявить, что (имя) повысили в должности ...</p>
<p>You will hear from him within a few days. Meanwhile, I have requested that a full report be sent to me.</p>	<p>Слишком часто отличное исполнение обязанностей работниками остается незамеченным.</p>
<p>I sincerely appreciate your taking the time to make these fine comments and I will personally convey them to (name).</p>	<p>Я признателен Вам за то, что Вы сообщили об этом случае, и заверяю Вас, что лично проконтролирую ситуацию</p>
<p>It is always a pleasure to receive such a letter. Your comments encourage us to provide the best service.</p>	<p>Я искренне признателен Вам за то, что Вы нашли время, чтобы написать этот положительный отзыв, и лично передам (имя).</p>
<p>Too often, outstanding performance by employees goes unnoticed.</p>	<p>Назначение вступает в силу с (дата).</p>
<p>We greatly appreciate customers who take time to let us know of their complimentary remarks.</p>	<p>Такое письмо всегда приятно читать. После такого отзыва мы будем стараться работать еще лучше.</p>
<p>We are pleased to announce that (name) has been promoted to...</p>	<p>Вы получите от него ответ через несколько дней. Между тем, я попросил выслать мне полный отчет.</p>
<p>The appointment is effective (date).</p>	<p>Мы очень признательны клиентам, которые находят время, чтобы дать положительный отзыв о нашей работе.</p>

VII. Complete the following sentences by translating the Russian part in brackets in A column.

А	В
<p>This is to inform you that our office will be closed on the following holidays: (dates) (Просим обращаться за консультацией в 1-й декаде следующего месяца).</p>	<p>Настоящим ставим Вас в известность, что наш офис будет закрыт в праздничные дни с... по ... (даты) ...</p>
<p>As always, fax transmissions and computerized order entries will continue to be accepted on a 24 hour basis (для удобства посетителей).</p>	<p>Как и в рабочие дни, факс и компьютерная система будут работать круглосуточно ...</p>
<p>We are pleased to announce the appointment of (name) to the newly created position of... (генерального директора нашей компании)</p>	<p>Мы рады объявить о назначении (имя) на новую должность...</p>
<p>We consider our product to be of very high quality (она пойдет на экспорт в страны Западной Европы).</p>	<p>Мы считаем, что наша продукция очень высокого качества ...</p>
<p>Our overdue notice dated (date) was sent in error (Надеемся, такое в будущем не повторится).</p>	<p>Просроченное извещение от (дата) было отправлено нами по ошибке....</p>
<p>Availability is planned for (date) (к 20-му сентября в качестве менеджера по закупке и продаже).</p>	<p>Планируется, что он появится (дата)...</p>

VIII. Translate the following sentences in English:

1. Просим извинения за задержку и причиненные неудобства
2. Мы обеспокоены тем, что у Вас возникли проблемы при использовании нашей продукции
3. Наш представитель, (имя), встретится с Вами..., чтобы рассмотреть возникшую проблему.
4. Просим извинить нас за причиненные Вам неудобства и заверяем, что готовы продолжать с Вами сотрудничество.
5. Мне хотелось бы стать членом (название организации).
6. Еще раз благодарю Вас за этот ценный опыт.
7. Я хочу выразить признательность за теплый прием, оказанный мне во время моего недавнего визита к Вам.

8. Мне очень понравились прекрасные условия, которые созданы у Вас для работы, а также Ваши талантливые сотрудники.
9. Надеюсь получить от Вас положительный ответ.
10. Я уверен, что мое образование, опыт работы и энтузиазм позволят мне успешно справляться с обязанностями на данном посту.
11. Мы хотим выразить признательность за полное (погашение ссуды, оплату счета и т. п).
12. Планирование новейшей продукции и обеспечение производства высоко качественной продукции являются делом первостепенной важности в нашей корпорации.
13. Мы заверяем Вас, что будем постоянно стремиться производить продукцию лучшего качества.
14. Планируем осуществить отгрузку (дата).
15. От имени... я хочу поблагодарить Вас за выступление на...

SAMPLE LETTERS

IX. Match a greeting with a suitable ending:

Dear Sir or Madam

Yours Bob

Darling Rosie

Yours faithfully Robert J.
Fleming

Dear Ms McDonald

Lots of Love Bobby XXX

Dear Helen

Yours sincerely Robert
Fleming

Dear Philip

Love Bob

Which are formal? Which are informal?

X. Study the following personal sample letters, find every part of it:

- a) The Heading
- b) The Salutation
- c) The Body
- d) The Closing
- e) The Signature

22 Church Road
Seattle. California. USA
June 17, 2008

Dear Jane,

Greetings and good wishes to all of you. We have appreciated very much your letters, your cards, your expressions of good will, indeed, your friendship. You must be near the end of another term and preparing for summer. I hope you get some time for what we call R&R (Rest and Recreation),

We hope you are in good health and managing to survive the many pitfalls of life in a country in the midst of drastic change. At least, you can say you are participating in historic times - little compensation. I know when the needs of everyday life are so hard to come by.

John and I really enjoyed our two and a half month sojourn to the desert this year. We got a good rest, hiked in some interesting new areas, enjoyed swimming and hot baths, and read a lot of books. We also met a lot of interesting people from Canada. Many retired Canadians escape their severe weather by coming for winter to our southern desert areas.

First thing we had to do when we returned home was to touch base with all our family. We made the rounds to visit son John Jr. and family in Sacramento and daughter Janet and family in Redding

In addition to all our home and family activities, John is busy with all his wildlife and environmental organizations. They don't take the summer off - just keep plugging away. And, as usual he is working on his research notes, writing, etc.

It is late at night and I must get to bed. Tomorrow is a busy day. You are often in our thoughts and always in our prayers. We trust you are able to find small pleasures to lighten your days. We hope all of you find fulfillment in your work,

May the good Lord bless and keep you
Our love and good wishes,

Maria and John

XI. Complete the sentences with the most suitable words and words combinations:

*Little Fence Cross
West Harrington,
Wales, BAS 3ED UK
March 21st, 2008*

Dear Stephen,

Firstly thank you so much for your wonderful letters, and for the pictures. I am a little late in replying, so please _____. We were very _____ in your elucidation of the social, economic and historic _____ in your country, and we have shared this _____ who are also so anxious to keep abreast of the news.

Today is March 21st and "technically" is designated as "the first day _____". Even as I write, it is about 9 C outside, the sun _____ across the moors and resting, on the fields, and there is feverish _____ along the front garden wall as the blackbirds vie for the pole nesting locations! So today is _____.

Well, now some family _____. Firstly, my dear Mum, Margaret, fell ill with the virulent line virus which _____ through the country in the last few months. _____ was quite poorly for three weeks and had to stay in bed. Thanks God I live near enough _____ her each day, doing her _____, shopping, cooking, etc., and generally keeping an eye on her. She is now up and about and gaining in strength, but she _____ frustrated that has lost some of her _____.

Well, I must close and catch _____. Once again, our most grateful thanks for your _____. Now, as the faster festival approaches, we _____ you a joyous celebration as this special time.

Please convey our _____ to Helen and Max and their family.

From Ebb and myself _____

Ebb and Carol

XII. Read and translate the letter:

*Soave Boarding House
Beach Avenue
Brighton,
10th August, 2008*

Dear Ralph,

On holiday at last! This is what I was looking forward to for weeks. I wonder if a holiday at the seaside is the same in your country as in Britain? I will tell you what it is like in Brighton anyway.

Everyone goes to the beach, of course, and even when the weather's very warm you can see the families there wrapped up in sweaters sheltering next to their windbreaks. Some children like to make sandcastles, while others enjoy paddling or playing ball. Sometimes there are donkeys on the sands for the children to ride on, but best of all is the Punch and Judy Show. Punch is a wicked man who keeps hitting people (even his baby!) and his wife, Judy. It's very funny!

Off the beach, I like the amusement where you can play games like space invaders, and there are funfairs and rides like the big dipper or the big wheel. You can usually find all these things along the front of the pier.

There are also certain kinds of what people eat at the seaside. Of course, no seaside holiday would be complete without fish and chips! They sell a lot of ice-cream as you can imagine, as well as candy floss (made from sugar and water) and rock. Rock is a hard sweet usually shaped like a stick, but the clever thing is that there's writing on it which goes all the way through, I don't know how they do it.

Anyway, to end this letter here is a seaside joke.

Question: 'What do sea monsters eat?' Answer: 'Fish and ships!'

*Best wishes,
Christopher*

XIII. Answer the questions:

1. Whom may the letter be to?
2. What new information have you come to know about the beach?
3. What children prefer to do at the seaside?
4. What new games did you know?
5. And what about eating?
6. Did you understand a seaside joke? How?

XIV. Read the letter and write the answer in Russian for your English friend:

XV. Read and translate the letter:

High Trees,
Hills road,
Cambridge
July 3rd, 2008
Dear Anna,

I have been studying English in Cambridge for two months now, and I have had a wonderful time. Perhaps, the most exciting thing that has happened to me was going to a May Ball. Let me explain - every year in June (although they're called May Balls!) the colleges organise big dances with lovely food and champagne served from marquees in the college grounds. The dance goes on all night, and then, at dawn, people take a boat and have breakfast on the river. For a May Ball the students wear dinner jackets and bow ties, and long dresses, although they usually wear jeans and Tee-shirts.

Before the Ball, I met the friends I was going with to a typical Cambridge student pub called 'The Bath'. Apparently there's an old joke: 'If my mother rings, tell her I'm in 'The Bath'!

On Saturday I went down to the river to watch the 'bumps', which is a rowing competition between colleges. Each boat tries to overtake or 'bump' another boat. Lots of people got wet!

I have found that you can learn a lot just being in England. Yesterday I learn a new expression - Hobson's choice. Apparently a man called Thomas Hobson lived in Cambridge about 200 years ago. He had about forty horses, and whenever a customer wanted to hire one, he always gave them the one that had rested longest. The only choice was 'Hobson's choice'; that is no choice at all, and that's what it means today!

Please write soon and tell me what you've been doing recently.

Lots of love,

Frieda.

11, North Road
Southdown
Surrey

A beautiful sunny 19-th of November

Dear Diana,

At last I have found a quiet moment (Sally snores away upstairs) to write and enclose some photos and to say thank you for the fantastic jumper. It looks great - all my friends want one just like it.

Life goes on at 107 much the same as when you left. My work is now finished and so I find I never know what to do with myself in Sally's sleep times - will I sew, garden, write letters, do my tax (boring!), clean the house (more boring), etc. Of course, Sully is usually awake before I've done anything

Guess what - I've become involved in local politics - can you believe it - ME? It's to do with high-rise buildings in the suburb. Unfortunately, the meetings start at 9.30 p.m. (yawn). If I stay awake they're very interesting.

Bruce has taken up Judo! We try not to laugh when he gets into "pyjamas" (as Sally calls them). Anyway he loves it.

Ah. There's Sally must go. Look forward to seeing you on the long weekend in January. Hope all is well. Thanks again for the jumper.

Love, Sarah.

P.S. The photos were taken in September at the lake.

XVI. Answer the questions:

1. Who may the letter be written to?
2. What new information have you come to know from this letter?
3. How does the writer of this letter set the scene? What purposes does she mention?
4. What is the topic of each paragraph in this letter?

XVII. Read very short letters and study the underlined words:

a) June 12,
2008
Dear Chris,
Thank you so much for your hospitality and kindness last weekend. It was very kind of you to give me a bed at such short notice. I hope i can repay you in the same way.
Regards,
Nick,

b) 2 Short Street,
New York
6/6/87
Dear Mary and family,
I was very sad to hear about your Mother's sudden death. Please accept my deepest sympathy. I only met her briefly, but remember her as a warm and generous person.
I am sorry I was unable to come down for the funeral. If there is anyway I can help out, please let me know.
Your sincerely,

c) Dear Anna,
Just a short note to let you know that I won't be able to meet you at the station. I've arranged for a taxi to be there at 12 a.m. If it doesn't arrive - don't panic! Ring Tim at work (67023) and he can arrange something. Sorry about all this.
See you soon.
Love F.

XVIII. This paragraph from a personal letter needs punctuation. Read it first for general meaning.

Perhaps Gail has told you about the new man in my life Paul Schleger sometimes I cant quite believe that there is really Someone in the world like him of course the problem is that he's may be moving back to Brisbane while I am in Brisbane Now but moving to Perth why is love always so difficult.

XIX. Choose two or three of the situations and write the letters. Make them realistic by including personal details of your current activities.

a) You have just received some photos from a friend who visited you last month. You write a letter of thanks and tell your friend briefly what has happened in your life since then.

b) You have just heard that a friend is getting married. You write a letter of congratulations and tell him or her some news.

c) Years ago you met and traveled with a person from another country. Suddenly you receive a letter from him/her, telling you that he or she is coming to live in Australia. You write a letter back and include some advice for your friend's first days in the country.

d) You have just moved from another city. You are missing some close friends you had there. You write a letter telling them how you feel and describing your first few weeks in your new city.

e) You are planning a trip to another part of the country. You write to some friends who live there, telling them of the trip and expressing your wish to see them.

f) You received a letter from your parents telling you about a friend's sickness. You write to the friend and include some news of your family and of your activities.

g) It is a friend's birthday. You send your birthday wishes in a letter which includes your news of the year.

h) A family member has gone to live overseas for a year. He or she has been gone for four months now and you have not had a letter. You are rather annoyed and so you write a letter.

i) Some friends have written to invite you to spend the holidays with them. You write back expressing your thanks and telling them whether or not you can go.

j) Someone has sent you a gift for your birthday. You write a letter of thanks and tell them about your birthday celebration.

h) Is there a personal letter you need to write at the moment? If so, write it now!

i) Some friends have written to invite you to spend the holidays with them. You write back expressing your thanks and telling them whether or not you can go.

j) Someone has sent you a gift for your birthday. You write a letter of thanks and tell them about your birthday celebration.

k) Is there a personal letter you need to write at the moment? If so, write it now!

TEXTS FOR DISCUSSION

Part I

Surreal case of the Dalí images and a battle over artistic licence Glasgow issues legal threats to stop poster firms and rock band illegally copying prized painting

For more than half a century, Salvador Dalí's dark and dramatic rendering of Christ's crucifixion has been regarded as his finest religious painting, attracting millions of visitors to an apparently modest municipal [art](#) gallery in Glasgow.

But now, 57 years after being bought direct from the artist by Glasgow's city fathers, the painting is at the centre of a legal investigation which may yet snare a death metal band from Alsace in France, ashtray manufacturers, and poster-makers in the US, Britain, Italy and Spain.

The council believes it has been losing tens of thousands of pounds in unpaid licensing fees and royalties a year from unauthorised copies of Christ of St John of the Cross, which was bought for £8,200 and now valued at more than £60m.

Lawyers acting for Glasgow city council have drawn up a hit-list of 50 companies, manufacturers and artists selling hand-painted copies, who are suspected of illegally copying it. Warnings have been issued to 25 firms and individuals across the world - some wrongly claiming to have the council's permission to reuse the image - to "cease and desist" or face legal action.

After intellectual property experts at Burness, the Glasgow-based [law](#) firm hired by the council, have finished with the largest suppliers of unapproved copies, the French rock band Mercyleless may be next in line. The band's 1992 album *Abject Offering*, which features such tracks as *Unformed Tumours* and *Burned at the Stake*, has a cropped version of the painting on its cover. A council spokesman said the band was refused permission to use the painting but claimed on the album cover it was authorised to do so.

Colin Hulme, the intellectual property lawyer handling the case for the council, said their initial investigations had found that a handful of printing firms were responsible for a large proportion of the illicit copies. They may be asked or forced to repay royalties going back some years, he said.

Some firms even claimed to have authority to reprint Christ of St John of the Cross from the Gala-Salvador Dalí Foundation in Figueres, Spain, which oversees copyright for most Dalí works. But that claim was firmly denied yesterday by a spokeswoman for the foundation. "It's a very rare case that Dalí sold the work and the rights," she said. "But I can confirm that the owner of the painting does also own the copyright."

From [The Times](#)
January 28, 2009

A colossal mistake? Art world baffled by 'Goya' masterpiece

(Museo Nacional del Prado/Reuters) Experts say that the the poor technique and difference between other Goya masterpieces cast doubt on *The Colossus*

For almost 80 years it has been regarded as one of Francisco de Goya's towering glories. But yesterday it was revealed that *The Colossus* was not painted by the Spanish master at all, but by an understudy. After a seven-month investigation, experts at the Prado gallery in Madrid came to the reluctant conclusion that the masterpiece was probably the work of Asensio Juliá, one of Goya's assistants. They said that the painting, which has hung in the Prado for 78 years, was "Goyaesque but not by Goya".

Experts at the Prado started an investigation last year when José Luis Díez, the gallery's curator of 19th-century art, suggested that *The Colossus* was the work of Juliá after a detailed analysis of the picture. He based his claims on the discovery of the initials A. J. in one corner of the canvas. Yesterday *The Colossus* was still attributed to Goya, but this may change to "From the school of Goya". It was uncertain whether Juliá would be acknowledged formally for his work.

Goya experts have been split for years over the authenticity of the painting. In 2001 Juliet Bateau-Wilson, a British art historian, claimed that *The Colossus* and another work, *The Milkmaid of Bordeaux*, had been created by others. Her theory was supported by Mrs Mena, who agreed that doubts had existed for some time about both the paintings. The Prado denied the claims at the time and many experts believe the quality of the work means that Goya must have been involved. Nigel Glendinning, a British art historian, doubted that anyone but Goya could have painted the work. He told the Spanish newspaper *ABC*: "I never said it would be impossible that [someone else] might have intervened in the work of Goya, but the painting is too audacious to be by Asensio Juliá, because of the centrifugal strength of the composition and its iconic power. I hope to be able to see the study and the proofs." A pioneer of early 19th-century techniques, Goya is considered to be one of the world's first "modern" artists, with a penetrating and incisive view of humanity. *The Colossus*, which is dominated by the figure of a giant who bursts through the clouds to terrify villagers below, was painted during the Peninsular War against France by Britain, Spain and Portugal between 1808 and 1814.

An inventory of Goya's possessions in 1812 refers to a work called *The Giant*. Experts claim that that giant represents the Spanish people emerging to expel the French invaders who occupied Spain at the time. Others say that the horrified figures of the people represent the madness of war.

By John Hiscock
Last Updated: 5:21PM GMT 29 Jan 2009

House husbands: Are you man enough?

More and more men are swapping PowerPoint for potty training and embracing the role of the stay-at-home father, says Casilda Grigg.

By Casilda Grigg
Last Updated: 5:02PM GMT 13 Feb 2009

It's 7.30 on a cold winter's morning and three bleary-eyed children are getting ready for school. Alarm clocks are ringing, eggs are frying and the kitchen table is a sea of cereal packets, chewed pencils and exercise books. It's just another frantic weekday morning in a typical British family home, except for one small detail: there's no mother in sight. She left half an hour ago in a sharp suit and a cloud of *Je Reviens*. This morning, just like any other day of the week, her jeans-clad spouse – aka house husband – is trying to tie shoelaces, pack lunches, blow noses, and get the children out of the house and off to school, without tears, tantrums or mishaps.

Across the land, more and more men are giving up work to become full-time fathers, putting their children's welfare before their professional ambitions, and bucking the trend for selfish career-driven parenting recently criticised by The Good Childhood Inquiry. The latest figures from the Office for National Statistics reveal that there are 192,000 house husbands in the UK, compared to 119,000 16 years ago.

Some are doing it through economic necessity, others as a positive lifestyle choice. And as the recession starts to really bite, numbers look set to rise further as thousands of redundant men find themselves marooned at home, reliant on their wives' earning power. So fashionable is this new phenomenon that a film is in development, starring Anna Chancellor and John Hannah, about five stay-at-home fathers.

For many fathers who step off the career ladder, the real challenge is not the childcare itself but the isolation. For others it's the small challenges, whether it's doing up the tiny buttons on a toddler's coat, or getting the neck of a jumper stuck on a child's nose. But such blips are of no consequence to the cherished child of the stay-at-home dad. "What children need is love and boundaries, as well as structure and routine," says Dr Frances Goodhart, a consultant clinical psychologist. "That can be provided on a day-to-day basis by either parent."

British mother-of-three Laura Watts, who lives in Holland, believes that men excel at childcare but often flounder when it comes to the minutiae of domestic life. "My hunch is that men are less good at the day-to-day running

of the household. It's all those little extras like remembering to send birthday cards or buying the children new shoes."

True though this may be, for many fathers the struggles of multitasking are amply rewarded by the deep closeness they develop with their offspring. But that isn't to say the picture is entirely rosy. Divorce lawyer Vanessa Lloyd Platt has warned of the strain such role swapping can place on marriages. And even when such arrangements are happily consensual, the trade-off can dent a man's confidence, particularly if he feels a loss of kudos.

Perhaps the way forward for a happy, healthy society lies in parents sharing the childcare and the breadwinning, rather than exchanging roles. "In Amsterdam there are lots of men and women who work part-time so they can spend time with their kids," says Laura Watts. "At my children's school, half the parents picking up their kids are men and they do perfectly normal jobs. Part-time work is built into Dutch society. Now isn't that just wonderful?"

Great Works: Leviathan (1651), Abraham Bosse and Thomas Hobbes

British Museum, London

By Tom Lubbock

Friday, 20 February 2009

English illustration is a strong tradition. There are many books that can hardly be imagined without their images. Edward Lear's nonsense rhymes come with his nonsense drawings, and Beatrix Potter's tales are more than half-told by her watercolours. The world of Lewis Carroll's Alice books is partly the creation of John Tenniel's pictures – and ditto Dickens' *Oliver Twist* and George Cruikshank's.

William Blake is the supreme joiner of text and image. Meanwhile, there are many less graphic artists who have used their talents to visualise *Paradise Lost*, *The Pilgrim's Progress* and *Gulliver's Travels*. The tradition of English illustration has typically been devoted to the fantastic and visionary.

Yet one of the most fantastical and memorable examples of the tradition isn't connected to a work of imagination. It's found in a famous treatise of political philosophy – on the first page of Thomas Hobbes' *Leviathan: The Matter, Forme and Power of a Common Wealth Ecclesiasticall and Civil*. This illustration is an Anglo-French work: drawn by a French artist, Abraham Bosse, but designed in collaboration with the philosopher. It shows a giant which represents Hobbes' idea of the absolute state.

The text along the top quotes the Latin Bible, from the Book of Job, and describes the monster Leviathan: "There is no power on earth that can compare with him." The giant wears a crown. He rises above a landscape, and wields a sword and a crozier, emblems of civil and church authority. But

his most striking aspect is the way his torso and arms are made up of numerous densely crowded little figures. He is a swarm-man.

The Leviathan giant embodies the answer to Hobbes' great fear, civil war. (He was writing after the English civil war, in exile in France.) The populace agree to surrender all their individual powers. They are incorporated into an undivided, conflict-free body, the all-governing, all-embracing state.

The mass of people is gathered like a congregation. They face inwards, reverently, towards the head of the mortal god, who gazes out. The figures in the multitude are very similar, wearing the same respectable hats and cloaks. They are all male. In other words, they represent the 17th-century franchise – though within that, no class distinctions are registered. The people are equal in their submission.

But this great archetypal image can be seen in numerous ways. See it as a big body packed with little bodies: maybe it was an inspiration to pictures of the Wicker Man. The first one appeared, published by the eccentric English antiquarian Aylett Sammes, 25 years after Leviathan. Or see how the giant's body arises from behind the horizon, out of nowhere. It's the same way that The Colossus emerges beyond the landscape in the painting now de-attributed to Goya. One way or another, fantasy is this picture's destiny.

National Gallery and Tate end row over 1900

Britain's leading public art centres have reached an agreement after a row broke out over the National Gallery's plans for a Picasso exhibition, set to open next week.

Last Updated: 12:38PM GMT 20 Feb 2009

Defining any period of history is a tricky business, but when it comes to art history, fixing the dates of movements and styles can be especially contentious – with important financial ramifications for museums and galleries.

Next week, the National Gallery in Trafalgar Square opens an exhibition devoted to the work of the Spanish titan of 20th-century art, Picasso. The show is likely to be the hottest ticket in the art world this spring, bringing in substantial revenue for the museum's coffers.

And yet, according to the terms of an agreement thrashed out in 1996, the exhibition encroaches on the territory of the Tate. At that meeting, the heads of both institutions agreed upon a dividing line between the collections. The National Gallery bound itself to not show any art made after 1900, leaving Tate free to cover international art made from the start of the 20th century to the present day.

However, the agreement lapsed in 2007, leaving the NG free to mount shows of modern and contemporary art, hence its decision to bring the touring blockbuster exhibition, Picasso: Challenging the Past, to this country.

Tate's director, Sir Nicholas Serota, might be forgiven for feeling piqued by his rival's decision to put on a big Picasso show – after all, in 2002, Tate Modern hosted an important exhibition devoted to those two giants of modern art, Matisse and Picasso.

Last year, however, the new director of the National Gallery, Nicholas Penny, was unrepentant. "The idea is not to have an agreement," he reportedly said in September. "We are not happy with 1900 as a final, absolute point of the end of the National Gallery." You can understand his concern, of course: these days, modern art is big business. And, from a scholarly viewpoint, limiting what you can show to an arbitrary date is highly reductive. Art historians could argue for aeons about the exact year in which Modernism started – and for many of them, 1900 wouldn't be their first choice.

So where does that leave things today? Yesterday, it was announced that a new agreement lasting until 2019 has been reached, reportedly to the satisfaction of both parties. "Following recent discussions, the National Gallery and Tate have agreed that the principles governing the historical boundaries of their two collections, which were put in place in 1996, should continue to apply for another 10 years from 2009," a statement read.

The key point, though, is that the new agreement will have a greater degree of flexibility than the old one: the NG accepts that Tate will continue to acquire 19th-century paintings by artists associated with the 20th century (such as Bonnard and Matisse), and vice versa. "It's a harmonious working out of how we're going to do things from now on," says Thomas Almeroth-Williams of the National Gallery.

Polygamy: Muslim peer says issue has been avoided because of 'cultural sensitivity'

The issue of polygamy has been avoided by politicians because of "cultural sensitivity", a Baroness Warsi has said.

Last Updated: 1:40PM GMT 20 Feb 2009

The Muslim peer, who is also shadow minister for community cohesion, said there had been a "failure" by policy-makers to take polygamy seriously.

She urged the Government to consider the mandatory registration of all religious marriages to stop men in Britain marrying more than one woman.

She told BBC Radio 4's Today programme: "There has been a failure on the part of policy-makers to respond to this situation.

"Some of it has been done in the name of cultural sensitivity and we've just avoided either discussing or dealing with this matter head on.

"There has to be a culture change and that has to be brought about by policy-makers taking a very clear stance on this issue, saying that in this country, one married man is allowed to marry one woman.

"And that must be the way for everyone who lives in this country."

Baroness Warsi said politicians should consider whether those married in religious ceremonies in their own homes – with an "imam and a couple of witnesses there" – should be made to register those marriages within a four-week period.

She said: "If that was the case, then those marriages would have to be declared within law and if those marriages were declared within law, then clearly if the person has a first legal wife then there could be potential cases of bigamy being brought."

Tests blamed for blighting children's lives

Landmark study of primary schools calls for teachers to be freed of targets

- [Polly Curtis](#), education editor
- [The Guardian](#), Friday 20 February 2009

Children's lives are being impoverished by the government's insistence that [schools](#) focus on literacy and numeracy at the expense of creative [teaching](#), the biggest review of the primary school curriculum in 40 years finds today.

Labour has failed to tackle decades of over-prescription in the curriculum and added to it with its own strategies in literacy and numeracy, which take up nearly half the school week, the Cambridge University review of the primary curriculum found.

Children are leaving school lacking knowledge about the arts and humanities having spent too many years "tied to a desk" learning times tables, the head of the review, Robin Alexander, said.

"Our argument is that their education, and to some degree their lives, are impoverished if they have received an education that is so fundamentally deficient," he said.

Professor Robin Alexander tells Polly Curtis of the damage caused by too much testing and a narrow focus on literacy and numeracy

[Link to this audio](#)

The report says schools should be freed of [Sats](#) and league tables to allow them to make more decisions about what and how they teach.

The compulsory daily act of worship should be reviewed and a curriculum that values knowledge and understanding as well as basic skills should be brought in, it says.

The review finds:

- Children are losing out on a broad, balanced and rich curriculum with art, music, drama, history and geography the biggest casualties.

- The curriculum, and crucially English and maths, have been "politicised".

- The focus on literacy and numeracy in the run-up to national tests has "squeezed out" other areas of learning.

- The Department for Children, Schools and Families and the Qualifications and Curriculum Authority, which sets the curriculum, have been excessively prescriptive, "micro-managing" schools.

The review accuses the government of attempting to control what happens in every classroom in England, leading to an excessive focus on literacy and numeracy in an "overt politicisation" of children's lives. Despite this too many children still leave primary school having failed to master the 3Rs.

Sats have also narrowed the scope of what is taught in schools, it claims, concluding: "The problem of the curriculum is inseparable from the problem of assessment and testing."

The DCSF said the report would be considered by Sir Jim Rose, who has been commissioned to review the curriculum concentrating on "workable recommendations for change ... in order to give teachers more freedom and flexibility".

"Ed Balls [schools secretary] has made it clear that he wants it to be the most fundamental review of the primary curriculum for a decade," the DCSF added. "Sir Jim will publish his findings later this year."

The Tempest at Courtyard Theatre, Stratford - review

Antony Sher captures the turbulence of Prospero in this deeply felt performance of Shakespeare's great last play.

By Charles Spencer

Last Updated: 8:59AM GMT 19 Feb 2009

This is as moving and beautiful a production of Shakespeare's great last play as you are likely to encounter, continually inventive, bursting with spectacle and deep emotion, and proving, yet again, that Shakespeare is our contemporary.

The play was written in 1611, as British ships explored the world, and it has become a modish critical concept to view the drama as a study of colonialism. But I have never seen the idea take such soaring flight as it does in this South African production presented by the Baxter Theatre Centre of Cape Town in collaboration with the RSC.

The Tempest becomes a potent drama about apartheid South Africa, with John Kani's Caliban inevitably reminding one of Nelson Mandela as he declares: "This island's mine." Antony Sher's magnificent, anguished

Prospero, meanwhile, controls the black man he uses and abuses with a sjambok but comes to learn that "the rarer action is in virtue than in vengeance." In a remarkable and moving coup, the play's final lines, when Prospero normally addresses the audience, are delivered directly to Caliban: "As you from crimes would pardoned be/ Let your indulgence set me free." It cannot help but remind us of the birth of the new South Africa and the pressing need for reconciliation, truth and forgiveness.

Ilka Louw's design creates a beautiful sand-covered island dominated by the spreading branches of a great tree, and a thrilling percussive score is performed by on-stage musicians.

The performances are outstanding. Antony Sher's Prospero – plump, massively bearded and in serious need of an anger management course – brilliantly captures the emotional turbulence of the brooding magus as he attempts to put his injured life to rights. There is a great ache of love towards his daughter Miranda, real tenderness for Atandwa Kani's charismatic Ariel, and a scary violence in his dealings with both Caliban and the "men of sin" who did him out of his Dukedom.

His movement towards forgiveness is painful, slow and deeply affecting, while Sher's delivery of Prospero's great speech of renunciation, in which Shakespeare seems to be bidding farewell to his own art, sends shivers racing down the spine.

John Kani finds great dignity, as well as a festering sense of grievance, in Caliban, lending the role a tragic depth, and in her animal-skin outfit Tinarie Van Wyk Loots makes a fabulously sexy Miranda.

Magical, magnificent and deeply felt, this is not a *Tempest* to miss.

Emperor penguin 'marching to extinction by end of the century'

By Steve Connor, Science Editor

Tuesday, 27 January 2009

The Emperor penguin is marching towards extinction because the Antarctic sea ice on which it depends for survival is shrinking at a faster rate than the bird is able to evolve if it is to avoid disaster, a study has found.

By the end of the century there could be just 400 breeding pairs of Emperor penguins left standing, a dramatic decline from the population of about 6,000 breeding pairs that existed in the 1960s, scientists estimated.

The latest assessment of the future size of the Emperor penguin population is based on the projected increase in global temperatures and subsequent loss of sea ice due to the changes in the Antarctic climate that are expected in the 21st Century, the study found.

Scientists based their pessimistic outlook on the long-term changes to the number of Emperor penguins in a colony living in a part of the Antarctic

Peninsula called Terre Adelie, which has been surveyed regularly since 1962 and has experienced regional warming over the past 50 years.

The study by Stephanie Jenouvrier and Hal Caswell of the Woods Hole Oceanographic Institution in Massachusetts concluded that there is at least a 36 per cent probability of “quasi extinction” of the Emperor penguin -- when the population declines by at least 95 per cent -- by the year 2100.

“To avoid extinction, Emperor penguins will have to adapt, migrate or change the timing of their growth stages,” the scientists report in the journal Proceedings of the National Academy of Sciences.

“However, give the future projected increases in greenhouse gases and its effect on Antarctic climate, evolution or migration seem unlikely for such long-lived species at the remote southern end of the Earth,” they say.

Fluctuations in sea ice during the 1970s, and the effect that it has on the penguin population, were used as a model of what could happen on a larger scale during the next 100 years or so of climate change.

Dr Jenouvrier said that if future climate change happens as predicted by the Intergovernmental Panel on Climate Change, the penguin population on Terre Adelie will probably decline dramatically in the coming decades.

“Unlike some other Antarctic bird species that have altered their life cycles, penguins don't catch on so quickly,” Dr Jenouvrier said.

“They are long-lived organisms, so they adapt slowly. This is a problem because the climate is changing very fast,” she said.

Emperor penguins are renowned for the way the males are left to incubate the eggs on the sea ice through the long Antarctic winter while the females return to the sea to feed.

In August, at the end of the Antarctic winter, the females return to feed the newly-hatched young as the males go to fatten up -- they lose 40 per cent of their body weight during the winter months.

In the next few weeks, both parents take it in turns to feed until the chick is old enough to join other chicks that huddle together in groups to keep warm. In December, with the winter sea ice breaking up, the entire family march together to the open sea to feed.

Times Online

Matthew Syed: United, Real and Milan are fools | David Beckham's backside: lucky to touch?

David Beckham has admitted for the first time that he is considering leaving LA Galaxy to make his move to AC Milan permanent.

The England midfielder's loan deal at the Serie A club ends in March when he is due to return to California, but his impressive performances have prompted Milan to look at the possibility of keeping him.

Beckham scored his first goal for Milan in their 4-1 victory away to Bologna on Sunday which prompted Leandro Cantamessa, the club lawyer, to add his support to the mounting campaign to keep the former Manchester United and Real Madrid player at the San Siro and the growing support has obviously turned Beckham's head. "To play here is the dream of any player," Beckham said. "But deciding is not easy, it's a situation that requires time.

"I am under contract [with LA Galaxy] and I have a lot of respect for them. But the possibility to play at Milan is something special. I knew I would have fun but I didn't expect to have so much fun. In any case, I am a very respectful person.

"The truth is that the Americans are doing everything to improve the level and reputation of their football. The league in the USA is young. I think ten years have to go by to achieve results."

Beckham knew the level of competition in America would be poorer than that in Europe but he does not regret making the move. "I have to admit that, having played in Europe, at times it has been frustrating to take part in certain games [in the MLS]," he said. "But once in a while, going from state to state, I have also had fun."

The 33-year-old, whose wife Victoria and three children have stayed in the United States during his loan periods, first joined Milan to improve his chances of playing for England again, but his stay in Italy has also made him feel nostalgia for past glories. "I feel Milan is very similar to Manchester United," he said. "It has that kind of tradition that only great clubs have.

"Milan, just like at United, you breathe a particular atmosphere, whether it's in the training ground or the stadium. And then Milan has that trophy room - this makes you feel special.

"The first day in Milan's changing room I was very nervous, like the first day in school. But the first true emotion, I felt it when I arrived in December to Milan's training ground, when I put on the Milan jersey. My wife was sitting in front of me and when I put the jersey on and it had the Milan logo, I was in ecstasy."

Fabio Capello, the England coach, will be at tonight's game against Genoa to monitor Beckham's fitness ahead of next month's friendly with Spain.

TEXTS FOR DISCUSSION

Part II

From **The Times**

January 27, 2009

President Obama announces push to wean US off the gas-guzzler
Tom Baldwin in Washington

George Mitchell, the new US peace envoy, will fly into Israel today as the Obama administration signals its determination to tackle the Middle East conflict.

The veteran senator, who helped Northern Ireland end its protracted conflict, previously recommended that Israel halt settlement growth in the occupied territories and that Palestinians crack down on militant when he headed a 2001 task force to investigate the reasons for the outbreak of the Second Palestinian Intifada.

The main purpose of his first trip will be to explore the new complexities of the conflict, in particular the split of the Palestinian camp into the hard-line Islamist Hamas regime in Gaza and the more moderate Fatah administration in the West Bank.

After the latest war in Gaza, Hamas said it would consider a year-long truce with Israel, but Gazans hold out little hope for the talks and many are desperately trying to sell property in areas likely to be in the front line of Israel's next assault.

Ayman Taha, a Hamas negotiator, said after discussions in Egypt that Israel must lift its blockade of the impoverished territory if it wanted to avoid renewed Palestinian rocket fire into its southern towns.

"Hamas listened to the Israeli proposal presented by [Israeli envoy] Amos Gilad and with it a proposal for a ceasefire for a year and a half, but Hamas presented a counterproposal of one year only," he said. Israel refuses to open the borders as long as there are Hamas members – whom it considers terrorists – on the other side.

Various proposals are under discussion in Cairo, including motions to introduce Egyptian, EU or Turkish monitors to supervise crossings and try to inhibit Hamas smuggling in more armaments.

But the negotiations are hobbled by the fact that Israel and Hamas refuse to talk to each other, while the two main Palestinian parties, Hamas and Fatah, are still squabbling over who will be the legitimate government and who will ultimately take control of the estimated \$2 billion reconstruction money needed to tackle the massive damage of Israel's three-week onslaught.

A senior European envoy inspecting the damage today expressed the EU's deepening exasperation at continually footing the bill for the seemingly

intractable dispute between the two foes. "At this time we have to also recall the overwhelming responsibility of Hamas," said Louis Michel, the European Commissioner for Development and Humanitarian Aid. "I intentionally say this here - Hamas is a terrorist movement and it has to be denounced as such.

Obama seeks to repair damage in Middle East diplomacy drive

Americans are not your enemy, president tells Arabic TV network as US envoy sets out on eight days of talks

Barack Obama, interviewed in Washington by the Dubai-based al-Arabiya cable network Photograph: Al-Arabiya/AP

[Barack Obama](#) has sought to mend America's ties with the Muslim world, declaring: "Americans are not your enemy."

In a signal of his desire to repair the diplomatic damage of the George Bush era, Obama chose to give his first formal television interview since becoming US president to the Arabic cable TV network al-Arabiya. In it, he said the US sometimes made mistakes, but stressed that his administration would adopt a more open diplomatic approach than his predecessor's.

Obama renewed his pledge to make an address in the capital of a major Muslim country, pointed out that he had lived in Indonesia for several years while growing up, and said his travels through Muslim states had convinced him that, regardless of faith, people had certain common hopes and dreams.

"My job to the Muslim world is to communicate that the Americans are not your enemy. We sometimes make mistakes. We have not been perfect," Obama said in the interview, recorded yesterday.

To Iran – which Bush declared part of an "axis of evil" – Obama repeated his offer of friendship, saying that he would set out a policy towards Tehran in the next few months.

Susan Rice, the new US ambassador to the United Nations, yesterday pledged "vigorous" and "direct" nuclear diplomacy with Iran but warned pressure would increase if Tehran refused to halt uranium enrichment.

The five permanent members of the UN security council – Britain, China, France, Russia and the US – and Germany have offered Tehran economic and energy incentives in exchange for halting its uranium enrichment programme, which the west sees as a cover to acquire a nuclear weapons capability. But Tehran is pressing on with the programme, which it says is geared toward electricity generation.

The president reiterated the US commitment to Israel as an ally, and to its right to defend itself. But he suggested Israel had hard choices to make, and that his administration would press harder for it to make them.

"We cannot tell either the Israelis or the Palestinians what is best for them," he said. "They are going to have to make some decisions. But I do believe that the moment is ripe for both sides to realise that the path they are

on is one that is not going to result in prosperity and security for their people."

Obama added: "There are Israelis who recognise that it is important to achieve peace. They will be willing to make sacrifices if the time is appropriate and if there is serious partnership on the other side."

Obama stopped short of giving a timetable, but he said he was certain progress could be made.

Russia 'suspends Kaliningrad missile plan'

Wednesday, 28 January 2009

Russia has halted a plan to retaliate against a proposed US missile defence shield by stationing its own missiles near Europe's borders, a Russian news agency quoted the military as saying today.

The suspension of plans to deploy tactical missiles in the Western outpost of Kaliningrad, if confirmed, would show Russia is extending an olive branch to President Barack Obama after rocky relations under his predecessor.

"If true, this would of course be a very positive step," a spokeswoman quoted the US envoy to NATO, Kurt Volker, as saying in reference to the Russian report.

Obama spoke to Russian President Dmitry Medvedev by telephone on Monday, their first contact since the US inauguration, and the two men agreed to stop the "drift" in their countries' relations, the White House said yesterday.

Medvedev had said in November he was ordering the deployment of Iskander missile systems to Kaliningrad, which borders European Union members Poland and Lithuania, in response to Washington's plan for a missile shield in Europe.

"The implementation of these plans has been halted in connection with the fact that the new US administration is not rushing through plans to deploy" elements of its missile defence shield in eastern Europe, Interfax quoted an unnamed official in the Russian military's general staff as saying.

There was no immediate confirmation from the Russian military that the Iskander deployment was being suspended.

The issue is likely to be on the agenda if, as expected, Medvedev and Obama meet on April 2 on the sidelines of a Group of 20 summit in London.

"It (the suspension of missile deployment) is a signal to Obama of Moscow's goodwill," Yevgeny Volk, an analyst in Moscow with the Heritage Foundation think tank, told Reuters.

"In response they want a decision not to deploy the missile defence shield in eastern Europe."

Some observers believe the Kremlin may be softening its assertive foreign policy style because the economic slowdown - which has seen the rouble lose about a quarter of its value since July - has dented its confidence.

US policy shift

The administration of former US President George W. Bush angered the Kremlin with its push to deploy interceptor missiles in Poland and a radar in the Czech Republic.

It said the system was needed to protect from potential missile strikes by what it called "rogue states" - specifically Iran and North Korea.

The White House has not announced any change of policy on the missile shield, but a nominee for a top Pentagon post in the Obama administration said this month the plan would be reviewed as part of a regular broad look at policy.

Russia has argued that the proposed system would threaten its own national security and was further evidence - along with the eastward expansion of the NATO alliance - of Western military influence encroaching near its borders.

The threat of deploying the Iskander missiles was largely symbolic because, military analysts said, Russia does not have enough operational missile systems to station in Kaliningrad.

The row over the shield has helped drive diplomatic ties between Moscow and Washington to their lowest level since the end of the Cold War.

But Russian officials have said they are encouraged by early signals from the Obama administration and hopeful of a fresh start in their relations.

Since taking office, Obama has sent strong signals that he will try to repair foreign ties that were damaged under the Bush presidency.

In an acknowledgement of Washington's rocky relations with the Muslim world, Obama gave his first formal television interview as president to the Dubai-based Al Arabiya station and said the United States was willing to talk to Iran.

From Times Online

January 28, 2009

Chief Rabbinate of Israel cuts ties with Vatican over Holocaust bishop

Gledhill, Religion Correspondent and Richard Owen in Rome

In a measure of Jewish anger around the world at the decision to reinstate the four bishops of the Society of St Pius X, the Chief Rabbinate has written to the office of Pope Benedict XVI condemning Bishop Richard Williamson's comments as "odious" and "outrageous". The letter was leaked to the Jerusalem Post.

Jewish leaders in the UK have also protested at the lifting of the excommunications on Bishop Williamson and three other bishops.

Bishop Williamson, who was educated at Winchester and Cambridge and converted to Catholicism as a young man, has in the past endorsed the notorious anti-Semitic forgery, the Protocols of the Elders of Zion. He told Swedish television that no Jews died in gas chambers, and that up to 300,000 died in the Holocaust. Historians generally accept that six million Jews died in Nazi concentration camps.

According to The Jerusalem Post, the Chief Rabbinate also cancelled a meeting scheduled for March 2-4 in Rome with the Holy See's Commission for Religious Relations with the Jews.

In a letter to the commission's chairman, Cardinal Walter Kasper, the Chief Rabbinate Director-General, Oded Weiner, wrote that "without a public apology and recanting, it will be difficult to continue the dialogue".

Meanwhile, the Pope moved today to calm tensions when he uses his weekly audience to reaffirm his "full and unquestionable solidarity with Jews" and said that the attempt to exterminate Jews in the Holocaust should remain a warning for all people.

Activists threaten to close Heathrow

By Alan Jones, Press Association
Friday, 16 January 2009

Activists behind an annual climate change camp today threatened to close down Heathrow in an early sign of direct action aimed at stopping a controversial third runway being built.

Leaders of the annual event will meet later this month to discuss future demonstration, including some which they warned would be aimed at shutting the airport down completely.

The development came as a group calling itself the Climate Suffragettes smashed glass doors at the London offices of the Department for Transport (DfT) in protest at the Government's go-ahead for Heathrow's expansion.

One of the activists behind the annual climate camp pledged: "We will be the spanner in the works of third runway construction."

The group pointed out that at the 2007 camp, which was held near Heathrow, about 2,000 people decided not to shut the airport itself, but target BAA's offices.

Sally Wintour, who took part in the 2007 camp, said: "Gordon Brown is prioritising the profit margins of BAA and the aviation industry over the climate and the local community of Sipson.

"We invite anyone in the UK who has lain awake and worried about climate change and their children's future to come down and join us in using

direct action to prevent this ecological and social catastrophe from unfolding."

A so-called "flashmob" will be held at Heathrow at midday tomorrow by a range of anti-aviation expansion groups and more action is being planned.

The Climate Suffragettes said three women wearing red sashes hurled bricks at the doors of DfT's Westminster building at 4am.

The bricks were wrapped in notes that read: "No third runway, the Suffra-jets are back," they said.

A spokeswoman for the group, which compares itself with the 20th century campaigners for votes for women, said: "The Government has opened the floodgates for radical action."

Conservative leader David Cameron today issued a clear warning to industry not to invest money and energy in the proposed third runway at Heathrow, as he reaffirmed his party's commitment to scrap the project if it won power.

Some observers have suggested that the green light given by Transport Secretary Geoff Hoon yesterday represented a guarantee that it would go ahead, as the scheme would be too far advanced by the time of the next election for an incoming Tory administration to halt it.

But Mr Cameron today flatly rejected this assumption, stating: "The third runway is just not going to happen."

Taxpayer faces bigger bill for 2012 Olympics

By Amol Rajan, Sports News Correspondent
Friday, 30 January 2009

The taxpayer may end up paying to build every major venue in London's 2012 Olympic Games because private finance has dried up, the chairman of the Olympic Delivery Authority admitted yesterday.

John Armitt said it was possible that no private sector money would be found for the £1bn Olympic village in the heart of the park, the most high-profile victim of the global downturn which has already cost the taxpayer £326m more than was planned for.

The authority has already given up hope of securing funding for the £355m international media centre, which will now be paid for entirely by the Exchequer. In total, £496m has already been used from the £2bn contingency fund set aside for the project.

In an interview with *The Independent*, Mr Armitt admitted yesterday that there remained a chance that the no private money at all would be found for the Olympic village.

Nevertheless, Mr Armitt confirmed that the ODA could not "rule out" a complete failure of private sector funding for the village. "There remains an outside chance and it's a risk which at the end of the day will be properly considered between us and the Government," he said.

Savings that could reduce the cost of the village by up to £100m are currently being sought. When first planned, the site, which will comprise apartments, shops, restaurants and cafes, was going to be entirely funded by the private sector.

Over the past 18 months that figure was revised downward to half the total cost of the project. But because of the global downturn, Lend Lease, the Australian firm that is preferred developer for the project, has been unable to secure credit for the scheme.

As a result, the number of flats in the village, which will house 17,000 athletes and officials during the Games before being sold off, has been scaled down from an initial figure of 4,500. Yesterday Mr Armitt revealed for the first time that the final number of flats will be 2,873, meaning that athletes will have to be housed five to an apartment rather than four.

Mr Armitt, a former chief of Network Rail and Railtrack, also said the Olympic organisers were alive to the possibility that not all their contractors would survive the downturn. "Will we get through the next two years without any of our key suppliers getting into difficulty and us having to replace them? That's clearly a risk now that is greater than it has been," he said.

Brown leads global drive to close down tax havens

By Nigel Morris, Deputy Political Editor

Thursday, 19 February 2009

The Prime Minister Gordon Brown at Downing Street yesterday

Britain is leading moves to end the privileged status of tax havens as part of a planned "global new deal" to tackle the international recession.

Gordon Brown is believed to have won the support of other world leaders for a drive against offshore shelters used by large firms to cut their tax bills and avoid complex financial regulations. The deal could be done at a summit of world leaders in London on 2 April and form part of wider attempt to revive the global economy.

Speaking yesterday, Mr Brown said the time had come for world leaders to hammer out a "grand bargain" to rebuild the global financial system. He argued that the world had to act as one to supervise banks, including ending the practice of firms and financial institutions setting up registered offices in islands and small countries which offer lower tax rates than the countries in which they are based. Mr Brown said: "We want the

whole of the world to take action. That will mean action against regulatory and tax havens in parts of the world which have escaped the regulatory attention they need.” He will face a daunting task in persuading many smaller countries that depend on attracting multinational companies to fall in line and he admitted that success depended on the “rest of the world agreeing with us that this action needs to be taken”.

But he added: “I am more confident now – having talked to world leaders – that we are in a position to take further action on this matter.”

President Barack Obama has been scathing over American companies paying tax offshore, which is believed to account for hundreds of billions of dollars lost to the US Treasury.

He said on the presidential campaign trail: “There is a building in the Cayman Islands that houses supposedly 12,000 US-based corporations. That’s either the biggest building in the world, or the biggest tax scam in the world – and we know which one it is.”

Mr Brown declined to name the tax havens he had in mind, but there are several under British jurisdiction. They include Jersey, Guernsey and Alderney in the Channel Islands, the Isle of Man, Bermuda, the Cayman Islands and the British Virgin Islands.

Mr Brown was speaking after talks in Downing Street with the International Monetary Fund’s managing director Dominique Strauss-Kahn and the World Bank president Robert Zoellick. He is due to meet European leaders in the next few days in preparation for the 2 April summit.

He defended his plans for a massive stimulus of the UK economy and said he was pressing other nations to follow the British lead. He added: “That is at the crux of how we can move towards recovery in the next few months.” A document published by Downing Street setting out its plans for the “Road to the London Summit” suggested that Britain could move to stimulate the economy – either by tax cuts or extra spending – if measures already in train were not effective.

Israel's president asks Benjamin Netanyahu to form new government

Israel's president, Shimon Peres, has asked the Likud party leader, Benjamin Netanyahu, to form the country's next government and become prime minister.

By Damien McElroy, Foreign Affairs Correspondent
Last Updated: 1:10PM GMT 20 Feb 2009

Mr Peres called on Mr Netanyahu to establish support for his nomination as prime minister in the country's parliament after his main rival,

the Kadima leader Tzipi Livni, declared that she had no desire to join a broad coalition.

Mr Netanyahu's Right-wing Likud party finished a close second in this month's general election behind the centrist Kadima party. But the vote on Feb 10 saw Right-wing parties finish with an overall majority.

"The president has made a decision regarding the formation of the government and the presidency will summon deputy Benjamin Netanyahu ... to entrust him with this task," according to a statement issued by Mr Peres's office.

The announcement came after Mr Peres held separate talks with Mr Netanyahu and Miss Livni, the current foreign minister, in an effort to persuade them to form a broad government alliance.

But Miss Livni emerged from the talks saying: "I will not be a pawn in a government that would be against our ideals."

In remarks to Jewish leaders, America's Middle East envoy George Mitchell criticised Mr Netanyahu's stance on negotiations with the Palestinians. Mr Netanyahu has derided political talks with Palestinians and has vowed to put economic improvements before sovereignty talks.

But Mr Mitchell said: "One cannot talk about economic development on the Palestinian side when you are not moving forward with diplomatic moves at the same time."

Political analysts have predicted friction between a Right-wing government and President Barack Obama's administration.

"Netanyahu is going to face big pressure from the Obama administration to at least look like he is making some movement on the peace process, and he will need Livni for that," said Shmuel Sandler, professor of political science at Bar-Ilan University.

"As for Livni, if she stays too long in opposition, she runs the risk that some of her Kadima colleagues who originally came from the Likud and remain ideologically close to the party, might decide to bolt back there."

'Unhappy US' claims over Afghanistan dismissed

By Matt Dickinson, Press Association

Thursday, 19 February 2009

The Defence Secretary John Hutton today dismissed claims that US military commanders are unhappy with the performance of the UK armed forces in Afghanistan.

A flurry of recent reports have suggested that US top brass has been left unimpressed by some aspects of the British effort in the country, with the counter-insurgency tactics singled out for criticism.

But Mr Hutton said in an interview with the Financial Times: "I do not think that is fair, nor do I think that reflects the real view in the Pentagon and elsewhere.

"There is a very high level of regard for the contribution that UK forces have made in Iraq and Afghanistan."

He said the UK - whose armed forces have suffered 145 fatalities in Afghanistan since 2001 - was open to criticism as long as it was "fair".

But Mr Hutton added: "Our reputation is very important to us. We will very strongly defend it.

"We will defend it by begin open to criticism where it is fair.

"We will not change our tactics in Afghanistan on the basis of uncorroborated and unsourced gossip from people who don't have the courage to put their names to their remarks."

The comments from Mr Hutton - who will discuss the Afghanistan mission at a meeting of Nato defence ministers in Poland today - came as President Barack Obama revealed plans to send 17,000 more US troops to Afghanistan.

Foreign Secretary David Miliband yesterday welcomed the move, saying the extra forces would play an "important and positive role" in the campaign.

Some will be deployed in Helmand province, where UK soldiers have been engaged in fierce fighting with the Taliban.

Around 8,100 British servicemen and women are currently serving in Afghanistan.

Speaking on a visit to the troubled country last night, Mr Miliband said: "I think that there is a universal recognition that these extra American troops can play, and will play, an important and positive role, when they are aligned and allied with a strategy for economic development and political development."

He also pledged that Britain would keep its troop levels "under review" - although he stressed that the prospect of an increase had not been raised directly.

"In terms of the United Kingdom we represent about 12% of the troops in Afghanistan at the moment," Mr Miliband said.

"We have had no request to increase our number of troops but, of course, we always keep the number under review."

Mr Hutton said he will raise the issue of increased troop contributions from other countries during today's meeting in Poland.

The US currently has around 30,000 troops in Afghanistan.

Mr Hutton acknowledged a shortage of troops may have hampered progress in Afghanistan and said he would press the UK's European Nato allies to provide extra military resources.

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