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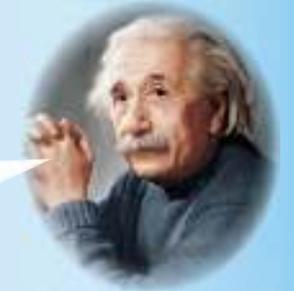
ENGLISH

Student's Book 1



Live as if you were to die tomorrow. Learn as if you were to live forever.

Mahatma Gandhi



Once you stop learning, you start dying.

Albert Einstein



Education is not preparation for life, education is life itself.

John Dewey



Youth is not a time of life; it is a state of mind; it is a matter of the will, quality of the imagination, a vigour of the emotions.

Samuel Ullman



Youth is happy because it has the capacity to see beauty. Anyone who keeps the ability to see beauty never grows old.

Franz Kafka



Dream, Dream, Dream.
Dreams transform into thoughts and thoughts result in action.

APJ Abdul Kalam



You should always be learning. If you're the smartest person in the room, you're in the wrong place.

Erika Bearman



Arise! Awake! And stop not until the goal is reached.

Swami Vivekananda



The whole purpose of education is to turn mirrors into windows.

Sydney J. Harris



A house is not a home unless it contains food
and fire for the mind as well as for the body.

Benjamin Franklin



There is nothing like staying at home for real comfort.

Jane Austen



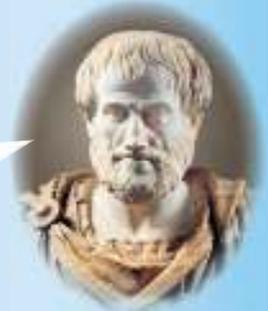
People usually are the happiest at home.

William Shakespeare



There is no place more delightful than one's own fireplace.

Cicero



The roots of education are bitter, but the fruit is sweet.

Aristotle



Education is the most powerful weapon which you can use to change the world.

Nelson Mandela



Education is simply the soul of a society as it passes from one generation to another.

Gilbert K. Chesterton

АНГЛИЙСКИЙ ЯЗЫК

АНГЛІЙСКАЯ МОВА

Учебное пособие для **10** класса
учреждений общего среднего образования
с белорусским и русским языками обучения

(повышенный уровень)

С электронным приложением

В 2 частях

Часть 1

*Допущено Министерством образования
Республики Беларусь*

МИНСК



«ВЫШЭЙШАЯ ШКОЛА»

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Правообладатель Вышэйшая школа

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Условные обозначения / Умоўныя абзначэнні



Use the Internet



Write



Progress check



Grammar



Listen



Project time



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UNIT 1



HOUSES AND HOMES

LESSON 1. Where do people live?

Communicative area: describing and comparing housing landscapes in Britain and Belarus

Active vocabulary: a detached house, a semi-detached house, a terraced house, housing, privacy, spacious, affordable, own, to convert, to rent

Receptive grammar: Present Continuous Passive

1. Look at the pictures of different kinds of housing. Discuss the questions.

1. Which of the kinds of housing can be found in your city / town / village?
2. Which of them have you seen in other places / been to?
3. In your opinion, what people are they ideal for?
4. Which of these places would you like to live in? Why?



a bungalow ['bʌŋɡələʊ]



a maisonette [ˌmeɪzən'et]



a detached [dɪ'tætʃt] house



terraced ['tɛrəst] houses



a studio ['stju:diəʊ] flat



a block of flats



a cottage ['kɒtɪdʒ]



a semi-detached [ˌsemɪdɪ'tætʃt] house



a mansion ['mænjən]



Did you know that?

In British English, a flat is what an American would call an apartment [ə'pɔ:tmənt]. In the UK, the term *apartment* is used to describe an expensive, posh (шикарная / шикоуная) flat.

2. a.  Write 5 questions you would ask to find out about the housing landscape (*жилищный ландшафт / жыллёвы ландшафт*) in Britain.

b.   Listen to the podcast about houses in Britain and follow in the book. Have you found any answers to your questions? Is there anything surprising for you?

If there is such a thing as a British dream, it's to **own** a roof over your head. Only 30 per cent of people choose to **rent** and I'm sure it really pays to buy. The housing landscape in Britain is extremely varied. Though houses differ in style, size, colour, material, the age of the building, and many other things, they are made up of four basic types.

Let's start with the simple terraced house. Actually, it's one of the most well-known types of housing and about a quarter of the Brits live with a neighbour on each side. In the past, terraced houses were associated with the working class and now are found in old industrial towns and cities. Generally speaking, they are the cheapest type of house you can buy as they are small, come with little to no garden **space** and have little **privacy**. Houses at the end of the row are more expensive compared to those in the middle because they are more **spacious**.

One third of the British population lives in semi-detached houses where they have just one neighbouring family. Each house is the mirror of the other. They are exactly the same inside and outside. In general, they are more expensive compared to terraced homes as they offer more privacy and there is more garden space available.

A great number of people in Britain dream of having a detached house with a garden. Such houses give total privacy, which is so dear to any British heart. The land that surrounds the house is a big plus for families who enjoy gardening or other outdoor activities. One downside to this is that they are the most expensive properties and only a quarter of the population can afford it. A detached house can take on any form or style: a bungalow, a cottage with a thatched (*крытая соломой / крыты саломай*) roof or a spacious mansion. Thick walls, small windows, and low ceilings usually characterise cottages.

Originally, they housed agricultural workers and their families. So these traditional houses are found in rural areas and some are hundreds of years old. Good old bungalows are slowly becoming a rare breed in the UK. They were first built for Europeans who settled in Bengal in the 17th century but they aren't really being built in Britain anymore. Developers prefer to purchase a bungalow and knock down the one-storey building so they could build taller homes.

Quite a lot of people try to avoid living in blocks of flats first of all because they provide the least amount of privacy. Though London's property landscape is dominated by flats, their proportion in the whole country is second lowest in Europe – about 14 per cent. For the most part, flats are the most **affordable** type of the housing in the UK and it makes them ideal for singles and small families. The most economical choices are studio flats where the general living space consists of a living room, a bedroom and a kitchen combined in one room. In the UK, maisonettes were introduced in the 1960s before blocks of flats were as common as they are now. Unlike flats that share a corridor or a hallway, maisonettes have their **own** entrance and cover more than one floor. You can often find them in large period houses that have been **converted** or in a city centre above shops.

c. Find the words in bold in ex. 2b that mean the following:

- a) having a lot of space;
- b) cheap enough for most people;
- c) to pay money to live in a building someone else owns;
- d) the state of being able to be alone or free from public attention;
- e) an empty area that is available to be used;
- f) to change, to transform;
- g) to have, to possess;
- h) belonging to oneself.

3. a. How many basic categories of housing are there in Britain? What are they? Rank them from the most to the least popular ones according to the number of people living there. Is it the same in Belarus?

b. Read the script of the podcast again and fill in the table.

Kind of housing	Characteristic features
terraced houses	...
...	...

c. Work in pairs. Discuss the advantages and disadvantages of each type of housing.

4. a.  Read the sentences taken from the podcast. Answer the grammar questions about the parts in bold.

Good old bungalows **are** slowly **becoming** a rare breed in the UK. They were first built for Europeans who settled in Bengal in the 17th century but they **aren't** really **being built** in Britain anymore.

1. Are the sentences about present, past or future?
2. Do they tell us about a regular action or about a process?
3. What words signal Present Continuous?
4. Which of the forms is active and which one is passive?
5. What parts does Present Continuous Passive consist of?

b.  Complete the formula for Present Continuous Passive. Go to page 161/179¹, read the rules in the Grammar Reference and check yourself.



is / are + ... + V₃

c. Read the article and say what tendency it describes. Find Present Continuous Passive forms.

Small houses have numerous advantages and are becoming increasingly popular among homebuyers throughout the South.

According to the *Business Journal*, many people in the market for new houses aren't looking for huge houses any

¹ Russian / Belarusian

more. In order to save money and have a place more practical to heat, cool and even clean, they are going for more modest living spaces. As a result, houses that are being built in the South are getting smaller. Some big houses are being converted into flats and maisonettes: several flats are being made instead of one house. Each one is being used by a family which could have used the whole house previously.

5. a. Complete the questions with the active words of the lesson.

1. What types of ... are there in your neighbourhood? What types are being built there? Are there any big houses ... into separate flats? 2. Which of them are more popular with the residents? Which of them is the most / least ...? 3. What type of house do you live in? Does your family ... or ... it? 4. Does it have any garden ...? 5. Is your house ... enough for your family? 6. Do you have a room of your ...? Are you happy with the ... your house / flat offers you? Why (not)?

b. Work in pairs. Discuss the questions above.

6.  Your British friend is doing a project on houses around the world. Help him by writing a paragraph (about 150 words) about the housing landscape in the place where you live. Use the active vocabulary of the lesson and the phrases from the Useful Language box. Follow the guidelines below:

- start with the general statement;
- in brief, describe each type of housing;
- express your opinion about the housing landscape.

Useful language box

Housing landscape: is varied (dominated by / made up of) / consists of (includes) ...

Houses: look (are) exactly the same; differ in style (size / colour / material / the age of building) ...

... are more expensive (spacious / affordable) compared to ...

... are found in ... / are associated with ... / were introduced / were built in ...

... come with little (no) garden space; offer (give / provide) total (more / the least amount of) privacy.

One of the most affordable (well-known / popular) types of housing ...

Features: ... make ... ideal for / characterise ...

People: prefer to rent (have their own ...) / dream of having (renting, buying) / avoid living in / can('t) afford to rent (to buy)

... build taller (high-rise / low-rise) houses / convert / knock down ...

LESSON 2. Upstairs and downstairs

Communicative area: describing a house

Active vocabulary: downstairs, upstairs, underneath, bricks, tiles, modern conveniences, central heating, a chest of drawers, a laundry basket, a lounge, a radiator, a sink, a tap

1. a. Look at the picture of a house on page 11 and read the labels. Have you learnt any new words?

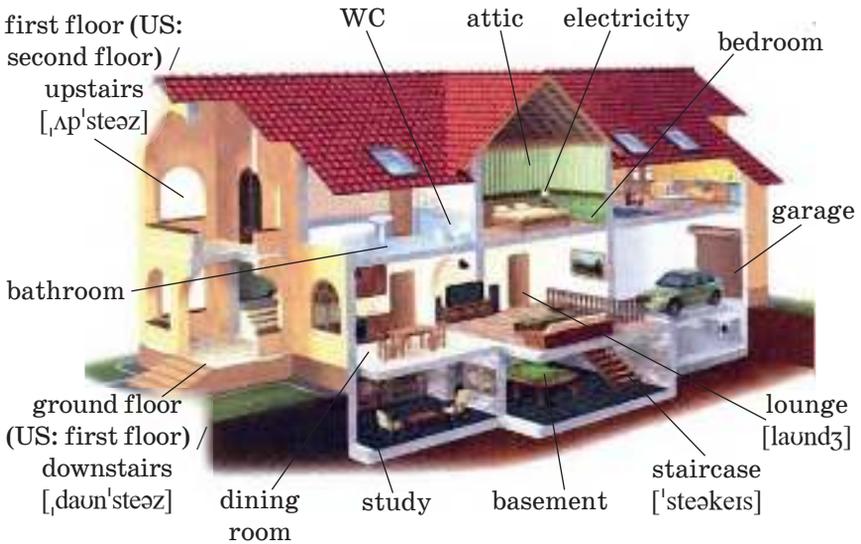
b. Check your memory. Work in pairs. Close the book and answer your partner's questions about the picture. Change over.

Example: – *Where are the bedrooms?*
– *They are upstairs.*

c. Lots of modern conveniences [kən'vi:niənsɪz] in our houses have replaced the traditional way of doing things and made it easy and pleasant to live in. We are used to indoor bathrooms and hot and cold running water.

What other mod cons do our houses have?

mod cons (*informal*) = modern conveniences



2. a.   Listen to Sam describing his house and answer the questions.

1. What does he describe first – downstairs or upstairs?
2. What order does he describe the rooms in?
3. Is the house in the picture in ex. 1a his? Prove it.

b.   Listen again and look at the pictures. Which of them are not mentioned?



tiles [taɪlz]



bricks



a microwave
[ˈmaɪkrəweɪv]



central heating



a fireplace



a radiator [ˈreɪdɪətə]



a cooling system –
air-conditioner



a laundry ['lɔ:ndri]
basket



a piano



a cupboard



a comfy
['kʌmfi] chair



a wardrobe
['wɔ:(r)dɹəʊb]



a carpet



a shower



a sink with two taps

3. Correct the sentences below.

1. Sam lives in a terraced house. 2. The house is made of wood. 3. It has a thatched roof. 4. The house has no mod cons. 5. There are three rooms downstairs and four rooms upstairs. 6. It's quite cold in winter in the house as there is only a fireplace and no central heating there. 7. The only radiator is in the bathroom. 8. If you come to Sam's house through the back door, you'll find yourself in the lounge. 9. Their kitchen is equipped with a gas cooker but they are going to buy a microwave as well. 10. You can find no carpets in the house except in Sam's room. 11. They wash the dishes in the dishwasher. 12. The sink has one tap. 13. The bathroom has a bath but no shower. 14. They keep their pet in the laundry basket. 15. Sam's bed is underneath the computer desk. 16. Sam keeps his stuff in the attic.

stuff (*sing.*) = things (*pl.*)

4. Work in pairs. Describe Sam's house and make one–three intentional mistakes for your partner to spot. Which of you has been more attentive?

Example: There is a piano in the lounge.

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

b. Work in pairs. Describe your house / flat for your partner to draw its plan. Compare the results.

LESSON 3. The best place to live

Communicative area: expressing opinion, discussing advantages and disadvantages of living in a flat and in a detached house

Active vocabulary: commute, renovations, upkeep, to move

Grammar: modal verbs and their functions (revision)

1. a. Read the extract from an article and fill in the missing information.

Detached, single-family homes are the end goal for the majority of Americans. While 1. ... per cent of the population would prefer to live in a single-family home, 2. ... in 3. ... Americans actually do. Apartment and condo living is only preferred by 4. ... per cent of the population, yet 5. ... per cent of Americans live in an apartment or condo.

But not just any single-family home will do. Americans also show consensus on certain community factors. 6. ... per cent would like to live in an area that is “away from it all” and only 7. ... per cent – “in the centre of it all”.





Did you know that?

A condo ['kɒndəʊ] building (in North America) is an apartment building in which each apartment has a separate owner. All the homeowners within the building share responsibility for common areas. There may also be a Homeowner's Association to manage the upkeep of areas outside of individual units.

The saying *good fences make good neighbours* rings true to the majority of Americans as well. Privacy from neighbours was considered somewhat important to 8. ... per cent of the population, while 9. ... per cent considered privacy very important.

b.   Listen and check your ideas. How close were your guesses?

c. Explain the meaning of the highlighted saying in ex. 1a. Do you agree with it? Why (not)?

2. a. Do you know how to be a good neighbour? Read the information about apartment rules. Which of the statements are false? What other rules do you know?

Living in an apartment means you have to share the same building with other residents. And though being a good neighbour means that you should have a certain degree of tolerance here are some apartment rules that you need to be aware of.

1. We must respect our neighbours' privacy and try not to cause them inconvenience. 2. You can play loud music only if your neighbours don't mind. 3. There mustn't be any noise between 11 p.m. and 7 a.m. 4. People shouldn't smoke on their balconies. 5. Hallways, lifts and stairs are common areas so people may smoke there. 6. You can't keep more than two dogs or cats in your apartment.

inconvenience ≠ convenience

b.  Look at the underlined words in ex. 2a and answer the questions. Go to page 161/179, read the rules in the Grammar Reference and check yourself.

1. Which of the modal verbs are used to speak about necessity, ability and permission?
2. Are they used in the past, present or future?
3. Are all modal verbs followed by the infinitive without *to*?
4. Which of the modal verbs can we use for logical deductions?

3. a. Read the forum page. What question is being discussed?



Jack: Owning a house means you 1. (may / must) have big repair bills sometimes. I have just changed my heating system for \$5,000 and will also 2. (be able / need) to spend \$10,000 on a new roof. It is my house and I'm responsible for renovations and repairs.

Rose5: Last year we 3. (had / were able) to give up our house and move into this flat. I miss my garden terribly – afternoon tea there, barbecues with friends, quiet evenings outside, birds' songs. There is no space here: no upstairs, no dining room, just a tiny kitchen. There is no privacy. And the only sunshine is in the bedroom in the evening.

Jess: We live in a village and have a five-bedroom house with a garden and a view overlooking a cricket pitch. We've got lots of space and it's fantastic. Currently, I'm working from home but I 4. (can / may) commute to London as it is close enough. I'm sure it will be OK when I 5. (should / have) to go back to the daily commute.

Xris: Neighbours from hell and parking space 6. (must / can't) be the main problems. Believe me, I know what I'm talking about.

Pat: When we moved into a flat, I found life much easier. While I enjoyed the weekend work on the house and yard,

I 7. (can't / needn't) say that I miss it now. I would rather spend my free time playing golf, or travelling or just having a 'panda day' at home with a good book or streaming of a favourite movie. Mind you, with the lockdown, I envy those with a house who (8. can / should) sit in their backyard and not be stuck in four walls ...

Queenie: I 9. (couldn't / mustn't) ask for better neighbours now. But I know how it feels to have selfish neighbours because many years ago I had some living above me and it made life a misery.

Henry: Houses are often located in neighbourhoods that are too far to walk or bike to businesses, work and restaurants. Basically, you end up driving everywhere. And the upkeep of the house costs a pretty penny!

Fred: The best thing about a house is that it offers more space and more privacy. You 10. (mustn't / don't have) to put up with noisy and nosy neighbours.

Molly: I hate the fact that the flat is six floors up. The only advantage of living there is you get exercise that keeps you fit whether you like it or not.

Sam: I live in an apartment and love it. It is a home where I 11. (shouldn't / don't need) to care for the yard and security and other things connected with having a house because they are dealt with by the management of the apartment building.

b. Find the underlined words in ex. 3a that mean the following:

- a) the journey to work every day;
- b) the cost or process of keeping a building in good and usable condition;
- c) the process of repairing and making better;
- d) to make the same journey regularly between work and home;
- e) to change one's home or place of residence.

c. Complete the forum page with the suitable words in brackets.

4. a. Read the forum page again. Are there more people who like or dislike the place they live in?

b.  Make notes about advantages and disadvantages of living in a detached house and in a flat mentioned in ex. 3a. Think of other ideas and add them to the lists.

5. a.  Get the cards with questions from your teacher and do a class survey.

b. Report the results to the class. Is there anything surprising?

c. Lots of people believe that living in a house is a measure ['meʒəʳ] (мера / мера) of success. Do you agree with that idea? Why (not)?

Useful language box

In my view, ...

As I see it, ...

I have no doubt that ...

I think / don't think that ...

To my mind, ...

As for me, ...

Personally, ...

I'm sure ...

LESSON 4. Shoebox homes

Communicative area: discussing living conditions

Active vocabulary: furniture, cramped conditions, convenient, cosy, to squeeze

1. a. Read the list of adjectives. Which of them would you use to characterise the flat? Do you think the man rents it or it is his own flat?

Spacious, affordable, expensive, tiny, cheap, cramped (uncomfortably small, having not enough space), posh (smart, fashionable and expensive), cosy (small and comfortable), convenient.

convenient (*adj.*) – convenience (*n.*)

b. Look at the photos and answer the questions.

1. How many rooms does the flat have?
2. What furniture [*'fɜːnɪtʃə*] besides a sofa is there in the flat?



2. a. Read the article and check your guesses. Is the person happy with the flat? Why (not)?

An Englishman's home may be his castle – in Ray Barker's case, it's a converted broom cupboard (*чулан / камора*) that is less than the size of a snooker table. But location is everything, and because it is opposite Harrods in Knightsbridge (London's posh district), the tiny place is worth up to £200,000. And it is more than the average UK home.



a snooker table

Converted into a living space in 1987, its two rooms are 60 sq. ft (=5.6 sq.m) and have a toilet, a shower (which also serves as a wardrobe), and six-inch (≈ 15 cm) deep cupboards. The flat was first bought for £37,000. Then four years ago, Mr Barker, 49, paid for the space £120,000 rather than commute to work from his home in Bath.

He said: "I do the cleaning while lying in my sofa bed. In fact, I can wash up, answer the door, make a cuppa and go to the loo all at the same time."

Now the flat could easily go for £200,000. That would be enough to buy 600-year-old Ballyfinboy Castle in Ireland. But Ray said: "My cosy flat is just fine for sleeping. And it would be a lot harder to get to my job from Ireland."

b. Read the article again and answer the questions.

1. What did the flat use to be?

2. What is the floor space of the flat?
3. How much does it cost? Why?
4. Would you be happy living in such a tiny flat?

3. a. Read another article. Are the inhabitants of these houses happy? Why (not)?

Developers say squeezing more houses into available space makes them cheaper. Britain's newly-built homes are the smallest in Western Europe and many are too small for family life, says a new report by the Royal Institute of British Architects (Riba). But what is living in a *shoebox house* like?

Retired sisters Susan and Dorothy bought their newly-built three-bedroom house in Devon four years ago. But they are already regretting their decision and trying to sell up.

Susan says: "We made a big mistake when we bought it. They call it a three-bedroom house – but really it's only big enough for two."

The largest *double bedroom* is just 11ft 2in by 8ft 2in (=3.4m × 2.5m), with barely enough room for a double bed. "It has a fitted wardrobe and I can just about squeeze in a little chest of drawers," she adds. "But there's no room for even a little chair to hang my clothes on overnight."

The other two bedrooms are even smaller and downstairs the picture is the same. Says Dorothy: "There is just a small kitchen and a lounge-diner which means that there isn't enough room for furniture or for space to eat and relax."

The sisters sold their comparatively spacious two-bedroom house in Croydon to move to their current property – but found there was no room for many items of furniture, including their bookcases and lots of books, most of which ended up in charity shops.

Susan describes the cramped conditions that she shares with her sister as *oppressive*. "We are arguing much more than we used to simply because there's no space to get away from one another."

And they are not alone. According to the Riba, the most common three-bedroom house built in the last three years is smaller — about three quarters of the recommended minimum

space. Another study found that families living in tiny, cramped conditions are more likely to be at risk of infections and depression.

But the Home Builders Federation said bigger homes could prove unaffordable.

b. According to the dictionary, the word **squeeze** may have a few meanings. Which of the meanings below does it have in the underlined sentences in ex. 3a?

- a) to get liquid from sth by pressing;
- b) press sth firmly;
- c) to make sth fit into a very narrow or cramped space.

c. Read the article again and answer the questions.

- 1. Why are small houses being built?
- 2. What do their owners find so uncomfortable?

4. a. Read a person's opinion. Does he agree with Ray?

I work in London but live in Guildford which is 27 miles away. Every day, I 1. ... to London by train. Half-hourly train services run from Guildford to Waterloo, with journey times of 40 minutes. It is very 2. It would be nice to find an apartment in London but they are hugely 3. ... and I can't 4. ... it. A tiny room where I would have to 5. ... every evening is 6. ... but it would be so uncomfortably small. I hate 7. ... and prefer to spend more time commuting to work and returning in the evening to my nice flat in Guildford.

b. Complete the opinion in ex. 4a with the words from the box.

afford ♦ affordable ♦ commute ♦ convenient ♦ cramped conditions ♦ expensive ♦ squeeze in

5. a.  Work in two groups. Make a list of advantages and disadvantages and think of a *silver lining* in each disadvantage on your list.

Group 1: focus on *shoebox houses*.

Group 2: focus on commuting.

b. Commuting or living in cramped conditions? Have a class discussion. Use the lists you have prepared and the phrases from the Useful language box. Whose arguments are stronger?

Useful language box

I see what you mean, but ...

I'm afraid ...

That might be true, but ...

I'm sorry but ...

You may be right, but ...

I'm not sure I agree with you.

LESSON 5. My room

Communicative area: describing a room

Active vocabulary: bunk beds, fluffy, to look out onto

1. Work in pairs. Match the words given below to the pictures. What are these pieces of furniture used for? Which of them do you have at home?

a) a bean bag

b) bunk beds

c) a filing cabinet

d) a fluffy carpet

e) a king-size bed

f) a leather chair with armrests



2. Discuss the questions.

1. What rooms do you have in your house or flat?
2. Do you have a room of your own or do you have to share it?
3. Do you think your room reflects your personality?
4. Is there anything you would like to change in your room?

3. a.   Listen to a girl describing her bedroom and say how she feels about it.

b.   Listen again. Answer the questions.

1. What size is the room? 2. What furniture is there in her room? 3. How is the room decorated? 4. What can they see out of the window? 5. What does she like doing in her room? 6. What does she worry about?

4. a. Read the story. Does it describe the same room as in ex. 3a? Prove it.

My room is not really mine. I have to share it with my sister. She is two years older and luckily I will have the room all to myself when she becomes a student. The room is cramped because we both need a bed, a wardrobe, a desk and many other things. I often dream about the moment when I have the room all for myself.

I like that the window looks out onto the forest: I can enjoy a beautiful view and there is no need to have a **mirror glass window**. I am not sure my parents will agree to install it but a huge **skylight** window would be great fun. I would be able to lie down on the floor and watch beautiful birds overhead. On rainy days, I would listen to and watch the rain and in winter – watch the snowflakes.

As for the furniture, I'd like to have a large wardrobe split up in four sections. The first section would be for hanging all my jackets, trousers, skirts and blouses. The second one would be all drawers, filled with tops and underwear. I would store my shoes in the next section and the last one would be a space for my fancy dresses. Instead of the bunk bed, I want to have a king-size bed with a bedside table. And a fluffy carpet will definitely make

the room cosier. I'm not going to replace the chest of drawers as it used to belong to my granny.

I'll turn the other part of my room into an office. It will have a large wooden desk and a spacious leather chair with armrests so I could act like that big boss, in her elegant office. There I would keep all my schoolbooks and paper on the bookshelves and in filing cabinets. No maps on the walls or photos on the shelves, only in albums.

Also, I'd like to have a grand flat screen TV of my own with a good surround sound system and a **PlayStation**. I think I'll need a couple of soft sofas for my guests, too. The walls in the room will be lined with bookcases. In addition to books, I would keep there all my video games and board games neatly organised on the shelves.

In the centre of my room, I'll have a pile of blankets and bean bags to sit on. There I could spend hours reading a new book or re-reading an old one.

My dream room will be full of everything I could need and want. A perfect place for me to do what needs to be done, yet still have fun. A room designed by me for me.

b. Find the words in bold to name the objects in the pictures.



c. Read the story again and answer the questions.

1. What changes would the girl like to make? Why?
2. What won't she change? Why?
3. What does she doubt about?

5. a. Work in pairs. Prepare questions to interview your classmates about their rooms (windows, furniture, carpets, colours and decorations, special features) and the changes they would like to make.
- b. Work in new pairs. Interview each other and take notes.
- c.  Write a short description (about 150 words) of your partner's room on a piece of paper. Don't put the name of the person.
- d. Hand your description in and get another one. Can you guess whose room is described there? Which of you is more satisfied with your room? Is there anything in common about how you would like to change your room?

LESSON 6. Renting

Communicative area: speaking about renting a house or a flat and problems connected with it

Active vocabulary: to meet the criteria, to put up, frustrating, frustrated, an estate agent, a tenant, a landlord, search

1. a. Look at the picture. What process is shown? How many people are involved? What is each person doing?



b. Match the words to their definitions.

1. an estate agent [ɪ'steɪt ,eɪdʒənt]; 2. a landlord (a landlady);
3. a tenant

- a) someone who rents a flat, house, office, piece of land, etc. from the person who owns it;
b) a person who is in the business of finding sellers and buyers for houses and flats or landlords and tenants;
c) a person who owns a house, flat, or room that people can rent.
- 

2. a. Work in pairs. Discuss the questions below.

1. What do people usually do when they want to sell, buy or rent a house or a flat?
2. Why do people need to rent? Why do people want to let their houses and apartments?
3. As a student, you may have to rent a flat. Would you prefer to rent a room / flat for yourself or to share it with other students?

b. Read Harry's story and answer the questions.

1. What did Harry and Josh want to rent in Melbourne and why?
2. What did they finally find?

At the start of year 12, my friend Josh and I decided that when the day came to move to Melbourne, we'd share a house together. We have similar interests and get on well so what could go wrong? We were planning to study at different universities. Even better: more new friends.

We worked out that we needed a two-bedroom place located in any one of five suburbs near our universities. So we started driving around to various real estate agents in the area. **A frustrating task:** by the end of the day, we had only **inspected** two houses but met quite a lot of rude real estate receptionists.

We ended up applying for the second place we had looked at: a three-bedroom house that seemed to **meet all the criteria**

(except the number of bedrooms). According to our very professional real estate agent, we were chosen from dozens of keen people as the preferred tenants for the place. I took Mum along for one final inspection and despite her saying, “Harry, I think you can do better than this”, we chose the place.

The landlord had a well-equipped kitchen, a dining table and chairs and wardrobes in the house but still, we had quite a few **belongings** to bring to our new home. I had a bed, a desk and a chair and some bookshelves as well as my computer and clothes and books to pack. My mum gave us also a laundry basket, a small TV, various household utensils, a shower curtain and an iron. Josh also had a lot of stuff.

Finding a housemate

Once the ink had dried on the lease agreement, the **search for** the person to fill the extra room began. We **put up notices for** the room on telephone poles in the main street, at my friend’s **uni**, on a sharehouse website and also on the house-sharing section of the RMIT (Royal Melbourne Institute of Technology) website.

uni (*spoken*) = university

The advertisements were fairly successful. There were a few would-be housemates who seemed reasonable, while some were just plain inappropriate. The prospect of sharing a house with a complete stranger was looking unavoidable. Then, as we were narrowing down our housemate search, I got a call from a friend we’ve known since year 8. He asked if the room was still on offer. The people we had interviewed for the room were immediately dropped as possibilities and our mate moved in soon after.

This all happened about three months ago. At the moment my two mates and I are still living in the same house.

Things I learnt about looking for a house

- Be flexible. The spacious five-bedroom mansion with an indoor tennis court that’s fifty metres from the beach is worth hoping for, but you’re unlikely to find it. Your search will become far too frustrating if you have **restrictive** criteria.

- Save yourself a bit of time by looking on the net. That way you don't end up travelling to the real estate agencies that have absolutely nothing on offer.

- Look out for handy features the house already has, i. e. washing machine, fridge, cupboards, etc... **Assume nothing!** Check everything!

c. Match the words in bold in ex. 2b to their definitions.

- a) an attempt to find an answer or information;
- b) to look at something carefully in order to check if it is correct or good enough;
- c) making you feel annoyed and impatient because you can't achieve what you wanted;
- d) to accept something to be true without question or proof;
- e) to satisfy a standard that is used for judging something;
- f) the things you own;
- g) limiting;
- h) to fix a notice onto a wall, on the Internet or in other media.



3. a. Read the story again. Are the following statements true or false? Correct the false ones.

1. Harry and Josh went to the same university.
2. The search for the suitable house to rent was quite disappointing.
3. Harry's mother at once liked the house.
4. Even though the house was well-equipped they had to bring quite a lot of things.
5. Looking for a housemate turned out to be quite a problem.
6. In the end, Harry and Josh had to share the house with a stranger.

b. Explain...

1. why Harry and Josh were frustrated;
2. what they did to find a place to rent and a housemate;
3. why they agreed to rent the house that didn't meet all their criteria;
4. what Harry learnt from the experience.

4.  **Work in pairs. Imagine that you are students from two different universities who are going to rent a place together. Discuss and write down the list of criteria for the place to rent. Rank them from the most to the least important ones. Compare with the others. How similar are your ideas? Explain your choices.**

5. **Role-play the following situations.**

Situation 1: A student who is looking for a place to rent turns to an estate agent for help.



Student 1: Explain the reason why you've come to the agency. Be ready to answer questions about the kind of property (area, type of housing, etc.) you are looking for, the terms and your budget. Thank for help.

Student 2: Ask questions to find out what kind of property (area, type of housing, etc.) the client is looking for and how much is ready to pay. Give the address of a place that may suit the client.

Situation 2: a prospective tenant meets a landlord / a landlady to view the room / flat.



Student 1: Remember Harry's advice "Assume nothing! Check everything!" and ask questions to find out about the neighbourhood, public transport, furniture in the room / flat, etc. Point out some disadvantages.

Student 2: Show your property, explain the basic rules. Be ready to answer the questions about the neighbourhood and the room / flat. Agree to correct / change / replace some things if it is possible. If not, point out some benefits that can balance the drawbacks.

LESSON 7. What makes a house a home?

Communicative area: writing about homes

1. a. Complete the sayings with the words from the box.

beams ♦ dreams ♦ hands ♦ hearts ♦ love
♦ own ♦ rent ♦ walls

A house is made of ... and ...; a home is built with ... and

It takes ... to build a house, but only ... can build a home.

You can ... a house, but you can only ... a home.

b. Listen to the recording and check your guesses.

2. a. You are starting over in an empty (=containing nothing) house without any of your accumulated (=gathered, collected) belongings. What would you need to make it feel like home?

b.   Four young people Mary, Peter, Lucy and Steve were asked the same question as in ex. 2a. Listen to their answers. Which of them thinks that a home is a place where (there are some extra options that none of them mentioned):

1. people always gather on bad-weather days;
2. people share their dreams;
3. one's heart is;
4. lemons become lemonade;
5. kids are measured;
6. people don't have to be perfect;
7. people daydream;
8. futures are fashioned.

3. a. Read the statements below. What do the words in bold mean? Do you agree with the statements?

1. My cosy apartment is my **haven**.
2. Fluffy soft toys have a **therapeutic** [ˌθerəˈpjʊ:tɪk] effect.
3. The silence and **emptiness** of the house can be very stressful.

emptiness (*n.*) – empty (*adj.*)

4. Having a cup of tea is an easy way to relax and **soothe** [suːð] your anxiety.
5. Laughing and **giggling** is a form of communication, a way to show people that we like and understand them.

- a) laughing at smth silly;
b) a safe and peaceful place;
c) the state of containing nothing;
d) having a beneficial effect on body and mind;
e) reduce stress to make sth less painful.

b. Look at the pictures. Do you have them at home? Which of them do you associate with the words from ex. 3a?



a yardstick



a fireplace



pillows

c.    Listen to the interview again. Write down what the teenagers want to have in their houses. What makes their different ideas so similar?

4.  Write a short essay (about 150 words) expressing your opinion on what makes a house a home. Use one of the sayings in ex. 1a as a title.

LESSON 8. Welcome to tomorrow!

Communicative area: speculating and giving predictions about the house of the future

1. a. Match the pictures showing how people imagined houses of the future at different times to the information about them.



a) During the New York World's Fair in 1. ..., General Motors presented a possible vision of the world 2. ... years into the future. Among other things, they offered a weekend at an underwater hotel.

b) A group of French artists were asked to imagine what life would be like in the year of 3. ... and create a series of pictures for the 4. ... World Exhibition in Paris. One of them shows a house rolling through the countryside. It has a rooftop garden and looks like a present-day mobile home on wheels.

c) In the 5. ..., futurists were sure that we would live in a house fully made of *Vita Glass*. The new building material let through the UV rays of the sun, which at the time were thought to be good for people. Newspapers advertised that *Vita Glass* could turn buildings into therapeutic devices and improve people's mental and physical well-being.

b.   When do you think the predictions were made? What time could they describe? Listen to the information and fill in the gaps in ex. 1a. How close were your guesses?

c. Read the information again. What revolutionary features does each house have? Were they pure fantasy? Which of the predictions have come true?

2. a. Read the beginning of an article. What is its main idea? Do you agree with it? Why (not)?

Forecasting the future has been one of humankind's favourite pastimes. Futurologists, science fiction writers, artists, architects, and businessmen all make their predictions. Some say that we might find our next home on Amazon or create any house we want with the help of a 3D printer in a couple of days. Others insist that social robots will become family members in the homes of the future. Still, others promise that in the future moving house will be just a matter of uploading and downloading furniture.

When you think of the house of the future what do you think of? Is it going to be filled with loads of electronics, moving floors, and talking televisions? Will all homes have smart technology? Will our homes be able to completely take care of us without our lifting a finger? Will they become semi-living artificial organisms?

Unfortunately, not every problem can have a technological fix. That's why rather than simply focusing on technology to shape our future, we also need to look at it through social and global lenses. These alternative approaches are becoming increasingly urgent.

b. In pairs, discuss the questions and predictions given in ex. 2a.

Useful language box

I (don't) think there will be ... / houses will be ...

People could / might / may ...

I'm (not) sure people will ...

It's unlikely that ...

3. a. Work in three groups. Read your own article and answer the questions below.

1. What predictions about future houses does the author make?

2. What facts, trends and tendencies are the predictions based on?

Group A

The major difference for us today is that we've come to realise that our natural resources are limited. So the homes of the future will have to focus on saving them and being socially responsible. Passive solar heating and greater use of daylight should be used in most buildings. To cope with peak summer temperatures that might regularly be seven degrees higher than today, we'll have to replace energy-hungry air-conditioning units with natural ventilation and natural cooling systems. In the future, water may become so scarce that how we get and use it could radically change. The house of the future will have a *green roof* – a roof garden to maximise rainwater gathering. Today's bathrooms could one day disappear as water becomes a luxury ['lʌkʃəri] (*роскошь / роскоша*) the planet can't afford to waste. The priority will be saving water and our homes will be tailor-made to re-use and recycle water.

Group B

High-rise buildings were designed to organise as many people as possible in one place. Health and hygiene were not a consideration. In times of pandemic, it is necessary to reduce contact with everything that is used in multi-storey buildings: lifts, lift buttons, door handles, surfaces and, above all, neighbours. No wonder that after spending some time in isolation in our flats we will want to have a house. It can be small, but with a courtyard and a terrace. The primary function of the house has always been safety. At first, it served as a hiding place from bad weather and animals. Then, tall stone fortresses were built to prevent the enemy getting in. Today, people need a place that can effectively provide social isolation. The house will be able to offer a place to hide from viruses and infections as we move to small villages and city suburbs.

Group C

Housing can be much more than a roof over our heads: it can help us solve the big challenges our society faces. Thanks to medicine and lifestyle improvements, the UK population is aging and loneliness among elderly people will be a big problem by 2040. Building homes suited to several generations living

under a roof could offer an answer here. This living arrangement can bring a wide range of benefits both for the elderly and younger generations. Greater contact with family members may be good for physical and mental health of the elderly. It may also help them stay integrated in society, allowing them to continue to make meaningful contributions and giving them a renewed sense of self-worth. Living with relatives may provide better quality housing to younger generation than they would otherwise be able to get. They may improve their communication skills with the elderly, which could help their career prospects.

b. Work in groups of three. Share the information.

c. Discuss the questions.

1. Are the predictions based on social, demographic or economic changes or are they connected with technology?
2. What do you think of the predictions? Will they come true? Why? / Why not?

4. a. What typical homes might look like in the future? Work in small groups and follow the steps below:

- Read the list of present-day problems, factors and trends and choose a few you're going to base your predictions on. You may add your own ideas as well.

Climate change, air pollution, lack of resources, growth of urban population, lack of affordable housing, aging population, smaller family size, smart technology in the home, work from home, new building methods (like 3D printing), building with recycled materials, urban farming, underground homes, floating homes, the role of green spaces on mental health.

- Decide how far into the future you're going to look at (e.g. 20 / 100 years into the future, etc.).
- Make your predictions about how the points you have chosen can change the house of the future. Think about the location, the type of the settlement and the features of the house.

b. Share your vision of the house of the future. How similar or different are your predictions?

LESSON 9. The Ideal Home Show (IHS)

Project

BEFORE THE PRESENTATION LESSON

1. a. Look at the picture taken at the IHS. What kind of event is the IHS? Read the article and check your ideas.

Do you know what the toaster, the microwave, the vacuum cleaner, the electric kettle and lawn mower have in common? They were all introduced at the Ideal Home Show. At first, an annual event held at the Olympia exhibition centre, nowadays it has two editions – Spring and Christmas in London, Scotland and China. The Royal Family has always taken an interest in this very British show; HRH Queen Elizabeth II has visited it eleven times! The show is also popular with other celebrities, both as visitors and speakers. Its goal is to bring together everything associated with having an *ideal home*, such as the latest inventions for the modern house, and to show the latest housing designs.



Imagine what it was like when the show first opened its doors. It is 1908 and the UK's first *skyscraper* the Royal Liver Building in Liverpool is being built. Most of the British public rent their homes, but mass production methods are changing society and improving their living standards. For the first time people's dream of owning a home is becoming a step closer to reality.

The first exhibition had sections dedicated to *phases of home life* such as construction, food and cookery, furniture and decoration. Demonstrations and contests included an Arts and Crafts competition and a competition to design the "ideal home" that tried to predict future house styles and technologies not yet available.

In the early days, visitors were amazed by the full size houses that were built at the show and wowed by the fantastic gardens that were constructed. Throughout the 1930s the show became even more famous for introducing new inventions that we now take for granted. In 1960, one exhibit *A home in space* was visited by 200,000 people. Whole villages were built throughout the 1970s and 1980s and by the 1990s architects were invited to enter a competition to have a house built at the show. Green issues were addressed as far back as 1989 when the first green kitchen was shown. In 1997 a rainforest was created and visitors could experience a tropical downpour every hour from the shelter of a tree house. In 2008, people could take a trip down memory lane and see some of the highlights of the last century in the Century Street.

In the 21st century, the show continues to bring the latest and brightest ideas and inspiration (and of course fantastic shopping) to the hundreds of thousands of visitors that continue to enjoy the biggest and best home show in the business – the Ideal Home Show!

b. What interesting exhibits of the IHS are mentioned in the article? Which of them would you like to see? Why do you think the IHS is so popular?

2. You are invited to take part in the Ideal Home Show. You can either be an exhibitor presenting your product or a speaker giving a talk on a subject. There are 8 sections in the show to choose from:

- Style,
- Interiors,
- Gadgets,
- Home Accessories (furniture items that are easy to move and replace),
- Homewares (curtains, bed covers, articles of household equipment).
- Home Renovation,
- Gardens,
- Health & Fitness,

IN THE PRESENTATION LESSON

1. Hold your edition of the IHS.

LESSON 10. Culture corner. British homes across the ages

Communicative area: describing period houses in the UK

1. a. Work in pairs. Look at the pictures and answer the questions.



1



2



3

1. What do all the houses have in common?
2. Which of them seems more attractive to you?
3. Which of them would you describe as beautiful, well-balanced, affordable?
4. What conveniences do you think people had in such houses?
5. Can you imagine what life in such a house was like?

b. Put the houses in the order starting with the earliest.

2. a. Read the information about period houses in the UK and check your ideas. What periods do the houses in the pictures belong to? Why do you think so?

A period house is a property that was built before World War I. When talking about this kind of property people use such terms as Tudor, Victorian, Edwardian, and Georgian, which refer to the ruling monarch when a property was built. Let's have a look at some styles of period houses.

Some of the Tudor homes (1485–1560) are still privately owned and lived in, some are small museums that you can take a tour of, and some have been converted into hotels. These pretty black and white houses were built largely with function in mind and had little decoration. They had a wooden frame painted black, the spaces between were filled with small sticks and wet clay, and the outer walls were most often whitewashed, which gave them their characteristic look. Some houses had upper storeys bigger than the ground floor.

Many Tudor houses had thatched roofs. However, for those who were rich enough to afford it, a tiled roof was also available. Glass was expensive at that time so when people moved house it was common practice to take their windows with them.

Tudor furniture was big, heavy, uncomfortable, usually made of oak and expected to last for generations. Instead of chairs, people sat on wooden benches or stools. Only rich people could afford carpets. It seems strange today, but those who could afford a carpet actually hung it on the wall instead of placing it on the floor. Most houses had dirt floors. Chimneys were also not for everyone, although they became more common. Wealthy people's houses became divided into several rooms.

A typical Georgian house (1714–1790) is elegant and formal in style. It was usually built with brick or stone. In early designs, a white or cream plaster material covered the construction material beneath only on the ground floor. Later it covered the whole building from top to bottom.

Houses were spacious and had large windows. The number of windows in the house was a sign of its owner's wealth as they had to pay tax on windows. To avoid it, some thrifty people bricked up windows. Usually, the first and second storeys of a house were occupied by the owner's family, the servants lived on the top floor. Their rooms and windows were smaller compared to those at the bottom of the house. A tiled roof was often hidden behind a low wall built at the edge of the roof. The whole building had a square symmetrical shape with the front door placed in the centre.

Carpets moved from walls onto the floor. The Georgians had some of the first indoor toilets, although they were really more like potties that were hidden in cupboards or even chairs and,

amazingly, they thought a good place for them was in the dining room!

The Victorian era (1839–1900) saw huge changes in domestic housing. Population growth and the Industrial Revolution resulted in the building of houses not only for the rich and new middle class but also for the poor. Many Victorian houses for workers were built in extremely cramped conditions and were very small. Some of these areas were later knocked down. Other small two-up two-down houses still survive.

As the middle classes grew in size and wealth, they wanted to display their status. Their homes were designed asymmetrically with the front door to the side and brick once again became fashionable. High ceilings, doors with stained glass, large Gothic-shaped windows, coloured bricks, tiled roofs, pointed arches and towers were typical of Victorian homes. The layout became a little bit cramped compared to previous Georgian designs. The houses were often one room wide, with a narrow hallway leading off into the different entertaining rooms. New rooms (morning rooms, billiard rooms, smoking rooms) appeared and there was more specialisation – the sitting room was for females, while the dining room or study was for the men of the house. By the turn of the century, hot and cold running water, as well as WCs, had become a common feature and gas was used for lighting.

special (*adj.*) – specialise (*v.*) – specialisation (*n.*)

b. Read the article again and fill in the table.

Style	Construction material	Typical features	Conveniences	Extra facts
Tudor
...

3. Are the following statements true or false?

1. Tudor houses didn't have indoor toilets.
2. All Tudor houses that have survived till our days are used as public places.

3. Georgian houses were built of wood.
4. During the Georgian period, carpets changed the place they occupied in the house.
5. Victorian houses are younger than Georgian ones.

4. Answer the questions.

1. When was a chimney a luxury?
2. Were there any chairs in an ordinary Tudor house?
3. Where did the servants live in a Georgian house?
4. What could windows in a Georgian house say about its owner?
5. Which house is more spacious, a Georgian or a Victorian one?

5. Why do you think Victorian houses are often used as a setting for horror films or stories? What kind of stories or films would you set in the other types of houses?



LESSON 11. Speaking club. Round-table talks

Communicative area: revising the material of the unit

1.  **Work in two teams. You have 2 minutes to write as many words as possible that name:**

1. furniture articles;
2. adjectives to describe a house;
3. verbs connected with houses and homes.

Who is the winner?

2.  **Work in small groups. Get a set of cards from your teacher and have a round-table discussion.**

LESSON 12. Progress check

1

Communicative area: testing your reading, listening and speaking skills

I. READING

1. Read the article and say in 2–3 sentences what it is about.

Traditionally, an Englishman's home has always been his castle – a symbol of pride, status, and success. However, with growing property prices, buying a home has become a mountain to climb for many people. The average age of the first-time buyer has increased to thirty four. The latest English Housing survey has shown that the number of people living in private rented accommodation has doubled since 2002. Of course, many tenants rent out of necessity but the survey also reveals that a growing number of people are deciding against mortgage ['mɔ:ɡɪdʒ] (*ипотека / инатэка*) plans through choice.

The change in the UK housing market has not come by accident, neither is it the result of people being unable to get on the property ladder. In fact, nowadays there are several UK government schemes that help people buy their first property. So why is renting becoming more attractive than ever?

The way people live today differs greatly from how it was 20 years ago. Market trends have shown that more people are keen to live in the city centre to enjoy a range of facilities including restaurants, bars, and extensive transport links and renting a property allows them this opportunity. In other words, renting gives you access to a lifestyle you couldn't afford to buy.

Gen Y, or *millennial* generation, is the first generation of people to have grown up in an advanced technological world with social media and the internet. They are used to being able to consume and use services on a *need now* basis. Instead



of expensive contracts with satellite TV companies they have turned to streaming films and TV programmes, instead of buying CDs from a shop – to downloading music via Spotify. It also has had an effect on how millennials choose to live: the number of 25–34-year olds having their own home has dropped from 65% to 27% during the last twenty years.

Renting allows many millennials to live a more social lifestyle. The trend is mirrored by the number of rental properties in the market available for several people to rent. In the last four years alone, searches for UK-based co-living opportunities have increased by 4000%. The trend has a considerable interest among young professionals who are not only looking for top-quality accommodation at affordable prices but also enriched living experience that offers increased social interaction. Additionally, splitting rent and bills with their housemates offers more financial freedom and flexibility.

Renting was once associated with poor living conditions, lack of value and unprofessional landlords. However, the number of properties failing to meet modern standards of living has dropped in a decade and a 2018 survey revealed that 84% of people living in rented flats are happy living there. These results blow up the myths about nasty landlords and show once again that the vast majority of private sector landlords do a good job and look after their properties and tenants properly.

Britain's growing army of renters has brought other changes to the sector. It encourages developers to create the so-called Built To Rent sites. They are specifically designed for renting buildings that offer their residents features more like a five-star hotel than a traditional apartment building. Such shared spaces as on-site fitness centres, workzones, lounges and roof gardens will also help tenants feel part of a community.

- 2. Find and read aloud the extract that characterises millennials.**
- 3. Why are more and more people deciding to rent rather than buy a home?**
- 4. How has the rental sector changed recently?**

II. LISTENING

1.   Listen to the story about an unusual house and answer the questions below.

1. Why did Mr Met call his new house the Castle of Water?
2. Why did it take Mr Met so long to move to his new house?
3. How does the family use the roof?



III. SPEAKING

1. Describe the housing landscape in your place.
2. Do you agree that living in your own house is better than in a flat? Why?/ Why not?
3. Answers to what questions are important to know before you agree to rent the flat?
4. Give advice to a person who would like to move house.
5. Explain in what way a home differs from a house.

UNIT 2

EDUCATION



LESSON 1. School year around the world

Communicative area: describing and comparing the academic year in different countries

Active vocabulary: primary, secondary, compulsory, academic, vacation, a grade, graduate

Grammar: structures with *I wish*

1. a.   Look, listen and compare what you see and what you hear. What grade are Belarusian children in at that age?

1. At age 6; 2. at age 15; 3. at age 17.

b. Read the questions. Replace the highlighted parts in brackets with the words from the box. Answer the questions about Belarus.

academic ♦ compulsory ♦ primary ♦ secondary
♦ vacations

1. At what age do schoolchildren start (earliest in time or order) school?

2. At what age do they finish (coming after primary) school?

3. At what age do they finish (required by law) education?

4. How long does the (school) year last?

5. How many terms (and holiday periods between terms) do schoolchildren have?

c. Read the extract from an Internet article. Answer the questions in ex. 1b about education in other countries. How do they compare to Belarus?

Somewhere in the world, right now, students are hard at work in school. With over 190 nations around the globe, students and their academic years come in a variety of forms. Here's what the typical school year in some nations looks like.

The US

Students attend school for 180 days a year, starting in September and running until June. Summer vacation is from June to late August. The school year is divided into either four terms or two semesters, depending on the school. Students usually have breaks in December, February, and April. The school day usually runs from around 7:30 a.m. to 2:30 p.m. Compulsory schooling ends at age 16 in most states. However, formal schooling lasts 12 years and generally, students graduate at 18. 70% of high school graduates go straight to college.

graduate (*v.*) ['grædʒuət] – graduate (*n.*) ['grædʒuət]

Australia

The school year in Australia lasts for 200 days from late January to late November. Summer vacation for Australian students is from December to late January. Their school year is divided into four terms, nine to eleven weeks each. Students have two weeks of vacation between each term. School grades in Australia are called years. A six-year-old begins primary school in Year 1. Secondary schools generally cover the period from Year 7 to Year 10 (compulsory education) and to Year 12. The typical school day is from 9 a.m. to 3:30 p.m., and lunch is eaten at school.

China

In China, the school year typically runs from the beginning of September to mid-July. Summer vacation is usually spent in

summer classes or studying for entrance exams. The average school day is from 7:30 a.m. to 5 p.m., with a two-hour lunch break. Many students stay at school longer for extra-curricular activities and additional tutoring. The school system in China requires nine years of education. Students are provided with uniforms but don't have to wear them. Chinese and Maths are tested at the end of each year. Education in China since the turn of the 21st century has been undergoing reform, with curriculum being redesigned to introduce creativity and innovation in the classroom.

Iran

Iran has a school year similar to European countries. Students go to school for 10 months a year, or about 200 active days, from September to June. From the very beginning, boys and girls are educated separately. Girls typically have female teachers, while boys are taught by men. Men and women do study together at the university level. Religious study in Iran is compulsory. All students must pass a yearly exam in order to move to the next grade level. Many schools are in remote areas or do not have the money for such things as libraries. To help with this problem, mobile libraries move within the country. Each bus has two librarians and around 3,000 books.

Japan

Most Japanese schools run on a trimester schedule. The academic year begins in April and ends the following March, with breaks for summer, winter and spring separating the three terms. Uniforms are required and there are extensive rules for hair styles, shoes, socks, skirt length, make-up, accessories, and more. Students in Japan study academic subjects, such as Japanese, Maths, Reading, Social studies, Music, Art, and they also receive moral education. Moral education involves teaching students about health and safety, living a disciplined life, courtesy, understanding and confidence, public manners, and environmental awareness.

after Mark Hughes

2. a. Read the article again. Mark the following statements as true (T), false (F) or no information is given (NI).

1. The age range of compulsory education varies by country.
2. Children in the US start primary education earlier than the others.
3. The longest school year is in Japan.
4. The school year doesn't always start in autumn.
5. Most of the schools described in the article run on a trimester schedule.
6. The academic year for students in primary and secondary schools isn't always the same.
7. School uniform is compulsory in most of the countries.
8. US high school graduates are normally about 18 years old.

b.  **Work in pairs. Get the cards from your teacher and do the quiz. Which of you have guessed more answers?**



Did you know that?

Schools in the UK have different term times as holidays are set by regional local authorities and may vary between regions and school types.

3. a. Match the sentences to the pictures and answer the questions.

- a) *I wish they didn't give us so much homework.*
- b) *They never do their work properly!*
- c) *I wish they all did their homework properly.*
- d) *They give us so much homework!*

1. Which of the sentences is a teacher's wish and which is a student's wish?
2. Are the people happy with the situations?
3. What is the problem in each situation?
4. Is it possible that their wishes will come true?
5. How do the verbs in the sentences describing real situations and wishes relate to each other?



- b.**  Complete the rule in the box. Go to page 165/183, read the rules in the Grammar Reference and check your ideas.



We use *I wish* + smb / smth + 1. (...) to describe
2. (...) situations we would like to be 3. (...).

- 4. a.** Read the wishes below. What is the real situation the speakers are not happy with?

1. I wish we had a good library at school. – We (have / don't have) a good library at school.

2. I wish the school day didn't start so early. – The school day (starts / doesn't start) early.

3. I wish there were no such things as exams. – There (are no / are) exams.

4. I wish vacations went on forever. – Vacations are too (short / long).

5. I wish we could play video games in the lessons. – We (can / can't) play video games in the lessons.

6. I wish all weekends were four days long. – All weekends last (two / four) days.

- b.** Work in pairs. Imagine you are a student from one of the countries in ex. 1c. Give 2–3 sentences with *I wish* to show that you are unhappy with the academic year and other aspects of education in your country. Let your partner guess what country you are from.

- 5.**  Write a short post (about 150 words) for an international forum giving a general idea about the school education, academic year and typical school day in Belarus. Use the questions in ex. 1b as guidelines. Give your opinion. Use *I wish* where appropriate.

Useful language box

School education: begin primary school at age ... / secondary school covers the period from ... to ... / formal schooling lasts ... / compulsory schooling (education) ends at age ... / requires ... years of education

School year: have a school (academic year similar to ...; begins (starts) / finishes at / on / in ...; attend school for ... days a year / runs from ... to ... / lasts for ... ; run on a trimester schedule / is divided into ... terms (semesters); have breaks in ... / have two weeks of vacation in ... / summer (the shortest / longest) vacation is from ... to ...

LESSON 2. What if...

Communicative area: describing and comparing education systems; talking about unreal present

Active grammar: Conditional 0 and I (revision), Conditional II

1. a. Read the names of US high school students. What order do you think they go?

Junior, sophomore ['sɒfəmə:], freshman, senior.

b. Read the Internet chat and check your predictions.



Cookie

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

11:02



Bill

If I were you, I'd ask your American cousin.

11:03 ✓

In America, **you go to a kindergarten when you are five or six. And when you are six or seven, you start school.**

11:05 ✓



Leo



Cookie

And finish the Sixth Form at 17?

11:06

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

11:08 ✓



Leo



Grace

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

11:12



Cookie

If I finish middle school, will I go to comprehensive school?

11:15

No, if you finish middle school, you will go to high school.

11:17 ✓



Leo



Grace

To make a long story short, High School: 9th – 14-15 (freshman), 10th – 15-16 (sophomore), 11th – 16-17 (junior), 12th – 17-18 (senior). And you graduate from school!

11:20



Cookie

Got it! I am 14 now. So, if I decided to move to the USA right now, I would go to grade 9 and would be a freshman.

11:22

Graduate – complete one's studies at a high school, college or university (*Am. E.*);

Graduate – complete one's studies at a college or university (*Br. E.*).



2. a.  Read the sentences in bold from the chat and answer the questions.

1. Which of them are Conditional 0 and which – Conditional I?

2. Do they refer to the present or to the future?
3. Is the condition possible at the time / probable in the future or is it an imaginary situation?
4. What tense forms do we use to speak about the condition and the result?

b. Copy the table and complete it with the missing information. Go to page 165/183, read the rules and check yourself.

Type of conditional	If-clause	Main clause
Conditional 0	1.	2.
Conditional I	3.	4.

3. a. Use Conditional 0 to explain the names of high school students in the US.

b. Use Conditional I to complete people's opinions about school and education. Which of the opinions do you agree with? Why?

1. If you (develop) a passion for learning you (never / stop) growing. 2. Education is like a bicycle: you (not / go) far if you (not / pedal). 3. I (actually / not / miss) this place when the last bell (ring). 4. If you (follow) your dreams, you (be) capable of anything. 5. If we (improve) a little each day, we (be) pretty good at the end. 6. No matter how much you think you hate school, you (always / miss) it when you (graduate). 7. As long as there (be) tests there (be) prayer in school. 8. You (never / know) the true value of a moment until it (become) a memory.

4. a.  Read the highlighted sentence in ex. 1b and answer the questions.

1. Which of the sentences is closer to it in the meaning:
 - 1.1. *I am not moving to the US now, so I won't study in grade 9.*
 - 1.2. *I am going to move to the US and there I will study in grade 9.*
2. Is the condition possible at the time / probable in the future or is it an imaginary situation?

3. What tense forms do we use to speak about the condition and the result?

4. How would you translate the if-clause in the highlighted sentence in ex. 1b?

b. Add one more line to the table you made in ex. 2b and complete it with the missing information. Go to page 166/184, read the rules in the Grammar Reference and check yourself.

Type of conditional	If-clause	Main clause
Conditional II	5.	6.

5. a. Make questions. Answer them for your partner.

1. What grade you / be in – if – you / move to the US?

2. If – you / be an American student – at what age you / graduate?

3. How your school life / be different – if – you / attend an Australian school?

4. What you / find normal – if – you / be a Japanese high school student?

5. If – Minecraft and Google / be school subjects – your parents be proud of your success?

6. You / enjoy school more – if – they / allow us to bring a pillow?

7. How many and what subjects you / do – if – you / can choose?

8. If – you / have a chance to change the age range of compulsory education – what you / change?

9. If – you / minister of education – you / make vacations longer or shorter?

b. Work in pairs. Interview your partner. Do you know your partner well?

c. Continue the sentences. Whose chain is the longest one?

1. I wish I (have) Aladdin's lamp. If I ...

2. I wish there (be) 48 hours in a day. If there ...

LESSON 3. Primary, secondary ...

Communicative area: discussing primary and secondary education in Britain and Belarus

Active vocabulary: free of charge, co-educational, fee-paying, comprehensive, to charge fees, to home educate, to select, selective, non-selective, single-sex schools, to admit, entrance exams

Grammar: structures with *I wish*

1. a. Read the following explanations. Which of them are true?

1. public school = state school

2. public school = private school

3. school = primary + secondary + higher education

4. school = primary + secondary education

5. college = university

6. college \neq university

b.   Listen to the episode from Macmillan's Real World English series and check your guesses.

c.   Listen again. If you spoke British English, which of the explanations would you give? What if you spoke American English?

2. a. Answer the questions.

1. At what age do children begin primary education in Great Britain?
2. When do they move to secondary school?
3. At what age do they finish compulsory education?
4. When do they have exams?

b. Read the article and check your ideas.

Educational principles differ slightly in the four countries that make up the UK but the law states that education is compulsory for all the children between 5 (4 in Northern Ireland) and 16 (in England, it has been extended to 18). This full-time education



does not need to be at a school and some parents choose to **home educate** their child. Kids under five years of age can go to a nursery school to prepare for the start of compulsory education.

In Britain, there are state schools funded by government that provide education **free of charge** and independent schools that **charge fees** to the parents of the pupils. Most state schools are day schools where students go home after classes. Many of the independent schools are boarding schools where children live in the school grounds during term-time.

93% of the children in England and Wales go to state schools. Parents are expected to make sure that their child has a pen, pencil, ruler, etc. but the cost of other more specialised equipment, books, examination fees is covered by the school. However, parents have to pay for their child's school uniform and items of sportswear and sometimes for music lessons.



Primary schools are usually located close to the child's home. Boys and girls, who are usually taught together, stay with the same group throughout the day, and one teacher has responsibility for most of the work they do. Parents are asked to help their children, particularly with reading and writing, and small amounts of homework are set to all children, even during the early years at school.

At age 11 (in Scotland at 12), children move to secondary school. The change is not just in name, in reality, it often means a different building. Usually, they transfer to a nearest secondary school, though the law allows parents in England and

Wales to choose other schools too. Like primary schools, most secondary schools are **co-educational**.

Secondary state schools can be grammar or comprehensive. Grammar schools **select** their pupils through the 11-plus exam taken by children at age 11. Such schools offer more academically-oriented education and are **single-sex**, i.e. boys-only schools and girls-only schools. Grammar schools can be found only in England and Northern Ireland.

select (*v.*) – selective (*adj.*) / non-selective (*adj.*)

Nearly 88% of secondary school pupils in England and Wales go to comprehensive schools that **admit** children of all abilities. In Scotland, all children go to non-selective schools. At age 16 they take a national exam called GCSE and can leave school if they want. Some 16-year-olds continue their education in the 6th form at school or college to prepare for A-level exams that they need to enter university. Others may choose vocational pathways and go to a college of further education to study typing, mechanics or hairdressing.

7% of the children in England go to independent schools known as private schools and public schools. A preparatory school (7 to 11 or 13 years) is a school to prepare pupils to go to a public school. Prep schools are all **fee-paying**.

It can be very expensive to send a child to a public school and it is often necessary to put a child's name on a waiting list at birth to be sure they get a place. Traditionally, children of wealthy or aristocratic families go to the same public school as their parents and grandparents. The **entrance exams** used by most public schools are known as Common Entrance exams and are taken at age 11 (girls) or 13 (boys). Many preparatory and most public schools are boarding schools. In the past, they were always same-sex schools but now many of them are becoming co-ed.

c. Find the words in bold in ex. 2b that mean the following. Give your own explanations to the words that are left out.

1. to ask an amount of money for a service;
2. attended by both boys and girls;
3. not co-educational, admitting only boys or girls;

4. to choose;
5. not costing anything;
6. allow to join or to become a member.

3. a.  Read the article again, write down all the adjectives to describe schools and explain what kind of schools they are. What school would you like to attend if you lived in the UK? Why? Which of them provides a better education in your opinion? Why do you think so?

b. Are the statements below true or false? Correct the false ones.

1. Children in Northern Ireland start their schooling later than in other parts of the UK. 2. You can't home educate children, they all should attend school. 3. Children can't leave school before they are 16. 4. Parents have to pay fees in state schools. 5. Most children in the UK get secondary education in comprehensive schools. 6. Grammar schools are co-educational. 7. To be admitted to a grammar school pupils have to pass entrance exams. 8. A preparatory school prepares children to go to primary school. 9. Public schools are selective. 10. Public schools used to be single-sex schools.

4. a.  Read the opinions and answer the questions below.

A. *I wish I hadn't attended a single-sex school. I found it very hard to adjust to a co-ed life at university.*

B. *I wish we had sent our kids to a state school. To afford it, we had to go without holidays.*

1. What schools are the people talking about? Are they happy with their schools? Why?

2. Are the sentences with *I wish* about present, past or future? Can they change the fact / the situation?

3. What happens to the verbs when you change from a fact to an unreal wish?

b. Complete the rule. Go to page 167/185, read the information in the Grammar Reference and check yourself.



We use the structure *I wish* + smb / smth + 1. (...) to express regret about a 2. (...) situation.

c. Rewrite the sentences beginning them with *I wish*.

1. It's a pity we spent loads of money on private teachers.
2. Why didn't we send our kid to a selective school?
3. It's a pity I wasn't very attentive in primary school.
4. Why on earth did my parents decide to move me to another school?
5. It's a pity that our local school has such large overcrowded classes.
6. It's a pity we didn't have all these opportunities at the state school.
7. Why on earth did they choose to home educate me?

5. You are going to explain the system of education in Belarus to a group of British teenagers.

a. Think about the kind of education our country provides, stages of education, types of schools and who they admit. What differences and similarities would you point out? Make notes.

b. Practise giving your report to your partner. Listen to his / her advice on how to improve it.

LESSON 4. Exams – to sit and pass with flying colours

Communicative area: describing and comparing exams; talking about unreal past

Active vocabulary: optional, a certificate, with flying colours, to resit exams

Grammar: Conditional III

1. Discuss the questions.

1. At what age do pupils in Belarus take exams?
2. What exams did you sit last year?
3. Did you pass them with flying colours?
4. Have you ever failed any exams?
5. What exams are you going to sit in grade 11?
6. When you finish school, will you receive the Certificate [sə'tɪfɪkət] of Basic Education or the Certificate of Secondary Education?
7. Are school-leaving exams optional or compulsory?



2. a. Read the questions. How many of them can you answer?

1. When do schoolchildren take exams in Great Britain?
2. What are GCSEs?
3. What are A-levels?
4. What and how many subjects can pupils study for GCSE?
5. What and how many subjects can pupils study for A-levels?
6. How are pupils assessed (*оценивают / ацэньваюць*) at GCSEs?
7. How are pupils assessed at A-levels?
8. What exams is it more difficult to study for?

b.   Listen to the podcast about exams in Britain. Check your answers. Which question is not answered?

c.   Listen again and mark the following statements as true (T) or false (F).

1. Pupils in Scotland take GCSEs when they are 16.
2. Citizenship is one of the six compulsory subjects for GCSE exams.
3. The list of optional subjects for GCSE is the same in

all schools. 4. There are no compulsory subjects for A-levels. 5. For each GCSE subject you take, you'll receive a grade from A–G. 6. Pupils study more subjects for GCSE than for A-levels. 7. While preparing for A-levels schoolchildren not only get deep academic knowledge but also develop important skills and competences.

d. In what way is the exam system in Belarus different from that in the UK? Talk about the age of pupils, subjects to study, grades and certificates.

3. a.  Look at the picture. Read the sentences and answer the questions.

1. *If you work hard, you will pass your exams with flying colours.*

2. *If you worked hard, you would pass your exams with flying colours.*

3. *If you had worked hard, you would have passed your exams with flying colours.*



1. Did the person take the exam? Did he pass it?

2. Can he change the situation?

3. Which of the sentences can't be used to describe the picture? Why not? What grammar phenomena do they illustrate?

4. What tense form do we use to talk about the impossible past condition? What do we use to talk about the impossible past result?

5. Is Conditional III used when both the condition and result are a) still possible; b) no longer possible; c) always true?

6. Are there any differences in translating Conditional II and Conditional III sentences in your mother tongue?

b. Copy the table and complete it with the missing information. Go to page 167/185, read the information in the Grammar Reference and check yourself.

Type of conditional	If-clause	Main clause
Conditional III	1.	2.

4. Read what people say about failing and resitting exams. Use the correct form of the verbs in brackets to complete the sentences. Is there anything surprising?

1. The fees for all my GCSEs were covered by my school. But if I (retake) my exams, I (pay) the fees myself, about £35 per exam.

resit exams =
sit them again

2. Bess got good GCSE grades so she didn't want to resit the exams. But she (decide) to resit them if she (not/be) satisfied with the grades.

3. Jack was happy to get a grade 4 in his GCSE Maths. If he (get) a grade 3 or below in GCSE Maths or English, they (not/give) him certificate for the exam.

4. Fortunately, we passed our GCSEs in summer. If we (have) to resit the GCSEs for Maths or English, we (be) able to do it in November. But we (wait) until the following summer if we (want) to get a better grade in other subjects.

5. Sarah failed her GCSE English at 16 and had to continue to study it as part of her post-16 education. If she (be) over 18, it (be) possible for her to resit the exams online.

6. Bob didn't take his GCSEs seriously enough. He wished he had a Time-Turner. If he (have) such a device, he (change) his attitude.



5.  Help to collect material for *Learn from our mistakes* site. Think about your last year exams and write about four things that you didn't do but you wish you had. Then think about four things that you did but you wish you hadn't and write about them.

Useful language box

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

LESSON 5. A very British school

Communicative area: describing a school

Active vocabulary: scholarship, campus

1. a. What is the difference between a state and private school? What other adjectives can describe private schools?

b. Read the statements below. Are they true? What do the words in bold mean? Check with the teacher.

1. Few private schools offer financial support in the form of **scholarships** for the brightest pupils. 2. Boarding students can't leave **campus** ['kæmpəs] without permission.

2. Work in three groups. Read about the school assigned to you. Copy and fill in the table below. Get ready to share the information.

	Harrow	Wycombe Abbey ['wɪkəm]	Westminster school
history
location
day / boarding
uniform
studies
class size
sports
extra-curricular activities
famous people
extra

Harrow School

What do Lord Byron, Winston Churchill, Benedict Cumberbatch and Jawaharlal Nehru have in common? They are all Old Harrovians. During its history, Harrow School has educated members of royal families, prime ministers, politicians, Nobel Prize winners, and other famous figures in the arts and sciences.

The public school is located in north-west London. Founded in 1572, it remains one of only four all-boys boarding schools in Britain. Harrow School started with just one room – the Fourth Form Room, whose walls now are covered with graffiti of its pupils' names. Thanks to the Harry Potter films it looks familiar to lots of people.



Today the school welcomes pupils from all over the world with more than 35 countries represented. Boys can start their studies here in Year 9 or Year 12. However, the school is selective and one must meet strict requirements to be admitted. Those who show outstanding results in studies, sports, art and scientific activity get a scholarship that can cover 5–10% of the fees.

Harrow has about 800 students aged 13 to 18 who live across twelve boarding houses. By tradition, pupils must wear one of two uniforms, which haven't changed much since the 19th century, one for everyday use and one for Sunday dress. The *day* uniform consists of a white shirt, black tie, *greyers* (trousers), black shoes, a *bluer* (a jacket) and a classic Harrow hat.

Harrow is a very academic school: in 2019 62% got the top grade at A-levels and 83% at GCSEs. On average 15% of boys go to Oxford or Cambridge afterwards. These results put the school among the best in the country. The normal school curriculum is only part of the story, however. They offer elective courses and invite regular outside speakers to inspire, educate and encourage engagement with the world at large. The school has an amazing range of languages on offer: Latin, Greek, French, German, Spanish, Italian, Russian, Turkish, Polish, Japanese, Arabic,

and Chinese. Groups for studying include up to 12 people and 8 in the Sixth Form.

Pupils have the greatest opportunities to develop their creative abilities in their free time as there are 56 clubs and interest groups to choose from. The school has its own newspaper *The Harrovian* that is published by the students themselves every week. Music is strong and singing is a special highlight. The school also has a reputation for being very sporty. On the campus, there is a spacious indoor pool, squash and tennis courts, a golf course, fields and grounds for team games. Around 1830 squash was invented there and football rules were developed. An annual cricket match has taken place between Harrow and Eton Colleges since 1805.

Wycombe Abbey

Wycombe Abbey, founded in 1896, is an independent girls' school. It is one of the top schools in the UK and is highly selective. In 2011, the Sunday Times newspaper called the institution the best independent school. In 2019, 97% of GCSE grades and 80% of A-levels were top grades. The school is located in Buckinghamshire about an hour from London.

There are about 640 girls aged 11 to 18, some of which are from other countries. Girls usually start their studies here at 11+ but some are admitted at 13+ and to the Sixth Form. Music scholarships are available. The average class size is 12 and in the Sixth Form – 10.

Wycombe Abbey is a boarding school but there are also some *day boarders* who live locally. Year 7 pupils go into a Junior House for their first year. Then they move to mixed-aged bedrooms in one of nine Senior Houses. Girls spend their last year of school in cottages providing more independent living and a stepping stone to university life: they cook their own meals, host dinner parties and are responsible for their own laundry.



Years 7 to 11 girls have to wear uniform. In 2016, the Abbey introduced a new one designed to combine the history of the

school and a more modern look. There is no uniform but a dress code in the Sixth Form.

The academic work takes up the lion's share of the day but pupils ought to be done with school and homework by 5 p.m. Then it's all about taking part in extra-curricular activities: from arts and outdoor education to cookery and MUN (= Model United Nations is a simulation of United Nations procedures where participants role-play as UN delegates and engage in negotiations, discussions, and lively debates, the cornerstones of UN activity.)

The campus has a sports complex with a spacious swimming pool, a gym, a climbing wall, a dance studio, a fitness centre and squash courts. Girls are taught by professional coaches and instructors, there is all the necessary equipment. Each year, student groups travel to Florida for a major tennis tournament and the lacrosse team is among the best in the UK.

Pupils have an opportunity to develop their creative talents and abilities. Most girls play at least one instrument and there are orchestras, bands and choirs to participate in. They put on six major drama productions a year. In the school Centre for Fine Arts they can do textiles, ceramics, painting, and photography.

Pupils also take part in the charity initiative "Give Back!" to support both the global and closer to the home community. Regular dinners, discos and informal parties organised together with other public schools are an integral part of life at Wycombe Abbey.

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

Westminster School

Westminster School is one of Britain's leading public schools. It is located near Westminster Abbey in the centre of London. The school offers classical educational programmes and provides long-time educational traditions, a special atmosphere, careful selection of students and teachers. The school is known for its high level of academic preparation: its students achieve exceptional public examination results and 50% of the Sixth Form students get offers from Oxford and Cambridge.

The school is proud of an impressive number of outstanding Old Westminsters. About 900 of them are listed in the Oxford

Dictionary of National Biography. Among the most famous are Christopher Wren, Ben Jonson, Peter Ustinov and Lord Lloyd-Webber.

The school was founded by Queen Elizabeth I in 1560 but the tradition of education dates back to a 12th century charity school. Nowadays representatives of more than 30 nationalities get secondary education at Westminster. Part of the institution is the Under School – a prep school available for British boys aged 7–13.

13-year-olds enter the Lower School according to results of entrance examinations. At age 16 students can enter the Upper School.



Each academic year, there are around 750 pupils in Westminster School and about a quarter of them are boarders. Since 1973 girls are allowed to join the school after GCSEs for their Sixth Form years. Most of the boarders go home for the weekends, after Saturday morning school. The school has eleven houses. A room is shared by 2–3 students aged 13–15. Senior students have their own rooms. Each house has its own colours.

The National Curriculum is just one element in the education of every child at Westminster. They consider that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

The school has classrooms equipped with interactive boards, laboratories with the latest equipment, computer centres with high-speed Internet and a library with more than 20,000 fund.

There is a long sporting tradition at Westminster. The school provides an opportunity to go in for 28 kinds of sport, known within the school as *Stations*. In addition to traditional sports – football, rowing and cricket – pupils are offered fencing, hockey, tennis, swimming, cross-country running, rock climbing, judo, netball, etc.

Music and Drama are also a core aspect of life at Westminster and the school has its own Theatre and Music Centre.

Westminster offers an extensive variety of both cultural and leisure trips and in an average year the school organises about

60 expeditions. More than 40 societies reflect pupils' broad range of interests and are open to the whole school. They are run by the pupils themselves.

3. a. Work in groups of three. Share the information about the schools and complete the rest of the table.

b. What do the three schools have in common?

c. Do the quiz about the schools. Which of the schools...

1. is the oldest?
2. is a boarding and day school?
3. accepts international students?
4. is co-ed?
5. has more outstanding former pupils?
6. is known for its academic achievements?
7. has the uniform shown in the picture?
8. isn't in London?
9. has more pupils?
10. offers scholarships?
11. has a good campus?



4. Work in pairs. Which of the schools would you like to study at if you lived in Britain? Explain your choice. Do you have the same or different opinions? Who has got more arguments?

5. a. Make a mind map about your school. Use the texts and the table in ex. 2 for guidelines.

b.  Write about your school for an advert brochure.

LESSON 6. School problems and prospects

Communicative area: discussing school problems and prospects

1. Make a list of problems modern schools can face.

2. a.   Listen to five people. What problems are they talking about? Which of them are on your list?

b.   Listen again and answer the questions. Who...

1. admits that the problem isn't new?
2. is sure that the problem can take many forms?
3. is worried about the future of the country?
4. thinks that students know more than teachers in a certain field?
5. regrets that school couldn't help to cope with the problem?
6. is worried that technology will replace the teacher?

c. According to the speakers, are the following statements true or false?

1. Technology has raised academic dishonesty to a new level.
2. The dream of a perfect education given by a machine is characteristic of the 21st century.
3. People should ignore verbal bullying.
4. Stress is typical of high school students.
5. A modern teacher should be an expert with technology.

3. Read the extracts from different publications. Which of the problems from ex. 2a are they related to? Which is the odd one extract? What problem does it deal with?

A. Stress and negative feelings can affect pupils' studies. Such topics as healthy living and a healthy lifestyle are frequently discussed at school but students also need information about how to live a mentally healthy lifestyle.

B. Technology is a great way to offer educational services to students, but it still has its limitations. It can never be the teacher of the future but it will be the teacher's assistant. No matter how "smart" a product or computer program is, it can't compare to the knowledge and life experience that

a teacher brings into the classroom. Besides, there are usually no alternatives when electronic products break down or Internet connections are lost.

C. All 50 U.S. states require schools to have a bullying prevention policy. October is National Bullying Prevention Month, so it's a good time to ask ourselves: What are the best practices? Not all programmes are effective. Among them are those that rely only on punishment and zero tolerance. On the other hand, a positive school climate and social and emotional learning can reduce bullying and other forms of aggression and conflict.

D. It's often the case that technology is warmly welcomed by students but not by teachers. Sometimes it is because they lack the skills to use it properly, sometimes because they doubt its real value, or even see it as a threat to their professional status. It's important, for teachers to understand that a positive, proactive relationship with technology can help them and their learners.

E. We all have different passions and interests. The key to success is to find your passion. Does school today help children to find out and develop their passion? It seems that in our school there is no room for the most important questions in the child's life: What am I good at? What do I want to do in life? How to fit into the world?

F. Students know it's wrong. Teachers know it's wrong. But that doesn't change the fact that cheating is an epidemic, especially in high schools. So why in the world do students cheat in the first place? Some are trying to get a grade they never truly earned. For others, it's acceptable to cheat because it helps them not to lose face and show their ignorance.

4. a. Rank the problems from the most to the least important for education in general and for your school in particular.

b. Explain your choices. Share your ideas with a partner. Do you have the same opinion?

c. What will happen if people don't do anything to solve the problems?

5. Work in small groups. Look at the picture that was created in 1900 and shows the school in the year 2000. What idea does it illustrate? What emotions does it arouse in you? How do you see the future of the school from this perspective?



LESSON 7. My school years

Communicative area: writing a composition

1. a. Read the statements. Which one do you agree with? Why?

Happiness is the last day of school.

School is the best years of your life.

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

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

1. The author studied at a co-ed school.
2. At school, she wasn't a very smart student.
3. She had good relations with her classmates.
4. Irish dancing was the girl's passion and she was really good at it.
5. The girl was really stressed out about her exams.

6. She passed her final exams with flying colours.
7. The girl's parents didn't have high expectations of her.
8. After school, the girl entered the Technical and Further Education College.

d. Answer the questions.

1. What does the woman think now about the school she attended and her teachers?
2. How does the woman describe her character?
3. What was her favourite subject at school?
4. What plans did she have about her life after finishing school?
5. How did she feel at her graduation? Why?

graduation (n.) – graduate (v.)

2. a. Work in pairs. Why was the girl unhappy at school?

b. Complete the sentence below. Give as many ideas as you can.

The girl would have been happier at school if...

3. a. Read the composition. Is the author happy or unhappy about her school years? Why do you think so?

My school years in Mill Valley

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

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

My experience at Old Mill (from Kindergarten to the 6th grade) was one that I look back upon with lots of satisfaction.

I feel today that I received as much as I wanted to get from the wonderful and talented teachers that taught me there.

After Old Mill, I attended Alto School. We took the school bus over in the morning and rode back in the afternoon. Most of the time songs were being sung. Alto was very crowded, as I remember, because we had a lot of kids there. I remember Mrs Schroeder, my Kindergarten teacher, had decided to start an orchestra at Alto including all the students from the seventh and eighth grades. She taught me to play the cello and I played for graduation. She was a wonderful musician, teaching four of us how to play the cello at her home on Saturday afternoons for free because she believed music was important.

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

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

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

after Sita Dimitroff Milchev

b. Read the composition again. Make notes about each of the three schools – Old Mill, Alto and Tam – to answer the questions below.

1. What kind of school was it? How are the teachers described?
2. What was the author taught there? What did she learn?

3. What are the main events the author remembers?
4. What feelings are mentioned? In what connection?

4. What makes you like / dislike this story? Discuss with your partner.

5. a.  Make a list of 4–5 events that at once come to mind when you think about your school years. What emotions do they arouse in you? Are there more happy or sad memories? Do you have anything in common with the girls described in ex. 1b, 3a? How do you think you will look back on your school years when you leave school? Share with your partner.

b. Make an outline for your composition *My school Years*. Here is a general structure to follow:

I. **Introduction** (give an opening sentence that expresses the main idea).

II. **Body** (give 2–3 ideas that explain, support or prove the opening sentence and add details about them).

III. **Conclusion** (restate the opening sentence: express the same idea using different words).



c.  Write about your school years using your outline.

LESSON 8. A pass to a successful career

Communicative area: discussing higher education and its role

1. a. Read the statements and explain their meaning.

If you have a degree, you have a job.

Degrees aren't worth anything.



b. Discuss the questions.

1. Is further education the same as higher education?
2. Where can you get each kind of education?



Did you know that?

According to OECD¹, the most educated country in the world is ...: 56.27% of its adult population (24–64) has some kind of higher education in the form of a two- or four-year degree or vocational programme.

a) Japan; b) Canada; c) the US.

3. Is higher education a pass to a successful career? Why / Why not?
4. Would you like to continue your education after finishing school?
5. Are you planning to enter university, vocational school or just start working?
6. What academic degrees do Belarusian universities offer?

2. a. Are the following statements true or false about higher education in the UK?

1. There are less than 50 universities.
2. To get to a university you have to sit entrance exams.
3. Higher education is free.
4. Young people have to be 18 and over to take a higher education course.
5. The standard first academic degree is the Master's Degree.
6. Most students live on the campus.
7. Studying at university doesn't differ much from studying at school.
8. Students usually spend five years at university.

b.   **Listen to the expert speaking about higher education in Great Britain and check your guesses. Correct the wrong statements.**

¹ The Organisation for Economic Co-operation and Development

c.   Listen again and fill in the gaps.

There are 142 universities in Britain including 1. Good A-level results in at least two subjects are necessary to get a place at one. But that is not enough. Universities choose their students after interviews, and competition for places at university is tough. As of 2019, universities can charge up to £9,250 *a year* for a university course. However, the Scottish government will pay university fees for you if you are a student from Scotland.

Students normally enter university from 18 onwards. Those reading for the first academic degree – the Bachelor’s Degree – are known as undergraduates. Postgraduates can study for a more advanced qualification – Master’s and Doctor of Philosophy Degrees.

A first-year university student’s or a fresher’s life can be 2. ... for the first week as everything is so unusual; and often far from home. Most 18- and 19- year-olds in Britain are fairly independent people, and when the time comes to pick a college they usually choose one as far away from home as possible! So, many students in northern and Scottish universities come from the south of England and vice versa. It is very 3. ... for university students to live at home. Although parents may be a little sad to see this happen, they usually approve of the move, and see it as a necessary part of becoming an adult.

Often freshers will live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers will feel very 4. ... for the first week or so, but living in hall soon helps them to make new friends.

During the first week, all the clubs and societies hold a *freshers’ fair* during which they encourage the new students to join their society.

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hand, and a worried look on their faces. They are learning how difficult it is to change from school to university life. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably

not more than 5. ...) reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. 6. ... a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In some universities, the study system is based entirely around such tutorials which take place once a week. Attending lectures is 7. ... for Oxford or Cambridge [¹kembridʒ] students!

After 8. ... years (depending on the type of course and the university) these students will take their finals. Most of them (over 90 per cent) will get a first, second or third class degree and be able to put BA (Bachelor of Arts) or BSc (Bachelor of Science) after their name. It will have been well earned!

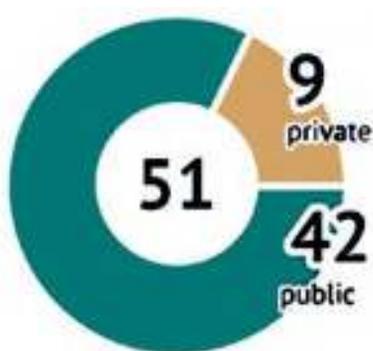
3. Read the text in ex. 2c again. Explain the following.

Undergraduate, postgraduate, Bachelor's Degree, Master's Degree, Doctor of Philosophy, freshers, finals, tutorials, hall of residence.

4. a. Prepare a short summary of the text in ex. 2c. Make sure there are some factual mistakes (1–3).

b. Work in pairs. Listen to your partner's summary and spot the mistakes.

5. A friend of yours is going to give a talk about higher education in Belarus. Look at the infographics and notes that the person has already collected. What information do they give? What else would you advise your friend to add?



- ✓ Since 2015: a member of the European Higher Education Area (the Bologna Process)
- ✓ Universities (classical and professional), academies and institutes
- ✓ The Belarusian State Agricultural Academy (Gorki, Mogilev Region, 1840)
- ✓ The Belarusian State University (Minsk, 1921; 17 departments and 9 institutes; the 2020 QS World University Rankings – 317/1002)

LESSON 9. Making school work better

Project

BEFORE THE PRESENTATION LESSON

1. Read the information below.

You want to improve your own school and make it more attractive and motivating. The first step is to find out what actually students and teachers see as strengths and weaknesses of your school and what they find worth improving. To get the information you can observe students' and teachers' behaviour (e.g. *What do students do during a break?*), do a survey (e.g. *How satisfied are students with the library facilities?*) and collect data (e.g. *How many students do actually use the school canteen?*) You may consider the following issues:



1. lessons: lesson times, teaching methods, individual support, etc.

2. facilities: classrooms, a school hall, corridors, outside facilities, equipment and furniture, a canteen, a self-learning centre, etc.

3. health and well-being: healthy diet, the way to school, psychological climate, etc.

4. schoolmates: behaviour, size of classes, etc.

5. extracurricular activities and field trips, student self-governing.

2. Choose the aspect of school life you'd like to study, to evaluate and to make suggestions how to improve it.

IN THE PRESENTATION LESSON

1. Present your ideas to the class and discuss them.

LESSON 10. Culture corner. The UK university landscape

Communicative area: speaking about famous universities in Britain

1. a. What British universities have you heard of? What do you know about them?

b.   Listen to the extract from a podcast and answer the questions.

1. How many categories of British universities are mentioned?

2. What is the principle according to which they are categorised?

c.    Listen again. Write down all the names and nicknames given to different categories. Which of them are shown in the pictures?



the University of Liverpool



the University of Sussex [¹sʌsɪks]

2. a. Read the information about two universities. What are they? What category do they belong to?

Often called collectively Oxbridge, these universities have a long history of academic and athletic competition though there are also many links and much cooperation between them.



No one knows the exact date when the University of Oxford was founded but its teaching tradition goes back to at least the end of the 11th century. What we do know is that more people began attending it in 1167 when English students had to return from the University of Paris. After disputes between students and Oxford townsfolk in 1209, some professors and students left for Cambridge and so the University of Cambridge was born. For about 600 years after the event, Oxford and Cambridge had a monopoly over education and used their political power to block the foundation of new universities.

Both universities are made up of a number of independent colleges: 45 in Oxford and 31 in Cambridge. An Oxbridge college is basically a collection of buildings, often historic and attractive, which form a small community. Most colleges have between 300 and 500 students at a time, usually at both undergraduate and graduate level, studying a wide range of subjects. Each college has its name and coat of arms and is governed by a Master. Within each college complex, you will normally find student accommodation, common rooms, cafes and bars, library and computer facilities, a chapel and offices for staff members.

An Oxbridge education is seen as the gold standard of education in the UK. The academic life is full and varied and differs from other universities. Although students attend lectures given by professors and lecturers, their work is largely based on a tutorial system. On average, undergraduates have a tutorial every week and do lots of reading, essay-writing and problem-solving to prepare for it. Terms at Oxbridge are shorter compared to other UK universities. Each academic year is split

not into two semesters but into three terms of about eight to nine weeks each.

Spiritual, moral, cultural and social education is also an important part of the Oxbridge experience. Both universities have hundreds of clubs and societies, enough for every interest one could imagine. The tradition of academic excellence has historically gone hand in hand with a reputation for sporting excellence at Oxbridge. With 85 sports clubs and societies in Oxford and 75 in Cambridge, they offer a wide range of competitive and recreational sports, rowing being one of the most popular. Throughout the year the universities compete against each other in over 180 matches, including the famous Boat Race, which is shown on television.

Between them, Oxford and Cambridge have educated a large number of Britain's most prominent scientists, writers, and politicians, as well as noted figures in many other fields. Cambridge is especially proud of having more than seventy Nobel [nəu'bel] Prize winners. Among Old Oxonians [ɒk'səʊniənz] are fifty four Nobel Prize winners and twenty eight British Prime Ministers and many heads of state and government around the world. According to popular belief, Oxford is stronger in politics and humanities while Cambridge is stronger in the sciences and engineering.



For many centuries both universities were all-male institutions. The change came at the end of the 19th century with the founding of women's colleges and later making other colleges co-educational. Cambridge was the last British university to grant degrees to women in the late 1940s. Now they have approximately an equal number of men and women.

Because of their age traditions, historical associations and reputation the prestige of Oxford and Cambridge is very high. They are considered the most academically selective institutions in the UK. On average across all subjects, Oxford receives around seven and Cambridge five applications for each available place. About half of their undergraduates come from state schools and half from independent schools.

b. Which of the numbers are about Oxford, Cambridge, both or neither of them?

2, 3, 5, 7, 11, 19, 28, 31, 45, 54, 70, 75, 85, 180, 600, 1167, 1209, 1940s.

c. Answer the questions.

1. What is Oxbridge?
2. Why were there no new universities founded in England up to the 30s of the 19th century?
3. In what way is Oxbridge different from other British universities?
4. Are there more male or female students at Oxbridge?
5. What makes Oxford and Cambridge the most prestigious [pre'ʃtɪdʒəs] universities in Britain?

3. Read the list of famous people. Which of them are Oxonians and which Cantabrigians [ˌkæntə'brɪdʒiənz] (Cambridge graduates)? Check with the teacher. How many have you guessed?

Christopher Wren, Sir Isaac Newton, Margaret Thatcher, Boris Johnson, Theresa May, Alan Turing, Charles Darwin, Hugh Grant, Stephen Hawking, Charles, Prince of Wales, Bill Clinton, Lewis Carroll, Oliver Cromwell, David Attenborough, Adam Smith, George Gordon Byron, Oscar Wilde, Olivia Colman, Emma Watson, John Milton, Dame Emma Thompson, Benazir Bhutto, Jawaharlal Nehru, Hugh Laurie, Indira Gandhi, J.R.R. Tolkien, John Walker.

4. a. Work in two teams. Prepare 10 questions about UK universities and 10 questions about universities in Belarus.

b. Have a varsity (between two universities) match: take it in turns to ask the other team a question.



LESSON 11. Speaking club.

To change or not to change?

Communicative area: revising the material of the unit

1. Read the statements. What do they have in common?

We can't afford the education system that was set in the 19th century, that world no longer exists.

It's time to adapt the shape of the school year in the interests of our pupils' education.

2. Read the opinions of British people discussing the need to change the structure of the academic year and school day. Are they the opinions of pupils or grown-ups? Which of them do you agree with?

1. Children, like surfers, want an endless summer. Life doesn't work that way.

2. Longer breaks would cause parents stress as not all of them can afford childcare while they are working.

3. The longer school day would be more family-friendly.

4. If pupils have a long study break, they forget what they have been learning and fall behind.

5. It's unclear if the improvement would be worth the money we would have to spend on extending school hours.

6. It's hard to can't catch up after such a long summer break.

7. Shorter breaks would mean more regular breaks so children could become more used to free time and learn to self-motivate themselves well.

8. Students should be able to enjoy their lives before they have to grow up and go into the real world where there are really year-round jobs and lots of stress.

9. Giving students more time to relax will effectively improve their mental and physical health.

10. In England schools must be open at least 190 days a year, which means the shortest school holidays in Europe. That's not fair.

3. a. What would happen if the government introduced the following changes? Compare your ideas with your partner. How different / similar are they?

1. Make a longer summer vacation; 2. make a shorter summer vacation; 3. break the school year into shorter terms; 4. add an extra week to breaks between terms; 5. make three-day weekends; 6. introduce half-days on Fridays; 7. make a school day longer by adding compulsory extracurricular activities; 8. provide space and time for pupils to complete their homework at school.

b. Work in pairs. Think of a problem that may arise out of the changes in ex. 3a. Prepare questions to ask.

Example: If pupils stayed at school longer, would they have to give up their out-of-school activities?

c. Work in new pairs. Discuss the questions you have prepared.

4. a. Work in small groups. Think of one more change you would like to introduce. It can be about any other aspect of school life: exams, subjects, homework, etc. Prepare arguments to support your idea.

b. Have a round-table talk.

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

1. Read the newspaper article and say in 2–3 sentences what it is about.

For two days in early June every year, China comes to a stop as high school students who are about to graduate take their college entrance exams. The national event can be compared with a public holiday, but much less fun. Construction work and traffic are stopped near examination halls. There are ambulances outside and police cars patrol to keep the streets quiet. Radio talk show hosts discuss the questions in detail and later congratulate those who have got the top scores. That score is the most important number of any Chinese child's life, the culmination of years of schooling and stress.



While college entrance is competitive in any country, in China the top universities can select as few as one in 50,000 students. With so much to gain or lose, cheating is a big problem. Fingerprint has been used to check the identity of students. Exam papers are escorted to schools by security guards. According to new rules, cheats can be sent to prison for up to seven years.

The *gaokao* [ˈgɑʊkɑʊ] is made up of four three-hour papers: Chinese, English, maths and either sciences or humanities. There has been talk of reforming the exam for as long as it has existed, but little ever comes of it. And so, it still can make or break a young person's future.

More than nine million people take the exam every year but the number is falling. It's partly because of the rising popularity of vocational courses, which often offer better prospects of finding a job after graduation. Above all, more and more students are going abroad for university and high school. The best students used to go to Beida [ˌbeɪ'da], the Chinese equivalent of Oxford or Cambridge; now they go to Harvard. There are more than 300,000 students from China in US higher education and 90,000 in the UK.

Meet Yuan Qi [ˈjuən,tʃi], a student at one of the capital's most prestigious boarding schools. Ever since he was a young boy, he has had a talent for maths, science and problem solving and dreamed of going to Beida to study maths.

In the months leading up to the test, the boy had been cramming for 12 hours a day with extra classes at weekends. Since March, he had had just six or seven hours' sleep a night. Every possible step had been taken to maximise his chances of succeeding. As summer arrived, almost all classes were now spent looking at past *gaokao* papers in detail. After school, there were two extra hours of mock exams¹ every day, on top of the homework, and five additional classes on Saturday. On Sundays, Yuan Qi's parents had arranged private tuition for him in English and Chinese. In years of reporting in China, I have never heard a single student complain about their workload. To them, it is simply normal.

Two weeks after Yuan Qi had sat the exam he learnt the results: 664, ranked 1,020 in Beijing. It was much lower than he, or his parents, had expected. Still a high mark, an achievement: 1,020th out of 61,222 examinees in Beijing. But only the top 500 can get into Beida. A few weeks later he was admitted into Beijing Aviation and Space Flight University. It is a good college, specialising in aeronautics with an excellent reputation for maths – not the best of the best, but the best Yuan Qi could get into.

Now he could use his summer to do all of the things he didn't have time for while at school: go swimming, take classes for the

¹ exams which serve chiefly as practice for future exams.

board game Go, learn how to ride a bike. And, now that it had served its purpose, his *gaokao* mark could be forgotten – like much of the knowledge he had memorised to achieve it. Yuan Qi still didn't complain about the exam.

“I don't feel disappointed so much as lost,” he said. “If it were just me, if I didn't have parents, then I would feel a bit better. But why do I feel like it's they who are the most disappointed? They had such high expectations.”

2. Find and read aloud the extract that describes how Yuan Qi prepared for the entrance exams.

3. Why is the number of students who sit the gaokao falling?

4. How did Yuan Qi feel when he learnt the results of the exam?

II. LISTENING

1.   Listen to a student speaking about his studies at school and answer the questions below.

1. What kind of school does Erik attend?
2. What important decision does Erik have to make?
3. What is Erik's typical school day like?



III. SPEAKING

1. Describe your own exam experience and what lesson you have learnt.

2. Are you satisfied with the education your school provides? Why? / Why not?

3. What questions would you ask a British teenager attending a private school about his school life?

4. Recommend your school to a teenager who has just moved to your neighbourhood.

5. Express your opinion on some of the problems modern schools face.

UNIT 3



SELF-EDUCATION

LESSON 1. To be taught or to learn?

Communicative area: reading for gist and for detail

Active vocabulary: lifelong learning, self-education

1. Do the quiz. Compare your answers with a classmate.

1. At school you're supposed
 - a) to be taught; b) to learn; c) to develop a taste for knowledge.
2. Teachers should
 - a) fill your head with knowledge; b) help you learn; c) help you discover the world.
3. It is
 - a) impossible; b) possible to learn things without a teacher.
4. When people graduate from the university
 - a) they stop learning; b) they go on to learn by themselves.

2. a. Which of the quotes below tell us about self-education and which – about life-long learning? (Use the definitions in the box for help.)

Self-education – education without the guidance of masters (teachers, professors) or institutions (schools).

Life-long learning – continual improvement and learning new skills.



Formal education will make you a living, self-education will make you a fortune.

Jim Rohn

Live as if you were to die tomorrow. Learn as if you were to live forever.

Mahatma Gandhi

Once you stop learning, you start dying.

Albert Einstein

The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn.

Alvin Toffler

Anyone who stops learning is old, whether at 80 or 20. The greatest thing in life is to keep your mind young.

Henry Ford

I spent 3 days a week for 10 years educating myself in the public library, and it's better than college. People should educate themselves – you can get a complete education for no money.

Ray Bradbury

Let the improvement of yourself keep you so busy that you have no time to criticise others.

Roy T. Bennett

You should always be learning. If you're the smartest person in the room, you're in the wrong place.

Erika Bearman

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

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

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

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

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

3. Don't stick to only one medium: watch documentaries, read articles, visit blogs, attend seminars, watch TV, join free online courses, get textbooks! Find those media that suit you most.

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

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

6. Never lose your ability to wonder. Without it, your mind stops learning. Say "yes" to new experiences. If you do what you have always done, you will get what you have already got.



7. Set monthly and daily goals – they will keep you learning. Also, find a motivation to achieve your goals. Remember: success and failure in learning is not about falling, it is about falling and getting up.

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

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

1. Make your studying environment comfortable.
2. Make learning a part of your daily routine.
3. Stay curious and open to new things.
4. Get organised.
5. Set goals, stay motivated and use failure to succeed.
6. Learn by writing.
7. Develop critical thinking skills.
8. Learn from a variety of sources.

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

4. a. Work in pairs. Give examples of famous people who never stop / stopped learning?

How do you think their life-long learning relates to their being successful and famous?

Do you know anyone personally who is always learning? Share your examples with your classmates.

Michaelangelo, at the age of 87: *I'm still learning.*



b. Look at the pictures. In pairs, discuss the meaning of the formulae. Use the Useful language box for help. Make your own formula including the concepts of life-long learning and self-education.

Useful language box

I think ... I guess ... I believe ... In my opinion ... As far as I'm concerned... From my perspective ... Personally, I think ... It seems to me that ...



LESSON 2. Learn by writing

Communicative area: writing a letter with current news

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

Active grammar: use of gerunds

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

By doing nothing we learn to do ill.

In doing we learn.

Learn to swim by swimming.

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



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

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

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

Dear Emily,

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

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

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

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

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

Love, Julia.

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

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

gift = present; gig = concert

b. Match the letter parts with the rubrics.

Closing, postscript, telling the news, opening, address, date, starting the letter, asking for news, signing up.

c. Find the lines in which Julia...

1. apologised for replying late;
2. thanked Emily for inviting her to her birthday party;
3. explained what prevented her from attending the party;
4. said she didn't feel like going to Greece in July;
5. objected to going on holiday in August;
6. stopped arguing;
7. told Emily that she looked forward to meeting with her later;
8. went on asking her parents to change the holiday plans.

3. Match the verbs with their meanings.

- | | |
|----------------------|---|
| 1. apologise (for) | a) send something in the same envelope or parcel as something else |
| 2. thank (for) | b) feel the pleasure that something is going to happen |
| 3. prevent (from) | c) to express to someone that you are pleased about something that they have done |
| 4. feel like | d) to mention an idea, possible plan or action for other people to consider |
| 5. object (to) | e) to stop doing or having something |
| 6. look forward (to) | f) to feel or express opposition to or dislike of something or someone |

- | | |
|-----------------------|---|
| 7. give up | g) to continue doing something without stopping or to do it repeatedly |
| 8. keep on | h) to want to do something at a particular moment |
| 9. suggest | i) to stop something happening or someone doing something |
| 10. enclose | j) to tell someone that you are sorry for having done something that has caused them inconvenience or unhappiness |
| 11. think of | k) to spend time thinking about a possibility or making a decision; to consider |
| 12. be / get used to | l) to tell someone that you are pleased about their special or unusual achievement |
| 13. congratulate (on) | m) be / become familiar with something |

4. Fill in the verbs from ex. 3.

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

5. a. Look through all the underlined phrases in ex. 2a and c. Answer the questions on page 172/194.

b.  Read the rules on using gerunds on page 173/191.

c. Use the questions in ex. 3 to interview your partner. What do you have in common?

6. a. Choose the right prepositions to complete the writing tips below.

1. Nothing should prevent you (of / from / about) writing at least several lines every day. Thus, you will adapt (in / of / to) writing a little regularly and writing will become your habit. 2. To prepare (of / to / for) writing your daily piece, you need to decide on what you are going to write, to prepare your writing environment: your desk, paper, pens and pencils, background music and coffee. 3. If you are writing a blog or a book, you should set writing deadlines for yourself. As a result, there will be no one to blame (of / to / for) not meeting them, no one to apologise to (for / to / at) being late with your work, no one to complain to (for / about / of) breaking the rules. 4. Don't worry (of / for / about) pleasing all your readers. By trying to please everyone you will please no one.

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

7.  Write a letter to a friend in Britain telling them the latest news. Use ex. 2a as a sample.

LESSON 3. Learn from experts

Communicative area: listening for gist and for detail

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

1. a. Do you usually follow your parents' advice about studies and future life or do you ignore it?

b. What do these relate to...

1. lifelong learning;
2. self-education;
3. formal education;
4. other?



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



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

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

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. His passion is football. He eats, sleeps and breathes it. 2. She is such a compassionate person – always ready to help in a difficult situation. 3. This is a course for students who want to improve their English. The doctors say he is improving. 4. Minsk has developed into a truly European city. 5. It took twenty days to tackle the forest fire. 6. Jack's father encouraged him to begin playing the guitar. 7. If you dedicate more time to learning, you will soon see the results. 8. I can be very flexible about the date of the meeting – I'm not very busy now. | <ol style="list-style-type: none"> a) A very strong liking for something. b) Able to change easily or to be changed to suit any situation. c) Grow or change into something bigger, better, stronger; make someone or something do this. d) Give all your attention and effort to one particular thing. e) Give someone support, confidence or hope; stimulate the development. f) Try to deal with a difficult problem. g) Make better, become better. h) Showing kindness to others. |
|--|--|

c.   Listen again. Write down the 9 tips.

3. a. Complete the sentences from the listening with to- infinitives or gerunds.

1. Our kids can prepare for the unknown and unpredictable world by (learn) to adapt, to deal with change. 2. We, as adults, should not object to our kids (ask) questions, we should encourage them (do) so. 3. They have to learn not to give up (try), and we should encourage them to keep on (work) hard, until they are confident enough in their problem-solving abilities. 4. If your child gets used to (tackle) projects, self-education might become one more exciting project for them. 5. When you feel like (do) something, you put all your energy into it. If you get so excited that you can't stop (think) about something, you'll definitely keep on (do) it and will certainly complete this project. 6. Parents should only suggest (do) something and gently encourage children (do) things on their own. Once children learn (be) independent, they learn that they don't need a teacher, a parent or a boss to tell them what to do, how to improve themselves. 7. To prevent them from (look for) happiness elsewhere, parents should encourage children to learn from an early age to be happy by themselves, playing, reading and imagining. 8. Do not educate your children (be) rich. Educate them (be) happy so that when they grow up, they will know the value of things, not the price of things. 9. Be compassionate to others and your child will learn (think) how others might be feeling, how to be a good person, how to make others happier with little kindnesses. 10. Encourage your kids (develop) into tolerant individuals. 11. If we prepare our children (adapt) to anything, we can congratulate ourselves on (achieve) a lot and our kids will thank us for (teach) them the right thing.

b.   **Listen again and check. Match the sentences in ex. 3a with the 9 tips.**

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

4. a. Which three of the sayings on page 97 have similar meanings?

1. What goes around, comes around.

2. Do unto others as you would have them do unto you.
3. What is done, cannot be undone.
4. Treat each other as you would like to be treated yourself.
5. What is worth doing at all, is worth doing well.

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

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

LESSON 4. Learn to be grateful

Communicative area: writing a thank-you note

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

1. a.   Listen to the poem. Follow in the book. Which sound – [θ] or [ð] is often repeated in the poem?

Be thankful that you don't already have
everything you desire.

If you did, what would there be to look forward to?

Be thankful when you don't know something,
for it gives you the opportunity to learn.

Be thankful for the difficult times.

During those times you grow.

Be thankful for your limitations,
because they give you opportunities for improvement.

Be thankful for each new challenge,
because it will build your strength and character.

Be thankful for your mistakes.

They will teach you valuable lessons.

Be thankful when you're tired and weary,
because it means you've made a difference.

It's easy to be thankful for the good things.

A life of rich fulfilment comes to those who

are also thankful for the setbacks.
Gratitude can turn a negative into a positive.
Find a way to be thankful for your troubles,
and they can become your blessings.

Author unknown

- b. Listen and repeat after the speaker. Read the poem to your partner.**
- c. Read the two definitions with the examples. Find equivalents for the adjectives in your language.**

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

Thankful – grateful and glad about something that has happened, especially because without it the situation would be much worse. *E.g. I'll be thankful for any help now. He was thankful that his mother was there for him.* Thankfulness may consist merely of words. Gratitude is shown in acts.



What does the author of the poem advise you to be thankful for? Are you a grateful person?

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

Rude! Rude! Rude!

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

Brenda Mitchell

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

Jack Walker

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

Anna M.

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

Bettie Martin

b. Which of the words in bold mean:

1. impolite; 2. carrying no information or mark; empty or clear; 3. trying strongly to make someone else do something; 4. pleased or grateful; 5. recognise or understand that something or somebody is important; being thankful to someone?

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

d. Match the underlined phrases with the definitions.

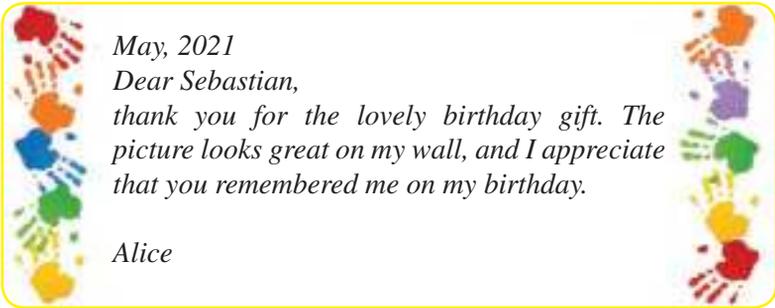
1. certainly; 2. do something so that it will happen; 3. be certain about something.

e. Whose recommendation do you agree with?

3. Ask and answer.

1. Is there a tradition to send thank-you cards in Belarus? 2. Do you prefer to buy blank cards or cards with messages? 3. Does it ever happen to you that pushy shop assistants try to make you buy something you don't really like? 4. Do you know anyone personally who is pushy? 5. Are you usually thankful to the people who congratulate you on your birthday or other occasions? 6. Do you appreciate your friends taking the time to find a present or a birthday card for you? 7. Are you thankful to have good friends? 8. Do you try to show them that you appreciate their feelings? 9. Do you usually appreciate your friends' / relatives' advice?

4.  Look at the picture of a thank-you note. Follow the instructions to write one of your own.



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

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

5.  Play the Thank-You Card game. Have fun!

LESSON 5. Learn to be tolerant

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

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

Active grammar: verbs followed by infinitives or gerunds

1. a.   Listen to the jokes. Follow in the book. Do you think the adults are too pushy?

Fred: Dad, I'm too tired to do my homework.

Dad: Now my boy, hard work never killed anyone yet.

Fred: So why should I run the risk of being the first?

Teacher: Johnson, stop showing off. Do you think you're the teacher of this class?

Boy: No, sir.

Teacher: Right, then stop behaving like a fool.

b.  Find examples of gerund usage in the jokes.

c.   Listen to the jokes again. Repeat after the speaker. Mind the sounds and the intonation. Role-play them.

2. a.   Listen to the radio phone-in programme. Which question from the list were the listeners asked?

king – kingdom; free – freedom; boring – boredom

a) Are parents too pushy and over-protective?

b) Do teenagers get too much freedom these days?

c) Are teenagers too unruly and naughty?

b.  Listen again. Who said that? What do the words and phrases in bold mean?

1. But the **amount** of freedom given by the parents is a different story. 2. I believe kids like me, without too many **boundaries**, have a much better relationship with their parents. 3. But parents who **set limits** for their teens are usually better off. 4. My parents were very **strict** when I was growing up. 5. However, you can be **over-protective** by not letting your teens meet friends at all which will lead to problems later in life. 6. Parents are **protective** because they want their kids to have more chances in their lives. 7. If children get too much freedom, they **indulge in** bad habits. 8. If you **push** your children too hard one way, they're going to go the other way.

c. Match the words with the definitions.

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

3. a. Guess the meaning of the following verbs from the context.

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

b. All the verbs in bold above are followed by gerunds. Match the verbs with the meanings.

1. to feel or express opposition to or dislike of something or someone; 2. to tell someone about a possible danger or problem in the future; 3. to stop being angry with someone for something they have done to have a positive opinion (of); 4. to choose, after careful thought, not to do something.

c.  **On page 103 read two sentences from the radio programme.**

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

In the first case a gerund is used after the verb *try*, in the second – an infinitive. Is there a difference in the meaning of the verb *try*? (Read the rules on page 173/191 to check your guesses.)

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

b. Fill in the missing words from the lesson. You will have to use some of the words more than once.

1. Are your parents too s...? 2. Did you grow up without rules or b...? 3. Do your parents s... l... for you now? 4. What do they always w... you a...? 5. What kind of behaviour don't they ... of? 6. Do they f... you f... being impolite sometimes? 7. Do you think one day you will d... a... listening to your parents? Why? Why not? 8. Would you say your parents are a little p... or o...? 9. Do you think they are pushy? What do they p... you to? 10. Is the a... of freedom you have big enough for you? 11. What do you think is the worst habit to i... i...? 12. How can you set b... in relationships without feeling selfish? 13. If someone criticises you, do you think they cross personal b...?

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

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

LESSON 6. Learn to be compassionate

Communicative area: expressing your opinion, reasoning

Active vocabulary: point, to deny

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

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

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

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

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

b.   Listen again. Answer the questions:

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

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

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

1. I am looking forward to watching this film. 2. I was thinking of buying a book. 3. There was no point in denying it. 4. Well, if he is worried, he's only got himself to blame if I keep going out with boys. 5. Do you think that he might let me live my life for a little while without having to tell him how I spend every single minute?

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

c. Find the phrase in ex. 3a that means *it was useless to say that it was not true*.

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

1. I'd like to write to her, but what's the point – she never replies.
2. You made some interesting points in your essay.
3. I see little point in discussing this.
4. I take your point, but ...

4. a. Complete the questions with the structures from ex. 3a.

1. There is no p... in d... that people who have pets are more compassionate than those who haven't, is there?

2. Are you l... f... to watching a film or reading a book? What film? What book?

3. How long do you think you could survive w... k... in touch with your family and friends?

4. Would you k... g... out with someone if your parents were strongly against it? Why? Why not?

b. Ask and answer the questions above. Report the most interesting findings.

5. a. Put the phrases in the box into two categories: those for agreeing and disagreeing.

Useful language box

I agree with you. I'm not sure I agree. I suppose so. Oh, I don't know. I see what you mean, but.... I don't think so. Exactly! I take your point, but... Well, I don't quite agree with you. You may be right but... I totally agree. I don't think that's true. I couldn't agree more. Absolutely!

b. Work in small groups. Discuss the following statement: There's no point in denying that parents are always right. Use the phrases in the Useful language box for help.

6.  Use the script of the play fragment in ex. 2 to role-play it in groups of three (Mma Ramotswe, Nandira and the author).

LESSON 7. Learn to solve problems

Communicative area: reading for gist and for detail; asking for and giving information

Active vocabulary: mad, furious, to trust, to scream, to put up with, a row

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

b. Do you keep a diary?

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

Tuesday 29 June

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

I suggested the Lake District. I wanted to see if living there for a bit would help my poetry. My father suggested Skegness. My mother suggested Greece. Nobody could agree, so we wrote our choices on pieces of paper and put them into a box. We didn't **trust** each other to make the draw so my mother went and fetched Mrs Singh.

Mrs Singh and all the little Singhs came and stood in our kitchen. Mrs Singh asked, "Why are you having this procedure, Mrs Mole? Can't your husband decide?" My mother explained that Mr Mole had no superior status in our house. Mrs Singh looked shocked, but she drew a piece

of paper out of the hat. It said “Skegness”. Worse luck! Mrs Singh excused herself, saying that she must get back to prepare her husband’s meal.

b. Mark the statements True, False or No Information available.

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

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



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

Charlotte Wednesday 30 June

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

I had my breakfast, packed my bag and went **to school**. During the first break, I had a packet of crisps and I found

a ticket to the Lake District inside! Sadly that was the only good thing about that day at school.

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

To tell the truth, I don’t know what to write so I’m going to bed. Good night!!

Thomas and Oliver Wednesday 30 June

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

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

Melanie, Joanne & Jonathon Wednesday 30 June

What an awful start to the day!

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

The cat ran away. I had to look for it in a hurry. When I eventually found it, it was dirty from head to foot. Had to wash it, as a result was late for school. Had to write ‘I mustn’t be late for school’ 100 times. I thought things couldn’t get better but this afternoon things got a lot better! Our English teacher, Mrs Paine announced the winner of the poetry competition and the winner was ME! My prize? A great day out which was where?? THE LAKE

DISTRICT! I can't believe it. I can even **put up with** going to Skegness for a holiday. I hope I have a good time in The Lake District.

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

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

4. a. Complete the questions with the words in bold from this lesson and other lessons of the unit.

Do your parents t... you? Do you t... your parents? Do they ever get m... at you? What for? Do they p... u... with your bad habits? Do you ever get m... at them? Do you usually p... u... with your parents' criticism? If you have done something bad, do you usually d... doing it? Is there any p... in denying it? What makes you f...? Do you s... at people when you are furious? What can you do to avoid having r... with your parents or friends? What will you be doing on June 30th next year? Do you think you will be spending this day with your family?

b. Ask and answer the questions above. Report the most interesting findings.

LESSON 8. Study from morning till night

Communicative area: asking for and giving information; writing a diary entry

Active vocabulary: set expressions

Active grammar: articles in set expressions

1. a. Read the expressions below. Which of them is the odd one out?

from morning till night, non-stop, every now and then, 24/7

b. Do you know anyone who is studying from morning till night?

2. a.  Look through the underlined expressions in the diary entries in Lesson 7. Put them into three groups according to the use of articles.

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

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

c. Read the rules on the use of articles in set expressions on page 169/187. Explain why some of the expressions in Lessons 7 and 8 are highlighted.

3. a.   Listen to a girl describing a person. Note down all the set expressions from ex. 2a and 2b that are used in the description.

b. Complete the questions below with the expressions from ex. 2a and 2b.

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

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

4. a.  Learn by doing. Write your own diary entry for Wednesday 30 June.

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

LESSON 9. Autobiography

Project 

Communicative area: writing an autobiography, inferring meaning from context

Active vocabulary: autobiography

BEFORE THE PRESENTATION LESSON

1. a. Read the autobiography poem. What is *Mills*? Do you have anything in common with Lucy?

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

Lucy

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



- b. Is this type of autobiography suitable for formal situations?

2. a. Use the tips below to write an autobiography poem.

Line 1: Your first name

Line 2: Four adjectives to describe you

Line 3: Sibling of...

Line 4: I was born in ...

Line 5: Who likes ...

Line 6: Who feels ...

Line 7: Who needs ...

Line 8: Who hates ...

Line 9: Who dreams of ...

Line 10: Resident of ...

Line 11: Your last name

b. Share your autobiography poem with the class. Whose poem reflects the personality best?

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



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

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

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

b. Look through the autobiography again. Discuss the meaning of the words in italics.

4. Read the tips for writing an autobiography. Which of these tips did the teenager in ex. 2a use? How would you improve the autobiography?

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

Timeline. Outline the events of your life year by year from the year you were born.

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

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

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



5. a. Ask and answer the questions:

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

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

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

6. Look through the recommendations below. Discuss them with your partner. Start planning your autobiography presentation.

IN THE PRESENTATION LESSON

1. Think of an attractive layout – photos, pictures, colours, arrows, etc.
2. Hang the autobiographies around the classroom.
3. Go round the classroom and read your classmates' papers. Give each paper five marks: one – for the content, one – for the language, one – for the layout, one – for following the rules, one – for creativity.
4. Leave all your marks with the teacher. Let them calculate who has got the highest points.
5. Give a round of applause to the winner.

LESSON 10. Culture corner. The tradition of being thankful

Communicative area: reading and speaking about thanksgiving traditions

1. a. Guess which of the foods in the pictures were introduced by the Native Americans.



b. What do you know about Thanksgiving in the USA?

2. a. Read about the traditional American celebration and check your guesses.

Every year on the fourth Thursday of November, Americans celebrate Thanksgiving. What does this holiday symbolise?

In 1620, a group of English Protestants called Puritans arrived in America on a ship called the Mayflower. They became known as the Pilgrims. The area they settled in had been home to the Native Americans tribes – the Wampanoags. The local tribes knew the land well as they had fished, hunted and

harvested there for thousands of generations. As the Pilgrims were preparing for the winter, they started gathering supplies, including those belonging to the Native Americans. Eventually, some compromise was achieved and the local people took to helping the settlers to grow corn, to hunt and to fish. By the spring of 1621, a formal agreement was made between the sides and they agreed on joining their efforts to protect themselves from other tribes.

In the fall of 1621, they sat together to celebrate the harvest by eating a festive dinner, singing and dancing. The first Thanksgiving Day was formally celebrated in Plymouth in 1623, when the colonists thanked God for rain after a long drought. Several presidents have encouraged Americans to celebrate Thanksgiving since then.

Many Americans have adopted such Puritan values as honesty, responsibility, hard work and self-control. During Thanksgiving, Americans try not only to indulge in eating festive dishes but also to share and donate to charities. Many of them work as volunteers to give food to the homeless and those in need. In 2020, during the Covid-19 pandemic, people unloading food for the less privileged, didn't realise they had been working side by side with Brad Pitt for quite a long time until they had seen him take off his protective mask during the break.

Families cook and create something together for the holiday. On the day of Thanksgiving, they sit down to a meal of stuffed turkey, cranberry sauce, mashed potatoes, sweet potatoes, cornbread, gravy and pumpkin pie. At dinner, the TV is turned off to make it possible to enjoy the quality time with the family: parents tell their children why Thanksgiving is celebrated, people talk about family traditions, tell stories and have fun. Everyone is supposed to say what they are thankful for. Most do the breaking of the turkey wishbone during the meal and the one who gets the larger piece can make a wish.

In 1963, US President John F. Kennedy officially pardoned a turkey before the Thanksgiving dinner at the White House. Thus, a tradition was born of saving a turkey's life. Each president of the United States pardons a turkey, which, as a result, will not end up on a plate. Benjamin Franklin even wanted the turkey to become the national bird instead of the bald eagle.

The day after Thanksgiving is called Black Friday. It is the largest and the busiest shopping day of the year. This day marks the beginning of holiday sales before Christmas.

Holidays similar to Thanksgiving are celebrated all over the world: Erntedankfest in Germany, Labour Thanksgiving Day in Japan, Chuseok in Korea, Cerelia in Italy, August Moon Festival in China and Pongal festival in India. Most of the countries celebrate them in autumn after harvesting the crops, just like the Native Americans and first settlers did.

The greatest values of Thanksgiving are family, gratitude and thankfulness. People celebrate it to focus on spending time with loved ones and being thankful.

b. What do you think is the attitude of Native Americans to Thanksgiving?

c.   Listen and check your ideas.

3. a. Check your memory. What are the nouns for the following adjectives: *thankful* and *grateful*? What is the American equivalent of the word *autumn*? Find the words in the article.

b. Look through the article and the script for ex. 2c again. Find information to match the questions below.

Where? What? When? Who? How? Why?

4. Talk with a partner. Ask and answer the questions:

1. If you were a Native American, would you decide in favour or against celebrating Thanksgiving?

2. Why? What Belarusian holiday is close to Thanksgiving in its message? How do we celebrate it?

3. Which of the American Thanksgiving traditions would you like to adopt?

4. Would you like to indulge in eating the traditional Thanksgiving menu?

5. What does it mean to be a grateful person?

5.  Learn one of the funny poems about Thanksgiving from your digital supplement. Have a poems recitation competition Poems Out Loud.

LESSON 11. Speaking club. To volunteer or not to volunteer?

Communicative area: learning to debate

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



b. Match the volunteer projects teenagers can do in America with their definitions.

- | | |
|----------------------------------|----------------------------------|
| 1. Homeless Shelters, | 7. Senior Citizen Centres, |
| 2. Food Banks, | 8. Animals Shelters, |
| 3. State Parks, | 9. Red Cross, |
| 4. Libraries, | 10. Environmental Organisations, |
| 5. Helping Others Learn to Read, | 11. Web Site Creation. |
| 6. Hospitals, | |

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

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

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

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

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

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

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

h) The **motto** of this project is "Helping others, you help yourself." This organisation helps people in emergencies – whether it's half a million disaster victims or one sick child who needs blood.

i) They serve **the underprivileged** living in the community (especially around the holidays) by collecting food and distributing it to those in need.

j) This volunteer job involves helping patients both inside and outside the hospital. The volunteers programs allow participants to explore medical careers and gain work experience.

k) Here you can provide friendship and community activities to elderly people and become a senior citizens' **hero**.

c. Which of the words in bold means...

1. a person who has reached the official age when they can stop working regularly, a more polite way of saying *old person*;
2. giving someone, or making it possible for someone to have something which is useful or which they will need;
3. a person who does something, esp. helps other people, willingly and without being forced or paid to do it;
4. a building designed to give protection from bad weather, danger or attack;
5. a short sentence or phrase that expresses a principle of good or correct behaviour;
6. a person admired for having done something very

brave or having achieved something great; the main character in a book, film or play, esp. one who is admired for their good qualities; someone you admire greatly; 7. people who have less money, education, etc. than the other people in the society.

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

2. Hold a debate on the topic. To volunteer or not to volunteer?

1. In groups, discuss the pluses and minuses of volunteering.
2. Toss a coin. One of the groups should speak in favour of volunteering, the other – against it.
3. Make sure each member of the group has a chance to speak out.
4. Listen carefully to the opposing group. Note down their arguments.
5. Rebuff the arguments of the opposing group.
6. Count the arguments and decide who the winner is. Take into consideration how the arguments of the opposing group were rebuffed.



LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

1. Read the article. Say in two-three sentences what it is about.

Teenagers vs school and education

What is school like for teenagers? Actually, it's full of ups and downs.

You might face the problem of changing schools. Starting a new school is exciting, but not only. It might be very tricky

with lots of new faces and unfamiliar environments. It's important to stay positive about all that. But how? You should get all the support you can: from your parents, your family and your friends. Talk with them about the new school, be open to new opportunities and make new friends. Don't expect it to be amazing immediately. Talking to new people is hard, but it's worth it. Your friends are always there to support you. And if it gets really hard, you can always ask for help.

In the new school, and not only, you might be bullied. It's a horrible experience for a teenager. Even if someone is calling you names, talk to those who have always supported you.

Friends seem to be the only support network for teenagers sometimes. When you spend too much time with them, you will fall out from time to time. Get rid of toxic friends, develop confidence, stand up for yourself.

School-leavers are facing big decisions in their life. One of them is choosing a career path. You should know there is a lot



of information available which might make your choices easier. Also, there are qualified experts who could give you advice on the choice.

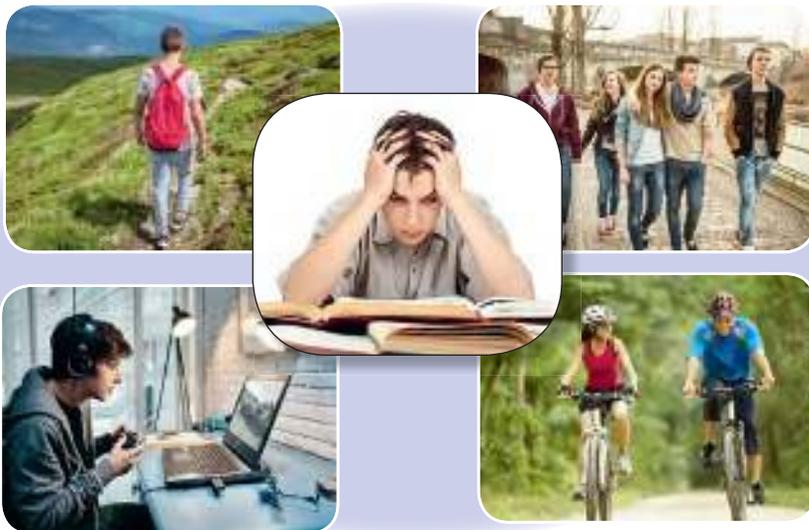
Your favourite gadgets and social media are ever-present in your life. However, they may do more harm than good. They will be distracting you from studying and – surprise-surprise! – from real life. Cut down on caffeine, get enough sleep, eat healthily and regularly and set up phone-free zones.

Studying feels like Groundhog Day at times. Preparing for exams adds extra stress, no doubt. Take study breaks and walks. Also, find time for fun, however busy you are! Switch off: take a bike ride, take part in an online gaming session with your friends, do what you like doing most.

2. Who should teenagers turn to for advice? Read aloud the extract which answers the question.

3. Who can support you if you are having problems?

4. How can teenagers fight stress?



II. LISTENING

1. Listen to the mini-lecture and answer the questions.

1. Is it a good idea to criticise teenagers for taking risks or misinterpreting other people's emotions?
2. How important is sleep in achieving academic success?
3. What can distract teenagers from studying?

III. SPEAKING

1. What is your opinion on the problems teenagers have to tackle at school?
2. Do these problems have an impact on the academic performance?
3. Ask me about the advantages of life-long learning.
4. How do you educate yourself outside school?
5. What is more important: formal education or self-education?

UNIT 4



YOUTH AND SOCIETY

LESSON 1. Be prepared!

Communicative area: talking about the Scout Association and its benefits for young people

Active vocabulary: society, mission, contribute experience, challenge, diverse, diversity, expression, integral, involve, set and achieve goals, promote, tolerance

Active grammar: Articles with the names of organisations

1. Discuss in pairs.

1. What youth organisations in Belarus and in other countries do you know?

2. Do you belong to any youth organisation? Why / Why not?

2. Study and answer. When don't we use the definite article 'the' with the names of organisations?

UNESCO is the acronym used for **the** “United Nations Educational, Scientific and Cultural Organisation”. **UNESCO** is pronounced as one word, [ju:'neskəʊ].

The BRSM is used to present **the** “Belarusian Republican Youth Union”. **The BRSM** is pronounced as [dʌ bi: ɔ:r es em], not as one word. 

3. a.   Listen to the programme about the Scout Association and say why Scouting is so popular with young people.



b. Read the script of the programme about the Scout Association and complete the table.

Place of birth	Date of birth	Age of scouts	Motto	Mission	Sections-activities
...

Scouting in the UK is the largest volunteer [ˌvɒləntɪə] movement for young people which **involves** over 500,000 people. The motto of the Scout Association is BE PREPARED, which means your mind and body are always ready to do the right thing at the right moment. The **mission** of Scouting is to **contribute** to the education of young people, to help them build a better world, realise their full potential and take their place in **society**.

The first scouting camp was held in 1907 on Brownsea Island in England. The Boy Scouts Association was officially created in 1910 and, at the start, Scouting was for boys between the ages of 10 and 19. In 1967 the name of the organisation was changed to the Scout Association. Now it is made up of five sections: Beavers (aged 5–8), Cubs (aged 8–10), Scouts (aged 10–14), Explorers (aged 14–18) and Network (aged 18–25).

Adventure is at the heart of everything we do. We believe that through the everyday adventure of Scouting, young people regularly **experience** new **challenges** that enrich their lives. We offer hundreds of activities, as **diverse** as kayaking, staged performance, paragliding, and archery. There's something for every young person, whatever their physical ability: hiking in the dark, travelling across the country with just a backpack and three friends or spending the first night away from home.

The zones vary slightly depending on which of our sections the young person is in, but they cover a huge range of activities, from outdoor adventures to community involvement, creative **expression** and learning about the wider world. Activities are an **integral** part of Scouting. But as well as being challenging

physically, our activities help young people **set** and **achieve goals** and grow in confidence.

At an international level Scouting aims at **promoting** international harmony and peace and encouraging **tolerance** of diversity.

c. Match the words in bold with their definitions.

1. something you do that shows what you think or do;
2. a task or situation that tests someone's abilities;
3. the people living in a particular country or region and having shared customs, laws, and organisations;
4. to be one of the things that help to make something happen;
5. being an important part of something;
6. to encourage someone to take part in something;
7. to help something develop or be successful;
8. very different from each other;
9. to decide on your aim and fulfil it;
10. an aim that is very important to a person or organisation;
11. to go or live through something;
12. the ability or willingness to allow people to say, to do, or believe what they want without criticising them.

d. What benefits does Scouting bring to young people? Work in pairs and complete the sentences.

1. Scouts experience ... which enrich their
2. They are given the opportunity to express their ... and learn about
3. Young people are involved in a huge range of
4. Activities help Scouts realise their..., take their place in ..., set and achieve ... and grow in
5. Scouting promotes ... and encourages

4. a. Read some facts about WOSM. Which of them have surprised you?

The World Organisation of the Scout Movement (WOSM)

• 172 National Scout Organisations are members of the World Organisation of the Scout Movement.



- The Belarusian Republic Scout Association joined WOSM on 5 September 2010.

- The first Belarusian Scout groups were created in 1909, just after the founding of Scouting in England in 1907.

- Famous Scouts: David Beckham (UK) – footballer; Paul McCartney (UK) – singer / songwriter / bassist of the Beatles and Wings; Mohammed Ali (USA) – boxer; Walt Disney (USA) – cartoonist and film producer; Steven Spielberg (USA) – film maker; Barack Obama (USA) – president; Nelson Mandela (the South African Republic – president; Bill Gates (USA) – businessman, co-founder of Microsoft.

b.   Listen to Bill Gates' interview about the Boy Scouts of America. How did Scouting influence Bill Gates' life?

c.   Listen again and reconstruct Bill Gates' answers.



Reporter: So, Bill, you have received the Silver Buffalo Award, the highest award given to adults in the Boy Scouts of America, for your achievements in business and philanthropy. What achievement in your life do you find most important?

Bill Gates:

Reporter: Do you remember clearly your Scouting experience?

Bill Gates: ...

Reporter: When and where did you get involved in the Scouting movement?

Bill Gates: ...

Reporter: What influenced your decision to become a Boy Scout?

Bill Gates: ...

Reporter: What activities were the most challenging for you?

Bill Gates: ...

Reporter: What activity is the most memorable?

Bill Gates: ...

Reporter: What does Scouting mean to you?

Bill Gates: ...

Reporter: Thank you very much for coming and sharing your memories with us. Service to others is at the core of what

it means to be a Scout. Mr Gates, through his incredible success, has provided a tremendous opportunity and help to inspire others.

d. Act out the interview with Bill Gates.

5. Talk to your partner. Would you like to be a Scout? Why (not)? Then, work in groups of four and compare your ideas.

Useful language box

To tell you the truth,
I really need ...
I (don't) find ...
Actually,
I'd rather not. ...

Well, I don't mind ...
To be honest,
I don't think I would ...
I've always wanted to ...

LESSON 2. The BRSM today

Communicative area: talking about the BRSM and its activities

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

1. a. Discuss in pairs.

Do many young people in Belarus participate actively in the life of society?

What do you know about the BRSM – the Belarusian Republican Youth Union?

b.   **Make up a text about the BRSM for the Internet page answering the questions and using the phrases below. Then listen and compare with the original.**



1. What is the BRSM? 2. What are its goals? 3. When was it created? 4. What are its symbols? 5. Who are the BRSM members? 6. What are the BRSM activities?

youth organisation; Belarus; a leader of the national youth movement; to promote patriotism; to develop youth's initiatives; to involve young people into useful public activities; to encourage creative expression; 6 September, 2002; an emblem and a flag; the initials of the BRSM; a gold olive branch; between the ages of 14 and 31 to participate in memorial ceremonies; to be involved in indoor and outdoor activities; camping; sporting events; football; running; ice-hockey; skiing; to take part in competitions; social events; to hold concerts; flash mobs; to organise student construction brigades; volunteer movement

2. a. Read about some activities of the BRSM. Why do young people take part in them?



1. One of the main areas of the BRSM is the youth volunteer movement *The Kind Heart*. Young volunteers help those in need: the veterans of the Great Patriotic War, elderly and disabled people, sick and orphans¹. “We want the veterans to know that we remember and value what they have done for us and our country. We want them to feel our love and respect,” says a participant of the action *Youth to veterans* which was held in Mozyr.

¹ **orphan** [ˈɔːf(ə)n] – a child whose parents have died

2. The BRSM supports creative and talented youth. The Republican Youth project “100 ideas for Belarus” gives young people the opportunity to present their projects and share their brightest ideas in various spheres of our life. If you are from 14 to 35 years old, jump on the chance to surprise others! One of the participants says: “This project helps me to grow professionally. It’s a valuable experience. I’d like people to appreciate my idea as it can make our world a better place to live in.”

3. Every summer, the BRSM organises student construction brigades. In the summer the Central Committee of the BRSM expects more than 70,000 students to work on the country building sites. It’s a great chance for young people to change their lives, to feel the adventure and test themselves. The committee also expects the students to earn enough money for one month’s work to go to the seaside afterwards.

b.  Read the three sentences from ex. 2a and answer the questions.



We want them to feel our love and respect.

I’d like people to appreciate my idea.

The BRSM expects more than 70,000 students to work on the country building sites.

1. What is the subject?
2. What is the predicate?
3. What is the object?
4. What is the complex object made up of?

c. What does the BRSM expect young people to do? Make up sentences using the Complex Object and information in ex. 1b and 2a.

Example: The BRSM expects young people to be patriots of Belarus. It wants them to participate in useful public activities. The organisation would like them to express their creativity.

3. Read the Scout Law and say what the Scouts Association expects young people to do.

Example: The Scouts Association expects young people to be trusted.

The Scout Law

1. A Scout is to be trusted.
 2. A Scout is loyal.
 3. A Scout's duty is to be useful and to help others.
 4. A Scout belongs to the worldwide family of Scouts.
 5. A Scout has courage in all difficulties.
 6. A Scout makes good use of time and is careful of possessions and property.
 7. A Scout has self-respect and respect for others.
 8. A Scout is clean in thought, word and deed.
- 4.**  **Work in pairs. Imagine that you are at the youth festival. One of you is a Scout and the other one is a BRSM activist. Write a list of questions you would like your new friend to answer. Then, have a conversation about your organisations.**
- 5.**  **Study the official site of the BRSM brsm.by, choose one activity and report to the class about it.**

LESSON 3. UNESCO clubs

Communicative area: discussing the role of young people in solving the world's problems

Active grammar: Complex Object with *let, make*

1. a. Discuss in pairs.

1. Have you ever heard of UNESCO?
2. What does UNESCO stand for?
3. What is UNESCO's mission?



b. Read and check.

UNESCO, the United Nations Educational, Scientific and Cultural Organisation, is a specialised agency of the United Nations (UN). UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable¹ development and intercultural dialogue through education, the sciences, culture, communication and information.

2. a. Read about the Belarusian Association of UNESCO Clubs and complete the sentences, using the words below.

diversity ♦ created ♦ involve ♦ includes
♦ opportunities ♦ respect ♦ promote ♦ activities

The Republican Public Association *Belarusian Association of UNESCO Clubs* (BelAU) was ... on 17 December, 1989. Today, it ... more than 50 clubs all over Belarus.

The aims of the organisation are:

- to inform the public about the ... of UNESCO;
- to ... children, young people and adults in activities to ... the ideals and principles of UNESCO;
- to educate children and youth as true citizens of the country and promote an active lifestyle.

“Culture of Peace” is the main program of the Association. The purpose of the program is to provide ... for young people in getting acquainted with the national culture and the culture of other countries and the acquisition of values such as tolerance for cultural ..., peaceful resolution of conflicts through dialogue and cooperation, ... for the historical, cultural and natural heritage.

b.   Listen to Victoria Bardashevich-Shalygina, the curator of one of Minsk UNESCO clubs, *Gulfstream*, and answer the questions.



1. When was the “Gulfstream” club created? 2. Where is it based? 3. How many

¹ **sustainable** [sə'steɪnəb(ə)] – устойчивый / устойчивы

members does it have? 4. How many people does it have? 5. What are the main activity spheres of the club? 6. What activities has the club taken part in?

3. a. Victoria Bardashevich-Shalygina is also the coordinator of role playing on modelling the UN in Belarus. Read the information about this project. What do young people do there?

Simulation of the United Nations is a role-playing game that helps young people learn about global problems of humanity, seek alternative ways of resolving them and develop debate skills. The project is unique, fascinating and very useful because all discussions are in English. Role-playing games are held in Belarus in January and in April, and in many countries of the world.

b.   Listen to Kate Gorbach, a 10th-year student and a *Gulfstream* club member. What makes her and other club members participate in Model UN conferences? Choose from the list the ideas she mentions.



1. I get a valuable experience in diplomacy.
2. The participants develop communication and critical thinking skills.
3. The conferences **let me feel** important in solving world problems.
4. The conferences **make the delegates hold** an intelligent, respectful discussion and debate between students from different schools.
5. This is a powerful, stimulating way to inspire a genuine¹ interest in international politics and the world in which they live.
6. They raise awareness of the challenges and dilemmas faced by 'governments' and establish problem solving discussions to overcome them.
7. In terms of peace education, such an experience opens minds and builds understanding.
8. The delegates **aren't allowed to speak** Russian, so it's a great opportunity to improve your English.

¹ genuine [ˈdʒɛnjʊm] = real

9. It's a chance to look at an issue from another point of view as the participants **are made to speak** on behalf of a certain country, not expressing their own opinion.

10. The participation in such conferences **let students make** new friends from all over the world.

c.  Look at the phrases in bold and answer the questions.



The conferences **let me feel** important.

The conferences **make the delegates hold** an intelligent discussion.

The delegates **aren't allowed to speak** Russian.

The participants **are made to speak** on behalf of a certain country.

1. What verb form do we use after the structures *make sb ... / let sb ...*?

2. What verb form do we use after their passive equivalents *be made ... / be allowed ...*?

4. a. Below are three world problems Model UN conferences try to solve. Fill in *to* where necessary.

1. Today, throughout the world, around 152 million children work. They do not go to school and have little or no time to play. Many do not receive proper nutrition or care. They are deprived of the chance to be children. Though keeping children from school to make them (1. ...) work is illegal in many countries, more than half of them are made (2. ...) work in threatening environments, slavery, or in armed conflicts. Poverty is the main reason that makes them (3. ...) do it. Many parents don't want their children (4. ...) suffer, but they have to work to survive.

2. About 61 million children of primary school age do not go to school. More than 60 million children do not attend secondary school. Across the world many children miss out on their education because:

- they are made (5. ...) work to help support their families,
- they have to join the army and become child soldiers,
- even if families would like their children (6. ...) get education they can't afford it because in most developing countries school is not free.

3. The majority of the children out of school are girls. Most girls who aren't allowed (7. ...) go to school live in Sub Saharan Africa, South Asia, East Asia and the Pacific. This reinforces gender stereotypes that a women's place is in the home taking care of children, cooking, cleaning and doing other unpaid work.

Faced with social and economic barriers, parents often expect their son (8. ...) get education, and not their daughter. The high rate of child marriage in many countries means many girls never have the opportunity to go to school or are made (9. ...) drop out of school at a young age. Many parents don't let their daughters (10. ...) go to school because they are scared that it isn't safe. Sometimes schools are far away and it is too dangerous for girls to travel there alone. Moreover, girls are more likely to be victims of violence at schools.

b. In which of the discussions would you like to take part at a Model UN? Why?

Example: I want all people to get a good education. It's unfair / inhumane that girls aren't allowed to go to school.

5. Imagine you are a UNESCO club member. Recruit new members by telling them about the activities and benefits of UNESCO clubs.

Useful language box

No doubt / I'm sure ...

You'll improve / develop ...

The most obvious advantage of membership is that ...

Being part of our UNESCO club will let/make you ...

It's a great chance / opportunity to ...

It's time to take action and ...

If you want to make a difference, ...

You'll have an unforgettable experience of ...

Would you like / Do you want your life to be ...?

LESSON 4. Let's start giving

Communicative area: discussing the problem of poverty and ways to solve it

Active vocabulary: accept, appreciate, charitable, determine, donate, generosity, gratitude, knowledgeable, offend, poverty, require, rewarding

1. a. Read the information about child poverty. Are the figures frightening?

Child World Poverty Statistics	
Number of children in the world	1.9 billion
Number of children that live in extreme poverty	356 million (1 in 5)
Number of children that live in the street	150 million (1 in 12)
Number of children without access to safe water	210 million (1 in 9)
Number of children without basic sanitation	420 million (1 in 5)
Number of children that die due to poverty	22 thousand a year

b. What can volunteers do to help children in poor countries? Discuss in pairs, then share your ideas with the other pairs.

2. a.  Read the instructions *How to start giving* from [eHow.com](https://www.ehow.com). What is the best way to give?

Giving a Helping Hand

Giving a helping hand can be **rewarding** for both you and the person who receives your **generosity**.

1. **Determine** if you prefer to help someone by yourself or choose a charity to help you. A charity is **knowledgeable** in finding the right people that live in **poverty** or need your help

most of all. If you choose to help someone on your own, it may take more time or risk on your part.

2. Select a charity if you feel you need help finding someone to help. Most charities have the structure, administration and organisation to effectively find someone you can help. People working in such organisations are volunteers who are dedicated to their mission.

3. Make a donation.

- **Donate** money if you don't have a great deal of time to help someone in person. A check is always welcome by charities.

- Donate time if you feel that is how you can give the most. Some charities require only an hour a week while others could use you full time. You can help people in need not to give up hope.

- Donate food or used items instead of selling them on eBay. **Charitable** organisations **accept** many household items that you may not need any longer. You can give out your clothing, furniture or toys.

4. If you choose to help someone on your own, determine the true needs of the person. Some people may be **offended** if you offer help. Think carefully if they truly need and want your help.

5. Ask friends and family if they have any needs. You may find someone in need very close to home.

6. Don't expect anyone to **appreciate** your help. If you are giving for compliments or **gratitude**, you may be disappointed.

b. Match the verbs with their definitions.

- | | |
|------------------|---|
| 1. to donate | a) to ask, force or order to do something |
| 2. to require | b) to decide, to make up one's mind |
| 3. to offend | c) to give (money, time, etc.) to a charity |
| 4. to determine | d) to take or receive |
| 5. to appreciate | e) to admire greatly, value |
| 6. to accept | f) to hurt the feelings, sense of dignity |

c. Find the words in bold in the text derived from the words below:

Noun	Adjective	Noun	Adjective
reward	generous
charity	grateful
knowledge	poor

d. Answer the questions. Use the words from ex. 2b, 2c.

1. What can people donate?
2. What do charities require? What do they accept?
3. What should you determine if you want to make an act of charity?
4. What should you keep in mind if you decide to help someone in person?
5. Why are charitable organisations the best way to give a helping hand?
6. What shouldn't you expect while helping others?
7. Why do people donate something to charity?

3. a. Read about the song *We are the world*. Why is it special?

We are the world is a song and charity single originally recorded by the super group *USA for Africa* in 1985. It was written by Michael Jackson and Lionel Richie. Since its release, *We Are the World* has raised over \$63 million for humanitarian causes. Ninety per cent of the money was donated to African relief. The remaining 10 per cent of funds was spent on domestic hunger and homeless programs in the US.



b. Look through some phrases from the song. What is it about?

“We need a certain call”

“It’s time to lend a hand to life”

“Let’s start giving”

“The world must come together as one”

“We’re saving our own lives”

“Send them your heart”

“We can’t go on pretending day by day”

“That someone, somehow will soon make a change”

“We are the ones who make a brighter day”

“Their lives will be stronger and free”

c.   Listen to the song and check your guesses. What is its message? Sing the song.

d. What is the greatest gift in the world? How can we save this gift? Discuss in pairs using the ideas from the song.

4. a. Read the quotations about charity. What do they mean? Which of them do you agree with? Why?

It's not how much we give but how much love we put into giving.

Mother Teresa

No one has ever become poor by giving.

Anne Frank

There is no exercise better for the heart than reaching down and lifting people up.

John Holmes

We only have what we give.

Isabel Allende

You have not lived today until you have done something for someone who can never repay you.

John Bunyan

Doing nothing for others is the undoing of ourselves.

Horace Mann

Those who are happiest are those who do the most for others.

Booker T. Washington

b.  Write a paragraph expressing your opinion on charity (see the questions below). Choose one of the quotations from ex. 4a as a title. Use the material and active vocabulary of the lesson.

1. Who needs our help? (the poor, the sick, the disabled, the elderly, the homeless, etc.)

2. How can we help?

3. Have you ever made a donation? When? What did you do?

LESSON 5. A gap year experience

Communicative area: talking about volunteer experiences

Active grammar: Complex Object with “see”, “hear”, “feel”, “notice”, “watch”

1. a. Read the definition of a gap year on page 138. Do you think it is a good idea? Would you like to take a gap year after school?

A gap year is a year taken between high school and college. During this gap year, students are involved in extra-academic and non-academic courses, language studies, volunteer work, travel, sports and more, all for the purpose of improving themselves.

- b.   Listen to the programme about Prince William’s gap year. Which countries did he spend his gap year in?

the UK; the USA; Belize; Chili; Australia

- c. Listen again and match the activities with the places.

1. built new walkways; 2. worked on a farm; 3. slept in a hammock; 4. taught English; 5. lived in the jungle; 6. worked as a volunteer for a charity; 7. had to do household chores.



- d. Do you think a royal person should do such things?

2. a. Read about Emma Shepard’s gap year experience in South Africa. What benefits did she get during her gap year?

I’ve just returned from spending 6 amazing weeks in South Africa. I stayed at Kwa Madwala, which is just south of Kruger National Park, where we really were surrounded by the wildlife. We often **watched giraffes wandering** by or antelopes running about. One evening, we **saw five hippos lying** on the lawn at the end of our driveway, with two little babies that were only about a month old! I will never forget my meeting.

I think by far the most rewarding and inspiring thing of the trip was spending my time at the local orphanage¹ in the Hectorspruit Township. The thing that shocked me most when I first visited the orphanage was that none of the children had shoes. I was going to talk to them when I **felt someone grab** my hand. It was Bobby, a funny little boy with a wide toothless smile. Despite wearing the same clothes every day, those were the happiest children I had ever met. They were so excited to see us. When they **saw us coming** they would be running from all directions to greet us. Those were the best moments when I could **hear them laughing**. The children at the orphanage taught me so much about life. They just wanted to be loved, and to have attention, and that's what I've realised is important in life.

Our job at the orphanage was to complete one of the rooms that had been built by one of the previous groups. I can honestly say that I have never worked so hard in my whole entire life-mixing 5 bags of cement with 25 wheelbarrows² of sand, is something I wouldn't usually be doing at 7:30 in the morning!

I noticed a huge change in myself. I definitely became a lot braver and more self-confident. I've now realised that there is so much that I can do with my life, I don't just have to be stuck in the normal 9–5 office job; I could actually make a real difference to individuals, families and communities. I'm already starting to plan my next trip away! I would love to go back and do some more teaching and work at the orphanage. I had the best 6 weeks of my life, made the most amazing friends, and have memories that I will treasure for a lifetime!

b.  **Work in pairs. Look at the phrases in bold and complete the rule.**



see / hear / feel / notice / watch + smb / sth + ... / ...

¹ **orphanage** ['ɔ:fənɪdʒ] – a public institution for the care and protection of children without parents

² **wheelbarrow** ['wi:l,bærəʊ] – a large open container with one wheel that you use outside for moving loads

Compare: I saw him coming into the room.

I saw him **come** into the room.

1. What verb form do we use to express an action in process?

2. What verb form do we use to express a completed action?

The Passive Voice: *He was seen **coming** into the room.*

*He was seen **to come** into the room.*

3. a. Make up true sentences about you.

*Example: Yesterday I heard my dad talking on the phone.
I saw my brother fall off the bike.*

Yesterday	I saw	my friend	...
Last week	I heard	my mum	
Three days ago	I noticed	my brother	
...	I watched	my classmate	
	I felt	...	

b. Turn the sentences from ex. 3a into the Passive Voice.

*Example: My dad was heard to talking on the phone. My
brother was seen to fall off the bike.*

4. a. Read some volunteers' stories about their gap year experience and put the verbs in brackets in the correct form.

1. "I volunteered in Nepal at a Child Care centre and street children's centre in Pokhara, Nepal earlier this year. You really get the benefit of the work you do. It is really rewarding when you see the children (1. smile) and (2. laugh). Chrissy and Phil are a fantastic support and Bindu and her family make you (3. feel) so welcome at her house, I really didn't want to leave!"



2. "I hadn't originally planned to take a gap year; in fact, everyone expected me (4. enter) Cardiff University. Unfortunately, my A-level grades were too low to do it. So, I started hunting for a gap year company that let me (5. volunteer), (6. travel) and (7. go) with a group of people my age."

3. “I went away to South Africa with the Leap company, who were so helpful and friendly. While we were away, they called our parents to let them (8. know) we arrived safely and kept them updated throughout the trip, which definitely gave the parents peace of mind!

4. “Plan My Gap Year” is an award-winning international volunteer organisation based in the UK. It was set up by Gad and Philip, who have both a passion for travelling and volunteering around the world. In April 2018, Philip ran the London Marathon to raise money for their street children project in Sri Lanka. 2019 saw both Gad and Philip (10. run) the Paris Marathon to continue their fundraising efforts in Sri Lanka.”

5. “I left the streets of New York City for the shores of West Africa. I realised I’d made my living selfishly and arrogantly for years. Desperately unhappy, I felt my life (11. lose) its colours. I signed up for volunteer service called “Mercy ships”, a humanitarian organisation which offered free medical care in the world’s poorest nations.”

6. “I volunteered out on Frontier’s South Africa Wildlife Conservation. Most evenings were spent with bird watching before dusk or hiding inside the safety fence mainly to watch jackals (12. hunt) insects. One Sunday morning, I was still lying in bed when I heard lions (13. roar) in the distance. That natural alarm clock made me (14. get up) and I decided to go for an early morning walk. As I started to catch the sun’s first warm rays as it came over the hill, I noticed two rhinos (15. come) down to feed on the lush grass. I was grateful to them as I was allowed (16. take) some great photos!”



b. How did the people spend their gap year?

c. Discuss in groups. How would you like to spend your gap year if you decided to take one?

LESSON 6. How youth can change the world

Communicative area: discussing the role of youth in solving world problems

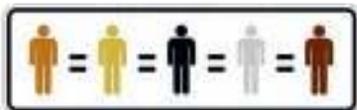
Active vocabulary: (in)equality, gender, launch, empower, campaign, accurate, just

1. a. Look at the symbols below. Do you know what they represent? Read the information and check your ideas.



We have over 1 billion ways to create a better, brighter future for everyone. With 1.8 billion youth aged 10 to 24 alive right now, it's the largest global population of youth in history! To achieve the 17 Sustainable Development Goals (SDGs) – a set of Global Goals adopted by 193 countries to end poverty, tackle **inequality** and fight climate change – the power of youth is more required than ever. When given the opportunity, support and

space to make a difference, youth can – and will – take on the challenge! Encouraging the global youth population is critical to realising a brighter future for all. We believe young people have the power and potential to achieve the SDGs, and create a safer and more sustainable world.



equality

equal – equality – inequality

b. Why should the youth get involved into achieving the SDGs?

2. a. Read about some actions taken by the Plan International organisation and match them with the goals.

- a) **Goal 3:** Good health and well-being
- b) **Goal 4:** Quality education
- c) **Goal 5:** Achieving **gender equality**
- d) **Goals 1 and 8:** Ending poverty and fuelling economic growth
- e) **Goal 13:** Combating climate change and its impact
- f) **Goal 16:** Creating peaceful and **just** societies

Youth can change the world

1. Quality education gives children and youth the knowledge, skills, confidence and opportunities to overcome poverty, discrimination and so much more. Achieving an education is a challenge for far too many – especially girls, who often have no right to learn simply because they're girls. *Plan International* has launched The Goat Project in Zambia. It's a global **campaign** which asks people to donate a goat for a Zambian family so that they can pay school fees for their daughters.



2. No country in the world has achieved full gender equality. Millions of girls and women continue to face barriers

to education, healthcare, safety and many other basic human rights. Alemayehu from Ethiopia, Harly from Nicaragua and



Keshob from Bangladesh are 3 young men who believe in gender equality and speak out to end violence against girls and women and practices like child marriage.

3. Climate change is a global issue that's not only impacting millions of lives right now, but the long-term **consequences** will ultimately **impact** all of today's youth.

Youth across the globe are speaking out to protect the environment and their future.

Marinnel from the Philippines believes that young people should get involved and take action to educate their communities on climate change.

4. When it comes to promoting a healthy lifestyle, youth are powerful agents! When young people have access to **accurate** health information and resources, they can help prevent the spread of diseases, like malaria or AIDS, and promote nutrition, hygiene, sanitation and more. Andressa from Brazil is a member of Plan International's health youth program, where she helps create a safe space for young people to discuss their health problems.



5. Poverty is often passed from one generation to the next. Breaking the cycle of poverty means **empowering** children and youth with the knowledge and skills to help them reach their full potential. Nipa, 18, has **launched** her own business, selling hand-made motorcycle grips (*рукоятки / ручки*) in Bangladesh. Thanks to business



skills training provided through Plan International, Nipa's able to financially support herself and her family.

6. According to the UN Refugee¹ Agency, nearly **34,000 people are forced to flee (-leave) their homes every day** as a result of war conflicts. This means millions of children and youth are growing up in the shadow of war and violence. Plan International cooperates with refugee camps, providing families from countries such as Syria, South Sudan, and Central African Republic with not only the basics like food and water, but emotional support and education too. By creating safe spaces for children and youth to play and learn, we can replace the fear and danger they may feel with hope and peace of mind.



b. Work out the meaning of the words in bold.

c. Read the text again and say how “Plan International” programmes promote SDGs. Make up sentences using the verbs below.

Promote, prevent, achieve, donate, speak out, provide, impact; reach, empower, support, cooperate, replace, create, launch.

d. Work in pairs. Write questions to interview a “Plan International” activist.

e.  Work in new pairs. Act out an interview with a “Plan International” activist.

3. a. Which SDGs do you find the most important nowadays? Why do you think so?

b. Has Belarus adopted the SDGs? Surf the Internet and find any information about Belarusian SDGs programmes. Report to the class.

¹ **refugee** [ˌrefjʊˈdʒiː] – someone who flees (leaves) the country, especially during a war

LESSON 7. Summer time

Communicative area: discussing the ways of spending summer holidays, writing an advertisement

1. Discuss in small groups.

1. How do teenagers in Belarus usually spend their summer holidays?

2. What summer activities do you prefer? Choose from the list and use your own ideas. Explain your preference.

Doing charity work; travelling with my family / friends; taking part in environmental projects; going to the countryside; working to get some money; learning languages; travelling abroad / about Belarus; going to summer camp; camping / hiking; reading / watching films; surfing the net; visiting my relatives

2. a.   A lot of young people from all over the world take part in the programmes of CISV, a global, volunteer-led organisation. Listen to its advertisement and answer the questions. What does CISV stand for? What does it promote?

b.   Listen to the description of the CISV programmes and match them with the ages of participants.



CISV offers educational programmes for children and young people and they have opportunities for people of all ages to participate and volunteer!

Programme	Age group
1. Village	a) 14–15
2. Interchange	b) 11
3. Step Up	c) 12–15
4. Seminar Camp	d) all ages
5. Mosaic	e) 17–18

c.   Listen again. Complete the sentences.

1. The Village programme is an introduction to
2. Interchange is a two-way family exchange programme which encourages
3. Step-up is a camp-based programme which encourages
4. The Seminar camp participants develop their own agenda (programme) and explore
5. Most Mosaic projects respond to

3. a.   Listen to the programme about “Harvest for the Homeless”, one of Mosaic projects. What do the participants do?

b.   Listen again and fill in the gaps.

Maine CISV Chapter members in Orono, the USA, and community partners are in their second year of (1. ...) local Mosaic project called “Harvest for the Homeless”. It is a one-year “Plant to Plate” community service programme – a gardening and (2. ...) project. CISV families



of all ages work in the garden from (3. ...), learning about sustainable agriculture together. The CISV Harvest Garden grows primarily root crops that work well in a hearty, healthy (4. ...) soup, a whole grain bread and vegetable-based dessert. Varieties are chosen according to their storage qualities and (5. ...) to cold weather. Then, (6. ...), volunteers meet on the third Sunday of each month, 4:00–6:30 p.m. at the Orono Senior Center and prepare vegetarian meals for the Bangor Area Homeless (7. ...) and Dorothy Day Soup Kitchen¹.

“We planted the garden and (8. ...) and all of that awesome stuff and weeded all through the summer,” said Nash Allan-Rahill, whose family works in the garden. With their hard work, it grew. To name just some of their crops, they planted tomatoes, lettuce, peppers and (9. ...), plus several kinds of flowers.

¹ **soup kitchen** – a place where free food is served to those who are poor or homeless

“To make global friendships and (10. ...) peace both within the community as well as globally,” said Brian Rahill of Orono, explaining the mission of CISV. “We’re actually preserving the food and freezing it in (11. ...) that are at the Birch Street School right here on the site so we’re able to store that so we can make the soup over this (12. ...) period.”

“It makes me feel really good like I’m actually making a difference here in my community. I hope it will inspire others,” said Maddy Allan-Rahill.

c. Answer the questions.

1. When is the project “Harvest for the homeless” held?
2. What crops do the participants grow? 3. What meals do they cook? 4. Who do they provide with food? 5. What benefits does this project give the participants?

4. Discuss in small groups. Why do many young people want to participate in the CISV programmes during their summer holidays? Would you like to take part in one of them? Why / Why not?

5.  Write an advertisement for teenagers about an unusual way to spend summer holidays. You can use the ideas from the lesson as well as your own ideas.

LESSON 8. Should young people join youth organisations?

Communicative area: discussing and writing an opinion essay on the importance and benefits of youth participation in the life of society

Active vocabulary: exposed, commitment

1. a. Read the article. If you would like to join a youth organisation, which of these facts could influence your decision?

Teenagers who belong to youth groups and other clubs lead happier lives and are less likely to drink or smoke, a new study shows.

Although they may be **exposed** to more peer pressure, researchers have found they are also more socially able and likely to be physically active.

The findings show that they are a fifth less likely to smoke and to ever have been drunk than other teenagers their age. They are also a fifth more likely to eat fruit and vegetables regularly.

The study has also found taking part in club activities increases the youngsters' happiness levels.

Various activities provide young people with:

- a safe place to hang out;
- something to do;
- a chance to make friends;
- fun;
- learning through experience.

As well as providing activities, groups also help to develop young peoples' interests and skills:

- a skill in a specific area like arts and crafts, drama or outdoor activities;
- skills in getting on with other people;
- an interest in developing their own skills and talents;
- an interest in their society/community.

Joining a group is a different decision to going to school as young people must attend school. Joining a group is a personal choice for young people and when they do, they are making a **commitment** to their own growth and development.

b. Read the definitions of the words in bold and answer the question: are the ideas below arguments for or against joining youth organisations?

exposed – not covered, hidden or protected

commitment – enthusiasm



1. Young people may be exposed to more peer pressure.
2. Young people make a commitment to their own growth and development.

c. Look through the lessons of the unit and find other benefits that youth organisations bring to young people.

d. Discuss arguments against joining youth organisations. Why do some teenagers prefer being isolated from society and various youth organisations?

2. a. Read an opinion essay on the topic “Should young people take a gap year between finishing high school and starting university studies?” Is the writer for or against taking a gap year?

Some people recommend students to travel the world for a year before starting university. Others argue a “gap year” is a waste of time and money. In my opinion, there are more disadvantages than advantages of spending a gap year travelling after school.

To start with, probably the most serious problem about a gap year is its impact on future academic performance. Young people taking a gap year may fall behind their peers or lose the motivation to study altogether.

Moreover, school leavers are not mature enough to make the right decision. They are generally likely to end up with unskilled jobs abroad that barely cover their expenses. Sometimes the work experience gained may not be very relevant to a person’s career later and might not offer a lot of opportunities to achieve success in their future life.

However, some people think that gaining some life and work experience develops you as a person. A gap year can help young people to become more independent and grown up, as it will require some organisation skills and the ability to manage their finances.

All points considered, I strongly believe that there are a number of good alternatives to taking a gap year immediately after school: studying abroad or working in a foreign country once you have completed studies. These alternatives later in a person’s career might be a more focused approach that offers better work opportunities, and ultimately, may prove a better experience than a gap year.

b. Look at the plan below. Does the essay in ex. 2a have all the necessary parts?

Introduction

Paragraph 1: state the topic and your opinion clearly



Main body**Paragraph 2:** viewpoint 1 and a reason**Paragraph 3:** viewpoint 2 and a reason**Paragraph 4:** the opposing viewpoint and reasons**Conclusion****Final Paragraph:** sum up your viewpoints and restate your opinion using different words**c. Find the viewpoints and their reasons.**

3.  Write an argumentative essay *Should young people join youth organisations?* Use the plan in ex. 2b and the tips below.

Points to remember

- Never start writing your composition before making a plan.
- Each paragraph should start with a topic sentence which summarises the paragraph.
- Each viewpoint should be joined to the others with linking or sequence words, e.g.

Useful language box

To express opinion: I (strongly) believe, In my opinion, In my view, I (definitely) feel / think that, It seems to me that, As far as I am concerned, I am (not) convinced that, etc.

To list viewpoints: Firstly, In the first place, To begin with, To start with, Secondly, Thirdly, Finally, One advantage of ... is, etc.

To add viewpoints: What is more, In addition, Furthermore, Moreover, Besides, A further advantage of ... is, etc.

To present the other side of the argument: Contrary to what most people believe, As opposed to the above ideas, Some people argue that, On the other hand, However, Nevertheless ... etc.

To conclude: To sum up, In conclusion, All things / points considered, All in all, etc.

LESSON 9. Youth organisation of the year

Project

Communicative area: presenting a youth organisation

BEFORE THE PRESENTATION LESSON

1. a. Read about the *Youth organisation of the year* Award. What's its aim?

Our “Youth organisation of the year” Award recognises the incredible work and achievements of youth organisations in the UK. We have received a lot of nominees this year – showcasing how youth organisations are working to make a difference in young people’s lives. Here are some of the inspiring stories from our shortlisted candidates!

b. These are the winners of this year’s “Youth organisation of the year” Award. What impact do they make on young people and society?

TAG youth club

TAG Youth Club for Disabled Young People aims to empower and optimise the potential of young people with disabilities. Youth workers deliver a range of programmes that encourage personal and social development. Their aim is to enable young people with disabilities to participate in the same experiences, activities and opportunities as their peers. They engage 1600 young people through their sessions and work directly with 120 young people per year; they provide an invaluable service for the community.

Wigan youth zone

Wigan Youth Zone is a state-of-the-art youth facility in Wigan town centre offering young people aged 8–19 the opportunity to meet friends, have new experiences, learn new skills and access the support they need to develop and achieve

their potential. Over 22,000 young people have been members of Wigan Youth Zone since it opened and when surveyed 89% of members said they felt more self-confident due to their time there. The Youth Zone's impact has been positive and significant; local police have reported reductions in anti-social behaviour in the area.

2. Participate in the *Youth organisation of the year* Award. Create your youth organisation. Use the ideas and materials of the unit.



- Work in small groups.
- Discuss its mission. (What issues is it going to deal with? Is it a charitable organisation? If yes, who are you going to help?)
- Choose its name and motto.
- Set the goals.
- Think of an emblem and symbols.
- Make a list of activities and campaigns you are going to launch.
- Find convincing arguments to get young people involved with your organisation.
- Make a poster to advertise your organisation.



IN THE PRESENTATION LESSON

3. Present your organisation to the class. Answer your classmates' questions about it.

4. Which organisation would you like to join and why?

LESSON 10. Speaking club. Ideas worth spreading

Communicative area: delivering a talk on one of youth problems

1. a. Have you ever delivered a talk in public? Is it a challenge for you? Why / Why not? Is public speaking an important skill for young people to change the world for the better?

b. Participate in the TED-Ed Student Talks Programme. Follow the steps below.

Step 1. Read the information about the programme and say what kind of talk you need to create for the TED programme.



The TED Student Talks Program supports students as they discover, explore and present their big ideas in the form of short, TED-style talks. TED Conferences (Technology, Entertainment, Design) is a media organisation that posts talks online under the slogan “ideas worth spreading”.

Step 2.  Follow the link (cutt.ly/LnLT2qE) and watch a few videos of students’ talks. What do you think makes TED-style talks so inspiring?



a big idea; a catchy theme; grace and eloquence¹; a personal story; humour; a shocking statement; a powerful question; the ability to change your opinion; a call to action; a clear outline; short sentences; a catchphrase.

¹ **eloquence** ['eləkwəns] – the quality of delivering a clear, strong message

Step 3.  Write the text of your talk.

1. Choose your big idea. What makes your heart beat faster?
2. Think of the audience. What is the message you want to share? What do you want them to remember after they walk away?

3. Master the beginning, the middle and the end.

• **Hook your audience into your speech with your opening.**

Did you know that you have only 30 seconds to gain your audience's attention and motivate them to listen? This is the time your audience form an impression of you. Start with a personal story, a shocking statement, a powerful question, a quotation or a short and clear catchphrase, e.g. "We can't wait!" or "Hope and change!".

• **Put the points of the middle in a reasonable order.** As your speech progresses, you are taking your audience on an emotional journey. Ask questions to get the audience to reflect on their own lives. This is the way to transform a speech into a conversation. Support your big idea with facts and examples. Remember that you need either to persuade people to change their opinion or to call them to action.

• **End your speech in a memorable manner.** The conclusion is a powerful way to leave the audience wanting more and remembering the most important points. Signal that you are closing with the phrases "In conclusion", "Let's wrap up", "To sum up", etc. Summarise your main points and provide hope for the better. End your speech on an uplifting note and leave your audience feeling inspired.

4. Proofread your text. Make sure your sentences are short and clear enough for the audience to follow your talk.

Step 4. Rehearse your talk. Practise, practise, practise. Try to avoid such bad habits as saying "um", walking back and forth, turning away from the audience. Ask your friend or relative to listen to you and give their feedback. Ask them:

- *Did I explain my idea clearly?*
- *Was there anything you didn't understand?*
- *Was there anything out of place?*
- *Did I lose your interest anywhere?*

Step 5. Showtime! Present your idea worth spreading. Practise speaking in public by delivering your talk in class.

Step 6. Give feedback on your classmates' talks. Whose ideas have inspired you / shocked you / touched you / changed your opinion / called you to action?

LESSON 11. Culture corner.

International Youth Day

Communicative area: reading and speaking about International Youth Day

1. a. Do you celebrate International Youth Day? How do you think young people celebrate it? Read and check your guesses.

The United Nations' (UN) International Youth Day is celebrated on August 12. It aims to encourage the world's youth to become more actively involved in making positive contributions to their communities.



Many activities and events that take place around the world on International Youth Day promote the benefits that young people bring into the world. Many countries participate in this global event, which may include youth conferences on issues such as education and the environment. There are also various concerts, festivals, sporting events, and mobile exhibitions that showcase young people's achievements.

According to the UN's definition, the world's youth are the age group between 15 and 24 years old. Today, there are 1.2 billion *young people*, making up 16 per cent of the global population. Many of these young men and women live in developing countries and their numbers are expected to rise.

The idea for International Youth Day was proposed in 1991 by young people at the first session of the UN's World Youth

Forum in Vienna, Austria. In 1998 a resolution proclaiming August 12 as International Youth Day was adopted during the World Conference of Ministers Responsible for Youth. International Youth Day was first observed in 2000. One of the year's highlights was when eight Latin American and Caribbean youth organisations received United Nations World Youth Awards in Panama City, Panama.

The UN logo is often associated with this event. There is a projection of a world map, enclosed by olive branches in it. The olive branches symbolise peace and the world map represents all the people of the world.



b. Read the text again and write questions to the answers.

1. On August 12. 2. To encourage the world's youth to be more active. 3. On issues such as education and the environment. 4. 1.2 billion. 5. In developing countries. 6. At the first session of the UN's World Youth Forum. 7. In 1991. / In 1998. / In 2000. 8. United Nations World Youth Awards. 9. A projection of a world map, enclosed by olive branches. 10. Peace and all the people of the world.

c. Split into two teams and have a competition. Close the books. Ask and answer your questions to the opposite team. You get a point for each correct question and answer.

2. a. Complete the International Youth Day 2020 Quotes.

reached ♦ action ♦ old ♦ emotions ♦ difference
 ♦ century ♦ die ♦ corruption

1. "The duty of the youth is to change" – *Aristotle*

2. "Dream, Dream, Dream. Dreams transform into thoughts and thoughts result in" – *APJ Abdul Kalam*

3. "Youth is not a time of life; it is a state of mind; it is a matter of the will, quality of the imagination, a vigour [*'vɪgə*] (*energy*) of the" – *Samuel Ullman*

4. “A few heart-whole, sincere, and energetic men and women can do more in a year than a mob (*crowd*) in a” – *Swami Vivekananda*

5. “Arise! Awake! and stop not until the goal is” – *Swami Vivekananda*

6. “Youth is happy because it has the capacity (*ability*) to see beauty. Anyone who keeps the ability to see beauty never grows” – *Franz Kafka*

7. “Older men declare war. But it is the youth that must fight and” – *Herbert Hoover*

8. “Good Habits formed at youth make all the” – *Aristotle*

b. Work in pairs. Choose three quotes you agree with. Explain why.

c. Surf the Internet to discover this year’s International Youth Day Quotes. Discuss their messages in groups.

3. a. Work in small groups. Make a plan for celebrating International Youth Day in your school / town / city.

b. Present your plan to the other groups. Vote for the most original ideas.

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

1. Read the article and say in 2–3 sentences what it is about.

4-H is a youth development organisation whose mission is to give ALL youth equal access to OPPORTUNITY. For more than 100 years, 4-H has welcomed young people of all beliefs and backgrounds, giving kids a voice to express who they are and how they make their lives and communities better.



Two 4-H members shared their thoughts and answered the question: “How has your 4-H experience helped prepare you for the next 10 years of your life?”

Kyle, 17-year-old, said, “Being a part of 4-H has been one of the best experiences of my life. I have learnt so many things through my 4-H career. I have also met so many new people from all over the country. The friendships I have made during 4-H will last forever. It has definitely helped me shape myself into who I am. It has also helped shape my future too. I want my kids to get involved in 4-H because I feel that all young people should be involved in this amazing program. I hope that my kids will get as much out of 4-H as I have. I feel that I am ready to take on and achieve all of the life goals I have set for myself in the next 10 years. 4-H has taught me how to work hard to get what I want. It has also taught me to face a challenge and not to give up. You can always find a way to turn things around. I am so grateful for 4-H. I am ready for the next 10 years of my life thanks to 4-H.”

Christina, 18-year-old, said, “4-H has played a huge role in my life. It has given me the experiences and life lessons that have prepared me for the next 10 years of my life and beyond. Through volunteer work, I have learnt the importance of being a good role model. I have had eye-opening experiences that have led me to realise the responsibility that I have to help those in need. Community service projects, such as donating time and gifts to provide Christmas to less fortunate families has helped me learn to be aware of the world around me. It has taught me how important it is to give a helping hand. I find it extremely rewarding! 4-H has taught me leadership, hard work, dedication, respect, generosity, responsibility and the list goes on and on. Most importantly, 4-H has taught me to set challenging goals, and to keep working towards those goals even when they seem unreachable. I have also learnt the value of trying to do new things and taking chances. All of these extremely important life lessons have helped to prepare me for the next chapter in my life. I plan to use my skills and talents to build a career that I am both passionate about and where I can positively impact others and society.”

canr.msu.edu

2. Find and read the extract which describes the experience of helping others.

3. How has 4-H experience influenced Kyle's life?

4. What personal qualities has Christina developed through her 4-H career?

II. LISTENING

1.   Listen to Anna, another 4-H member, sharing her opinion and answer the questions below.

1. What does Anna want to be?

2. What personal qualities has she gained from her 4-H experience?

3. What does Anna think about caring for animals?

III. SPEAKING

1. What social issues are important for young people nowadays?

2. Are you a member of any youth organisation? Why / Why not?

3. What questions would you ask a member of a voluntary organisation?

4. Your British friend writes a report about youth organisations in Belarus. Give him / her a piece of advice on what clubs or associations to write about.

5. If you had a chance to start a campaign, what would you campaign for?



GRAMMAR REFERENCE (RUSSIAN)

UNIT 1

Lesson 1. Present Continuous Passive / Настоящее продолженное время в пассивном (страдательном) залоге

Залог – это категория глагола, которая показывает, является ли подлежащее в предложении субъектом (производителем) или объектом действия, выраженного сказуемым. В английском языке имеется два залога: **the Active Voice** (действительный залог) и **the Passive Voice** (страдательный залог).

Страдательный залог употребляется, когда исполнитель действия очевиден или несуществен либо когда действие или его результат более интересны, чем исполнитель. Страдательный залог образуется с помощью вспомогательного глагола **to be** в соответствующем времени и смыслового глагола в III форме (причастие прошедшего времени): **to be + V₃**.

Чтобы образовать **Present Continuous Passive**, нужно поставить вспомогательный глагол **to be** в **Present Continuous** (am / is / are being) и прибавить III форму смыслового глагола (**V₃**): **am / is / are being + V₃**.

Сравните:

*They **are building** a few new houses in the area now.*
(Active) – Сейчас они строят несколько новых домов в районе.

*A few new houses **are being built** in the area now.* (Passive) –
Несколько новых домов строятся сейчас в районе.

Lesson 3. Modal Verbs and Their Functions / Функции модальных глаголов

1. Модальные глаголы **must** и **have to** используются для выражения необходимости что-то сделать.

*I **must** leave.* – Я должен уйти.

*I **have to** leave.* – Я должен уйти.

Глагол **must** носит более личностный характер и используется для выражения личных чувств и ощущений либо строгого приказа. Он употребляется только в настоящем времени.

I must do my best. – Я должен сделать все возможное.

Глагол **have to** носит более безличностный характер и имеет оттенок вынужденности (в силу каких-то обстоятельств). Этот глагол может употребляться в настоящем, прошедшем или будущем времени.

I have to share the room with my sister. – Мне приходится делить комнату с моей сестрой.

We had to move house. – Нам пришлось переехать.

We will have to make extensive renovations. – Нам придется делать большой ремонт.

Mustn't и don't have to

Mustn't = не делай этого, это приказ / запрет.

Don't have to = не нужно этого делать или необязательно, нет необходимости.

There mustn't be any noise between 11 p.m. and 7 a.m. – Нельзя шуметь между 11 часами вечера и 7 часами утра.

You don't have to come at 7 a.m. – Тебе необязательно приходить в 7 утра.

2. Глагол **need** имеет двойную природу и может использоваться как модальный глагол (*нужно*) и как смысловой глагол (*нуждаться, требоваться*). Как модальный глагол он выражает необходимость выполнения действия или ее отсутствие и может использоваться только в отрицательных и вопросительных предложениях в настоящем времени.

You need to be aware of the rules. – Вам нужно знать правила.

You don't need to do / needn't do any repairs yourself. – Тебе незачем ремонтировать все самому.

3. Модальные глаголы **should** и **ought to** используются в большинстве случаев для выражения совета, рекомендации, наставления или мнения о том, что необходимо сделать. Глагол **should** чаще всего выражает более субъективное

мнение. Глагол *ought to* подразумевает более настоятельную рекомендацию.

You should / ought to turn to an estate agent. – Вы должны (Вам следует) обратиться к агенту по недвижимости.

Should / ought to и must

Should / ought to – не такие «жесткие» глаголы, как **must**, так как оставляют возможность выбора: рекомендации можно следовать, а можно и не следовать. Глагол **must** не оставляет выбора – не следовать указанию нельзя!

I think you should / ought to talk to your neighbour about the noise. – Думаю, ты должен (тебе следует) поговорить с соседом по поводу шума.

You must be at home by 10. – Ты должен быть дома к 10.

4. Модальный глагол **can** (в прошедшем времени **could**) используется для выражения возможности или способности что-то делать. Заменитель **be able to** может употребляться в любом времени.

My husband can repair anything. – Мой муж может починить все.

My husband could repair anything. – Мой муж умел чинить все.

My husband was able to repair the dishwasher. – Мой муж сумел починить посудомоечную машину.

5. Модальный глагол **may** используется для того, чтобы попросить или дать разрешение.

We are lucky: the landlord says we may keep our dog. – Нам повезло: владелец говорит, что мы можем держать собаку.

6. Для выражения логического умозаключения используются модальные глаголы **must, can't, may / might / could**. С помощью глаголов **must** и **can't** передается почти полная уверенность в справедливости высказывания. Глаголы **may / might / could** показывают, что говорящий не уверен в своем предположении.

Such an apartment must be very expensive. – Должно быть, такая квартира очень дорогая.

You can't be serious. – Не может быть, чтобы ты говорил это серьезно.

Not all landlords are terrible. You may / could be lucky to find a good one. – Не все домовладельцы ужасны. Возможно, тебе повезет найти хорошего.

Сводная таблица

Function	Modal verb	Example
strong obligation, order	must	<i>You must be at home by 10.</i>
personal necessity	must	<i>I must do my best.</i>
prohibition	mustn't, can't	<i>People mustn't smoke in common areas. You can't keep more than two dogs in your flat.</i>
necessity	have to, need to	<i>I have to commute. We need to talk about that noise.</i>
absence of necessity	don't have to, don't need to / needn't	<i>Luckily, I don't have to commute. You don't need to do/needn't do any repairs yourself.</i>
advice	should(n't), ought(n't) to	<i>I think you should talk to your neighbour about the noise.</i>
ability or possibility	can (could), be able to	<i>Why not buy a house if you can afford it?</i>
absence of ability	can't	<i>We can't afford to buy a house yet.</i>
permission	may	<i>We may keep a dog in our rented flat.</i>
impossibility	can't	<i>You can't be serious.</i>
probability (prediction)	may / might / could	<i>Not all landlords are terrible. You may / could be lucky to find a good one.</i>
probability (certainty)	must	<i>Such an apartment must be very expensive.</i>

UNIT 2

Lesson 1. I wish ... / Структура с I wish (1)

Если необходимо выразить сожаление по поводу настоящего или пожелание изменить его, то в английском языке используется фраза **I wish + V₂**, в которой срабатывает правило сдвига времен (backshift). Интересно, что глагол **to be** ставится в форму **were** независимо от числа и лица.

We have 6 or 7 lessons every day. I wish we had fewer lessons. – Хотелось бы, чтобы у нас было меньше уроков.

It's October. I wish it were summer now and we could go swimming. – Теперь октябрь. Жаль, что сейчас не лето и мы не можем купаться.

Обратите внимание, что глагол в предложении, выражающем сожаление, стоит в форме, противоположной глаголу в предложении, называющем реальное положение вещей.

*I can't (-) speak French. – I wish I could (+) speak French.
We are (-) late. – I wish we weren't (+) late.*

Lesson 2. Conditionals 0, I and II / Сложноподчиненные предложения с придаточными условия 0, I и II типов

Условными предложениями называются сложноподчиненные предложения, в которых в придаточном предложении выражено условие, а в главном предложении – следствие, выражающее результат этого условия. И условие, и следствие могут относиться к настоящему, прошедшему и будущему. Придаточные условные предложения чаще всего вводятся союзом **if (если)**. Кроме союза **if** в различных ситуациях могут использоваться также **in case (в случае)**, **provided (при условии)**, **suppose (предположим)**, **on condition (при условии)** и др.

В отличие от русского языка запятая в сложноподчиненном предложении ставится только в случае, если придаточное предложение находится перед главным. Условные предложения делятся на четыре типа в зависимости от того, какую степень вероятности они выражают. Употребление того или иного типа условного предложения зависит от отношения говорящего к передаваемым им фактам.

1. Conditional 0. Этот тип предложений описывает универсальные ситуации, в которых выполнение условия из придаточного предложения неизбежно повлечет за собой результат, указанный в главном предложении. Самые простые примеры этого типа условных предложений – явления природы и законы физики. Такие предложения описывают также привычные, повторяющиеся действия. Здесь в обеих частях предложения используется **настоящее время**.

If + Present Simple, Present Simple

If you heat ice, it melts. – Если нагревать лед, он тает.

When it rains, the streets are wet. – Когда идет дождь, улицы мокрые.

2. Conditional I. Этот тип предложений описывает реальные ситуации, выражающие полную возможность осуществления условия в придаточном предложении, относящиеся к настоящему и будущему времени и передающиеся формами изъявительного наклонения. Особенностью этого типа условных предложений является то, что **простое будущее время (Future Simple)** употребляется лишь в главном предложении. В придаточном предложении после указанных союзов используется только **настоящее время**.

If + Present Simple, Future Simple

Сказуемые в обеих частях предложения переводятся на русский язык формами будущего времени.

If you see him dancing, you will (= you'll) be impressed by his talent. – Если Вы увидите, как он танцует, то его талант произведет на Вас большое впечатление.

If I have a lot of money, I will (= I'll) buy a car. – Если у меня будет много денег, я куплю машину.

3. Conditional II. Условные предложения этого типа выражают нереальность или малую вероятность осуществления условия, относящегося к настоящему или будущему времени. Говорящий употребляет такое предложение тогда, когда хочет сообщить, что необходимые условия для выполнения чего-либо практически отсутствуют, очень малы, а иногда вообще нереальны и противоречат

действительности. На русский язык переводятся сослагательным наклонением (формой прошедшего времени с частицей *бы*). Эта структура может также использоваться для того, чтобы дать рекомендацию или совет.

Для того чтобы образовать такой тип условного предложения, необходимо в придаточном предложении употребить глагол в форме **простого прошедшего времени (Past Simple)**, а в главном предложении – вспомогательный глагол *would* и основной глагол в I форме. Если же в придаточном предложении употребляется глагол *to be*, то его формой сослагательного наклонения будет *were* для всех лиц. Помимо глагола **would** можно употреблять модальный глагол *could* или *might*.

If he had a lot of money, he would (= he'd) go travelling. – Если бы у него было много денег, он бы отправился путешествовать.

If I were you, I would (= I'd) discuss it with your parents. – На твоём месте я обсудил бы это с родителями.

If + Past Simple, would + Simple Infinitive

Lessons 3. I wish ... / Структура с I wish (2)

Для выражения сожаления по поводу совершенного или несовершенного действия в прошлом в английском языке используется фраза **I wish + had V₃**.

I didn't work (-) hard enough. I wish I had worked (+) harder. – Жаль, что я не работала более усердно.

I went (+) to bed late yesterday. I wish I hadn't gone (-) to bed so late. – Жаль, что я пошел спать так поздно.

Lesson 4. Conditional III / Сложноподчиненные предложения с придаточными условия III типа

Условные предложения этого типа выражают абсолютно нереальные условия, так как речь в них идет о событиях, которые уже произошли или не произошли в прошлом. Говорящий употребляет эту модель тогда, когда хочет сообщить об упущенной возможности. Эти предложения могут также выражать критику чьих-либо действий в прошлом.

Действие главного предложения также относится к прошлому. На русский язык переводятся сослагательным наклонением (формой прошедшего времени с частицей *бы*).

В главных предложениях употребляется вспомогательный глагол *would* (модальный глагол *could* или *might*) с перфектным инфинитивом без частицы *to* и глагол в форме прошедшего совершенного времени (**Past Perfect**) в придаточном предложении.

If + Past Perfect, would + Perfect Infinitive

If I had had time, I would have (= would've / 'd have) finished reading the novel. – Если бы у меня (тогда) было время, то я бы уже закончил читать роман.

I could have done it if I had had the time. – Я бы смог это сделать (тогда), если бы у меня было время.

Сводная таблица

Type	Main clause	If-clause	Use
Conditional 0 – real condition in the present	V_1	V_1	describes facts or situations that are always true
Conditional I – real condition in the future	will + V_1	V_1	describes actions / events that are likely to happen in the future
unreal wish in the present or future	I wish	V_2	expresses regret about present or future
Conditional II – unreal condition in the present or future	would + V_1	V_2	describes imaginary situations / actions contrary to facts in the present
unreal wish in the past	I wish	had V_3	expresses regret about past
Conditional III – unreal condition in the past	would + have V_3	had V_3	describes imaginary situations contrary to facts in the past

UNIT 3

Articles in set expressions – артикли в устойчивых словосочетаниях

1. Употребление артиклей с устойчивыми словосочетаниями

Нет никаких семантических оснований и для отсутствия артикля в устойчивых выражениях, например: *to be in debt, at first sight, to lose heart, by chance, cigarette upon cigarette, at night* и т.д. Использование определенного и неопределенного артиклей также может быть зафиксировано в устойчивых выражениях, например: *to be at a loss, on the whole, to take the trouble, out of the question, a great many, in a hurry* и др. Подобные случаи могут рассматриваться как лексикализация. Сравните:

to keep house – вести хозяйство, to keep the house – сидеть дома.

Артикль не употребляется со словом *television*, например: *We often watch television*; но со словом *radio* обычно употребляется определенный артикль: *We often listen to the radio.*

1. Неопределенный артикль входит в ряд устойчивых сочетаний и выражений:

a few – *несколько*

a little – *немного*

a lot of – *много*

a great deal of – *много*

as a rule – *как правило*

as a result – *в результате*

as a matter of fact – *собственно говоря*

for a while – *на некоторое время*

for a long (short) time – *в течение долгого (короткого) времени*

to be in a hurry – *спешить*

to go for a walk – *идти гулять*

to have a cold – *быть простуженным*

to have a good time – *хорошо провести время*

to have a look – *взглянуть*

to have a rest – *отдохнуть*

to take a seat – *сесть*

to tell a lie – *солгать*

It is a pity. – *Жаль.*

What a shame! – *Как жаль!*

2. Определенный артикль входит в ряд устойчивых сочетаний и выражений:

by **the** way – *между прочим*

in **the** morning – *утром*

in **the** afternoon – *днем*
in **the** evening – *вечером*
in **the** country – *за городом, в деревне*
in **the** past – *в прошлом*
in **the** present – *в настоящем*
in **the** future – *в будущем*
in **the** distance – *вдали*
in **the** plural – *во множественном числе*
in **the** singular – *в единственном числе*
in **the** street – *на улице*
just **the** same – *то же самое*
on **the** one hand ... on **the** other hand – *с одной стороны ... с другой стороны*
on **the** right (left) – *справа (слева)*
on **the** whole – *в целом, в общем*
out of **the** question – *невозможно, исключено*
the other day – *на днях (о прошлом)*
the day after tomorrow – *послезавтра*
the day before yesterday – *позавчера*
to go to **the** theatre (**the** cinema) – *пойти в театр (кино)*
to go to **the** country – *уехать за город*
to pass **the** time – *проводить время*
to play **the** piano (guitar, violin, etc.) – *играть на пианино (гитаре, скрипке и пр.)*
to tell **the** truth* – *сказать правду*
to tell **the** time – *сказать, который час*
to **the** right (left) – *направо (налево)*
What is **the** time? – *Который час?*

* to tell **the** truth – *сказать правду*, но, говоря о лжи, пользуются неопределенным артиклем: *to tell a lie*, потому что правда одна, а солгать можно по-разному.

3. Артикль отсутствует в ряде устойчивых словосочетаний, например:

а) *с существительными, не отделимыми от глагола.*

В ряде застывших словосочетаний глагольного характера существительные сливаются с глаголами, соответственно утрачивая и артикль:

to be at table – *быть за столом (за едой)*
 to be in town – *быть в городе*
 to be on holiday – *быть в отпуске*
 to go by water (air, sea, land) – *передвигаться водным (воздушным, морским, сухопутным) путем*
 to go to sea – *стать моряком*
 to go to town – *поехать в город*
 to keep house – *вести хозяйство*
 to leave school – *закончить школу*
 to leave town – *уехать из города*
 to make use of – *использовать*
 to play chess (cards, football, tennis, hockey, etc.) – *играть в шахматы (карты, футбол, теннис, хоккей и т.д.)*
 to take care – *заботиться*
 to take part – *участвовать*
 to take place – *происходить*
 to tell lies – *говорить неправду*
 to go / (travel, come, arrive) by bus / (car, boat, ship, plane, air, train) – *ехать (путешествовать, приехать) автобусом (машиной, теплоходом, самолетом, поездом);*

б) с существительными, не отделимыми от предлога:

at breakfast (dinner, lunch, supper) – <i>за завтраком (обедом, ланчем, ужином)</i>	by heart – <i>наизусть</i>
at hand – <i>под рукой</i>	by mail – <i>по почте</i>
at home – <i>дома</i>	by mistake – <i>ошибочно</i>
at night – <i>ночью</i>	by name – <i>по имени</i>
at present – <i>в настоящее время</i>	by night – <i>ночью</i>
at sunrise – <i>на рассвете</i>	by phone – <i>по телефону</i>
at sunset – <i>на закате</i>	by post – <i>по почте</i>
at war – <i>в состоянии войны</i>	in conclusion – <i>в заключение</i>
at work – <i>на работе</i>	in detail – <i>подробно</i>
by chance – <i>случайно</i>	in fact – <i>действительно</i>
by day – <i>днем</i>	in trouble – <i>в беде</i>
by hand – <i>от руки</i>	on business – <i>по делу</i>
	on foot – <i>пешком</i>
	on holiday – <i>в отпуске</i>
	on sale – <i>в продаже и др.</i>

в) в слитных сочетаниях двух существительных с предлогом:

arm in arm – *рука об руку*
day after day – *день за днем*
day by day – *изо дня в день*
from beginning to end – *с начала до конца*
from left to right – *слева направо*
from morning till night – *с утра до вечера*
from dusk till dawn – *от заката до рассвета*
from town to town – *из города в город*
from time to time – *время от времени*
hand in hand – *рука об руку*
side by side – *рядом*

2. Особое употребление артикля

1. Такие слова, как *school, college, university, bed, town, home, church, hospital, prison / jail (тюрьма), work*, часто употребляются в качестве абстрактного понятия. Они обозначают не место социальной деятельности человека, а действие, связанное с этим местом. В таких случаях артикль им не нужен:

To go to school = to study – *учиться*

To be in hospital = to be ill – *болеть, проходить курс лечения*

To go to church = to believe in God – *верить в Бога;*

To go to bed = to go to sleep – *идти спать, ложиться спать;*

To be sent to prison/to be in prison = to be imprisoned for something – *отбывать наказание (срок);*

To be at work = to be busy – *работать, быть занятым на работе.*

Если эти слова используются в своем первоначальном значении, обозначая определенные объекты, места, они становятся исчисляемыми и могут употребляться как с неопределенным, так и с определенным артиклем.

Sometimes, especially on rainy days, the castle looked like a prison. – Иногда, особенно в дождливые дни, замок напоминал тюрьму.

There is an old military hospital in the area. – На этой территории есть старый военный госпиталь.

2. Значимое отсутствие артикля необходимо отличать от контекстов, в которых артикли просто опускаются, –

в телеграммах, в названиях и заголовках, в различных объявлениях, в которых опущение артикля позволяет экономить место. Например:

TSUNAMI IN JAPAN LEAVES BOY HOMELESS: BOY LOSES FAMILY AND HOUSE.

Gerund and infinitive – употребление герундия и инфинитива

Герундий (Gerund) – одна из имеющихся в английском языке безличных форм глагола. Герундий иногда еще называют отглагольным существительным, поскольку он имеет много общего с существительными. В английском языке герундий образуется посредством прибавления к глаголу суффикса *-ing*.

Инфинитив (Infinitive) – другая безличная форма глагола в английском языке. Стандартная форма английского инфинитива образуется с помощью базовой формы глагола, которой предшествует частица *to*. В ряде случаев глагол употребляется без частицы *to*.

После некоторых глаголов используется только инфинитив, после других – только герундий, а после отдельных глаголов можно употребить и то, и другое. Кроме того, есть глаголы, которые будут иметь разный смысл в зависимости от того, употреблен ли после глагола герундий или инфинитив.

1. **Инфинитив** используется, как правило, после следующих глаголов:

agree – *соглашаться*

intend – *намереваться*

appear – *казаться, появляться*

learn – *узнавать, учить*

arrange – *устраивать, организовывать*

manage – *справляться, успешно выполнять*

ask – *просить, спрашивать*

mean – *подразумевать, иметь в виду*

claim – *требовать, признавать*

offer – *предлагать*

consent – *соглашаться, смиряться*

plan – *планировать*

decide – *решать*

prepare – *готовить*

demand – *требовать*

pretend – *притворяться, представлять себе*

deserve – *заслуживать*

promise – *обещать*

expect – *ожидать*

refuse – *отказывать*

fail – *терпеть неудачу*
seem – *казаться*
forget – *забывать*
threaten – *угрожать*

hesitate – *колебаться*
wait – *ждать*
hope – *надеяться*
want – *хотеть*

We hope to buy a car. – Мы надеемся купить машину.

He doesn't want to live on his own. – Он не хочет жить самостоятельно.

You want to use a new computer. – Ты хочешь использовать новый компьютер.

2. Герундий, как правило, используется после следующих глаголов:

forbid – *запрещать*
admit – *признавать*
mention – *упоминать,*
appreciate – *ценить,*
признавать
miss – *пропускать, скучать*
avoid – *избегать*
postpone – *откладывать*
complete – *завершать*
practise – *практиковать*
consider – *считать,*
оценивать
quit – *прекращать, бросать*
delay – *откладывать*
recall – *вспоминать*

deny – *отрицать*
recommend – *рекомендовать*
discuss – *обсуждать,*
risk – *рисковать,*
enjoy – *наслаждаться,*
получать удовольствие
suggest – *предлагать*
finish – *заканчивать*
tolerate – *терпеть,*
выносить
keep – *держат,*
продолжать
understand – *понимать*
regret – *сожалеть*

He enjoys talking to you. – Ему нравится разговаривать с тобой.

Tourists avoid visiting this country. – Туристы избегают посещения этой страны.

3. Герундий используется также после следующих оборотов:

approve of smth – *одобрять что-л.*
insist on smth – *настаивать на чем-л.*
be better off – *находиться в лучшем положении / состоянии*
keep on doing smth – *продолжать делать что-л.*
can't help doing smth – *не мочь не сделать что-л.*
look forward to doing smth – *с нетерпением ждать чего-л.*
object to doing smth – *возражать против чего-л.*

don't mind doing smth – не возражать
think about doing smth – думать о чем-л.
think of doing smth – думать о чем-л.

He couldn't help laughing. – Он не мог удержаться от смеха.

You should think about taking this examination. – Тебе следует подумать о том, чтобы сдать этот экзамен.

He doesn't mind getting up early. – Он не против того, чтобы встать рано.

4. После ряда глаголов – *to remember, to forget, to stop, to try* – может использоваться как **инфинитив**, так и **герундий**; значение конструкции при этом изменяется. Сравните:

I remember meeting him for the first time five years ago. – Я помню, как встретил его впервые пять лет назад (я помню встречу).

I must remember to meet him at the station next Saturday. – Я должен не забыть встретить его на вокзале в следующую субботу.

Remember to do something обозначает «не забыть сделать что-то» (вспомнить, а затем сделать).

Remember doing something обозначает «помнить о том, как совершалось действие» (вспомнить о нем после того, как оно выполнилось).

He stopped smoking. – Он бросил курить.

He stopped to smoke. – Он остановился, чтобы закурить.

Выбор инфинитивного или герундиального оборота зависит от смысла и цели высказывания.

He tried to open the window, but it was impossible. – Он попытался открыть окно, но это оказалось невозможным.

He tried opening the windows, taking a cold shower, drinking water with ice – the heat was unbearable. – Он пробовал открывать окна, принимать холодный душ, пить воду со льдом – жара была невыносимой.

Try to do something обозначает «попытаться что-то сделать».

Try doing something обозначает «выполнить действие как эксперимент».

5. Устойчивые выражения с *герундием*.

Герундий употребляется после некоторых выражений.

It's no use worrying about it. – Нет смысла беспокоиться об этом.

There is nothing you can do. – С этим ничего не поделаешь.

There is no point in buying a car if you don't want to drive it. – Нет смысла покупать машину, если ты не хочешь ее водить.

My house is only a short walk from me. It's not worth taking a taxi. – До моего дома недалеко идти. Не стоит брать такси.

It's waste of time studying the grammar. – Учить грамматику – трата времени.

Questions for Unit 3, Lesson 2, ex. 5a

1. What do they all have in common?
2. Can you explain the usage of the gerund and the infinitive in these two statements from the letter? I prefer travelling to staying at home. Though, this year I would prefer to stay at home in July.
3. What is the place of an object in the examples from ex. 3a?

UNIT 4

Lesson 1. Articles with the names of organisations / Артикли с названиями организаций

Определенный артикль употребляется с названиями организаций: *The United Nations (the UN)*, *The EU (the European Union)*, *the BBC*.

Некоторые аббревиатуры вследствие очень частого использования превратились в самостоятельные слова и употребляются **без артикля**: *UNESCO*, *IBM*, *Greenpeace*.

Lessons 2–5. Complex Object / Сложное дополнение

Это конструкция, состоящая из существительного в общем падеже (noun in a common case) или местоимения в объектном падеже (pronoun in an objective case) и инфинитива. Местоимения в объектном падеже:

I – me

you – you

they – them

he – him

she – her

it – it

we – us

Complex object в английском языке часто переводится придаточным дополнительным предложением, вводимым союзами *как, что, чтобы*. Существительное или местоимение в этом сложном дополнении соответствует подлежащему, а инфинитив – сказуемому придаточного предложения.

I saw them walking along the road. – Я видел, как они шли по дороге.

I want you to hear me. – Я хочу, чтобы ты услышал меня.

Jack's parents don't let him stay out late. – Родители Джека не разрешают ему поздно гулять.

Complex object в английском языке употребляется со следующими глаголами:

1. Глаголами, выражающими желание и потребность (to want – *хотеть*, to like – *нравиться*, would like – *хотел бы*).

He wanted his students to be more active. – Он хотел, чтобы его студенты были более активными.

The volunteers would like you to join them. – Волонтеры хотели бы, чтобы Вы присоединились к ним.

2. Глаголами, выражающими предположение (to expect – *ожидать, рассчитывать*; to suppose – *полагать*; to believe – *считать, полагать*; to consider / to find – *считать*).

Parents usually expect their children to follow their advice. – Родители обычно рассчитывают, что их дети будут следовать их советам.

We believe it to be the best solution to the problem. – Мы полагаем, что это будет лучшее решение проблемы.

3. Глаголами, выражающими побуждение, принуждение (to let – *позволять*, to make – *заставлять*, to have – *распорядиться*). Инфинитив – без частицы *to*.

You can't make me go there. – Ты не можешь заставить меня пойти туда.

Never let him speak to you this way. – Никогда не позволяй ему так с тобой разговаривать.

They had the man do what they wanted. – Они заставили этого человека сделать то, что они хотели.

Но! В пассивных конструкциях используется инфинитив с частицей *to*.

I was made to participate in the competition.

You are allowed to take photos here.

4. Глаголами, выражающими физическое восприятие и ощущение (to see – *видеть*; to watch – *смотреть*; to notice – *замечать*; to observe – *наблюдать*; to feel – *чувствовать*; to hear – *слышать* и др.). После этих глаголов мы ставим инфинитив без частицы *to*.

I have never heard you sing. – Я никогда не слышал, чтобы ты пел.

С глаголами восприятия помимо инфинитива может употребляться и причастие настоящего времени (Participle I). Если мы в complex object в английском языке употребляем инфинитив, мы подчеркиваем однократность совершаемого действия или завершенность действия, если же употребляем причастие, мы демонстрируем процесс протекания действия.

I saw her run into the house. – Я видела, как она забежала в дом.

I saw her running along the road. – Я видела, как она бежала по дороге.

Но! В пассивных конструкциях с завершенными действиями используется инфинитив с частицей *to*. Сравните:

She was seen to run into the house.

She was seen running along the road.

GRAMMAR REFERENCE (BELARUSIAN)

UNIT 1

Lesson 1. Present Continuous Passive / Цяперашні працяглы час у пасіўным (залежным) стане

Стан – гэта катэгорыя дзеяслова, якая паказвае, ці з’яўляецца дзейнік у сказе суб’ектам (вытворцам) або аб’ектам дзеяння, перададзенага выказнікам. У англійскай мове ёсць два станы: **the Active Voice** (незалежны стан) і **the Passive Voice** (залежны стан).

Залежны стан ужываецца, калі выканаўца дзеяння відавочны ці няважны, або калі дзеянне ці яго вынік больш цікавыя, чым выканаўца. Залежны стан утвараецца з дапамогай дапаможнага дзеяслова **to be** ў адпаведным часе і сэнсавага дзеяслова ў III форме (дзеепрыметнік прошлага часу): **to be + V₃**.

Каб утварыць **Present Continuous Passive**, трэба паставіць дапаможны дзеяслоў **to be** у **Present Continuous (am /is / are being)** і прыбавіць III форму сэнсавага дзеяслова (**V₃**): **am / is / are being + V₃**.

Параўнайце:

*They **are building** a few new houses in the area now. (Active)* – Зараз яны будуюць некалькі новых дамоў у раёне.

*A few new houses **are being built** in the area now. (Passive)* – Некалькі новых дамоў зараз будуюцца ў раёне.

Lesson 3. Modal Verbs and Their Functions / Функцыі мадальных дзеясловаў

1. Мадальныя дзеясловы **must** і **have to** ўжываюцца для перадачы неабходнасці нешта зрабіць.

*I **must** leave.* – Я павінен пайсці.

*I **have to** leave.* – Я павінен пайсці.

Дзеяслоў **must** носіць больш асабісты характар і выкарыстоўваецца для выказвання асабістых пачуццяў і адчуванняў ці строгага загаду. Ён ужываецца толькі ў цяперашнім часе.

I must do my best. – Я павінен зрабіць усё магчымае.

Дзеяслоў **have to** носіць больш безасабісты характар і мае адценне вымушанасці (у сілу якіх-небудзь абставінаў). Гэты дзеяслоў можа ўжывацца ў цяперашнім, мінулым або будучым часе.

I have to share the room with my sister. – Мне прыходзіцца дзяліць пакой з маёй сястрой.

We had to move house. – Нам давлялося пераехаць.

We will have to make extensive renovations. – Нам давядзецца рабіць вялікі рамонт.

Mustn't i don't have to

Mustn't = не рабі гэтага, гэта загад / забарона.

Don't have to = не трэба гэтага рабіць ці неабавязкова, няма неабходнасці.

There mustn't be any noise between 11 p.m. and 7 a.m. – Нельга шумець паміж 11 гадзінамі вечара і 7 гадзінамі раніцы.

You don't have to come at 7 a.m. – Табе неабавязкова прыходзіць у 7 раніцы.

2. Дзеяслоў **need** мае падвойную прыроду і можа выкарыстоўвацца як мадалны дзеяслоў (*трэба*) і як сэнсавы дзеяслоў (*мець патрэбу, патрабавацца*). Як мадалны дзеяслоў ён выказвае неабходнасць выканання дзеяння або яе адсутнасць і можа выкарыстоўвацца толькі ў адмоўных і пытальных сказах у цяперашнім часе.

You need to be aware of the rules. – Вам трэба ведаць правілы.

You don't need to do / needn't do any repairs yourself. – Табе не трэба рамантаваць усё самому.

3. Мадалныя дзеясловы **should** і **ought to** выкарыстоўваюцца ў большасці выпадкаў для таго, каб перадаць параду,

рэкамендацыю, павучанне або меркаванне пра тое, што неабходна зрабіць. Дзеяслоў **should** часцей за ўсё перадае больш суб'ектыўнае меркаванне. Дзеяслоў **ought to** падразумевае больш настойлівую рэкамендацыю.

You should / ought to turn to an estate agent. – Вы павінны (Вам варта) звярнуцца да агента па нерухомасці.

Should / ought to i must

Should / ought to – не такія «жорсткія» дзеясловы, як **must**, бо пакідаюць магчымасць выбару: рэкамендацыі можна прытрымлівацца, а можна і не прытрымлівацца. Дзеяслоў **must** не пакідае выбару – не прытрымлівацца ўказання нельга!

I think you should / ought to talk to your neighbour about the noise. – Думаю, ты павінен (табе варта) пагаварыць з суседам з нагоды шуму.

You must be at home by 10. – Ты павінен быць дома да 10.

4. Мадальны дзеяслоў **can** (у мінулым часе **could**) выкарыстоўваецца для таго, каб перадаць магчымасць або здольнасць што-небудзь рабіць. Займеннік **be able to** можа ўжывацца ў любым часе.

My husband can repair anything. – Мой муж можа паправіць усё.

My husband could repair anything. – Мой муж умеў правіць усё.

My husband was able to repair the dishwasher. – Мой муж здолеў паправіць пасудамыечную машыну.

5. Мадальны дзеяслоў **may** выкарыстоўваецца для таго, каб папрасіць або даць дазвол.

We are lucky: the landlord says we may keep our dog. – Нам пашанцавала: уладальнік кажа, што мы можам трымаць сабаку.

6. Для таго каб перадаць лагічны вывад, выкарыстоўваюцца мадальныя дзеясловы **must, can't, may / might / could**. З дапамогай дзеясловаў **must** і **can't** перадаецца амаль поўная ўпэўненасць у справядлівасці выказвання. Дзеясловы **may / might / could** паказваюць, што той, хто гаворыць, не ўпэўнены ў сваім меркаванні.

*Such an apartment **must** be very expensive. – Нанэўна, такая кватэра вельмі дарагая.*

*You **can't** be serious. – Не можа быць, каб ты гаварыў гэта сур'ёзна.*

*Not all landlords are terrible. You **may** / **could** be lucky to find a good one. – Не ўсе домаўладальнікі жудасныя. Магчыма, табе пашанцуе знайсці добрага.*

Зводная табліца

Function	Modal verb	Example
strong obligation, order	must	You must be at home by 10.
personal necessity	must	I must do my best.
prohibition	mustn't, can't	People mustn't smoke in common areas. You can't keep more than two dogs in your flat.
necessity	have to, need to	I have to commute. We need to talk about that noise.
absence of necessity	don't have to, don't need to / needn't	Luckily, I don't have to commute. You don't need to do / needn't do any repairs yourself.
advice	should(n't), ought(n't) to	I think you should talk to your neighbour about the noise.
ability or магчымасць змяняць	can (could), be able to	Why not buy a house if you can afford it?
absence of ability	can't	We can't afford to buy a house yet.
permission	may	We may keep a dog in our rented flat.
impossibility	can't	You can't be serious.
probability (prediction)	may / might / could	Not all landlords are terrible. You may / could be lucky to find a good one.
probability (certainty)	must	Such an apartment must be very expensive.

UNIT 2

Lesson 1. I wish ... / Структура з I wish (1)

Калі неабходна перадаць шкадаванне з нагоды рэчаіснасці або пажаданне змяніць яе, то ў англійскай мове выкарыстоўваецца фраза **I wish + V₂**, у якой працуе правіла зруху часоў (backshift). Цікава, што дзеяслоў **to be** ставіцца ў форму **were** незалежна ад колькасці і асобы.

We have 6 or 7 lessons every day. I wish we had less lessons. – Хацелася б, каб у нас было менш урокаў.

It's October. I wish it were summer now and we could go swimming. – Цяпер кастрычнік. Шкада, што цяпер не лета і мы не можам купацца.

Звярніце ўвагу, што дзеяслоў у сказе, які перадае шкадаванне, стаіць у форме, процілеглай дзеяслову ў сказе, які называе рэальнае становішча рэчаў.

I can't (-) speak French. – I wish I could (+) speak French.

We are (-) late. – I wish we weren't (+) late.

Lessons 2. Conditionals 0, I and II / Складаназалежныя сказы з даданымі ўмовы 0, I і II тыпаў

Умоўнымі сказамі называюцца складаназалежныя сказы, у якіх у даданым сказе перададзена ўмова, а ў галоўным сказе – следства, якое перадае вынік гэтай умовы. І ўмова, і следства могуць адносіцца да цяперашняга, мінулага і будучага. Даданыя ўмоўныя сказы часцей за ўсё ўводзяцца злучнікамі **if** (калі). Акрамя злучніка **if** у розных сітуацыях могуць выкарыстоўвацца таксама **in case** (у выпадку), **provided** (пры ўмове), **suppose** (выкажам здагадку), **on condition** (пры ўмове) і інш.

У адрозненне ад беларускай мовы коска ў складаназалежным сказе ставіцца толькі ў выпадку, калі залежны сказ знаходзіцца перад галоўным. Умоўныя сказы дзеляцца на чатыры тыпы ў залежнасці ад таго, якую ступень верагоднасці яны выказваюць. Ужыванне таго ці іншага тыпу ўмоўнага сказа залежыць ад стаўлення таго, хто гаворыць, да перадаваемых фактаў.

1. Conditional 0. Гэты тып сказаў апісвае ўніверсальныя сітуацыі, у якіх выкананне ўмовы з даданага сказа не пазбежна пацягне за сабой вынік, названы ў галоўным сказе. Самыя простыя прыклады гэтага тыпу ўмоўных сказаў – з’явы прыроды і законы фізікі. Такія сказы апісваюць таксама звыклыя дзеянні, якія паўтараюцца. Тут у абедзвюх частках сказа выкарыстоўваецца **цяперашні час**.

If + Present Simple, Present Simple

If you heat ice, it melts. – Калі нагрэваць лёд, ён растае.
When it rains, the streets are wet. – Калі ідзе дождж, вуліцы мокрыя.

2. Conditional I. Гэты тып сказаў апісвае рэальныя сітуацыі, якія перадаюць поўную магчымасць ажыццяўлення ўмовы ў даданым сказе, адносяцца да цяперашняга і будучага часу і перадаюцца формамі абвеснага ладу. Асаблівасцю гэтага тыпу ўмоўных сказаў з’яўляецца тое, што **просты будучы час (Future Simple)** ужываецца толькі ў галоўным сказе. У даданым сказе пасля названых злучнікаў выкарыстоўваецца толькі **цяперашні час**.

If + Present Simple, Future Simple

Выказнікі ў абедзвюх частках сказа перакладаюцца на беларускую мову формамі будучага часу.

If you see him dancing, you will (= you’ll) be impressed by his talent. – Калі вы ўбачыце, як ён танцуе, то яго талент зробіць на Вас вялікае ўражанне.

If I have a lot of money, I will (= I’ll) buy a car. – Калі ў мяне будзе многа грошай, я куплю машыну.

3. Conditional II. Умоўныя сказы гэтага тыпу перадаюць нерэальнасць або малую верагоднасць ажыццяўлення ўмовы, якая адносіцца да цяперашняга або будучага часу. Той, хто гаворыць, ужывае такія сказ тады, калі хоча паведаміць, што неабходныя ўмовы для выканання чаго-небудзь практычна адсутнічаюць, вельмі малыя, а часам наогул нерэальныя і супярэчаць рэчаіснасці. На беларускую мову перакладаюцца ўмоўнымі ладам (формай) прошлага часу з

часціцай **бы**). Гэта структура можа таксама выкарыстоўвацца для таго, каб даць рэкамендацыю або параду.

Для таго каб утварыць такі тып ўмоўнага сказа, неабходна ў даданым сказе ўжыць дзеяслоў у форме **простага прошлага часу (Past Simple)**, а ў галоўным сказе – дапаможны дзеяслоў **would** і асноўны дзеяслоў у I форме. Калі ж у даданым сказе ўжываецца дзеяслоў **to be**, то яго формай умоўнага ладу будзе **were** для ўсіх асоб. Акрамя дзеяслова **would** можна ўжываць мадальны дзеяслоў **could** або **might**.

If he had a lot of money, he would (= he'd) go travelling. – Калі б у яго было многа грошай, ён бы адправіўся падарожнічаць.

If I were you, I would (= i'd) discuss it with your parents. – На тваім месцы я абмеркаваў бы гэта з бацькамі.

If + Past Simple, would + Simple Infinitive

Lessons 3. I wish ... / Структура з I wish (2)

Для таго каб перадаць шкадаванне з нагоды зробленага або ня зробленага дзеяння ў мінулым, у англійскай мове выкарыстоўваецца выраз **I wish + had V₃**.

I didn't work (-) hard enough. I wish I had worked (+) harder. – Шкада, што я не працавала больш старанна.

I went (+) to bed late yesterday. I wish I hadn't gone (-) to bed so late. – Шкада, што я пайшоў спаць так позна.

Lesson 4. Conditional III / Складаназалежныя сказы з даданымі ўмовы III тыпу

Умоўныя сказы гэтага тыпу перадаюць абсалютна нерэальныя ўмовы, паколькі гаворка ў іх ідзе пра падзеі, якія ўжо адбыліся ці не адбыліся ў мінулым. Той, хто гаворыць, ужывае гэтую мадэль тады, калі хоча паведаміць пра упушчаную магчымасць. Гэтыя сказы могуць таксама перадаваць крытыку чыіх-небудзь дзеянняў у мінулым. Дзеянне галоўнага сказа таксама адносіцца да мінулага. На беларускую мову перакладаюцца ўмоўнымі ладамі (формай прошлага часу з часціцай **бы**).

У галоўных сказах ужываецца дапаможны дзеяслоў **would** (мадальны дзеяслоў **could** або **might**) з перфектным інфінітывам без часціцы **to** і дзеяслоў у форме **прошлага закончанага часу (Past Perfect)** у даданым сказе.

If + Past Perfect, would + Perfect Infinitive

If I had had time, I would have (= would've / 'd have) finished reading the novel. – Калі б у мяне (тады) быў час, то я б ужо закончыў чытаць раман.

I could have done it if I had had the time. – Я б змог гэта зрабіць (тады), калі б у мяне быў час.

Зводная табліца

Type	Main clause	If-clause	Use
Conditional 0 – real condition in the present	V ₁	V ₁	describes facts or situations that are always true
	will + V ₁	V ₁	describes actions / events that are likely to happen in the future
unreal wish in the present or future	I wish	V ₂	expresses regret about present or future
Conditional II – unreal condition in the present or future	would + V ₁	V ₂	describes imaginary situations / actions на суперак move to facts in the present
unreal wish in the past	I wish	had V ₃	expresses regret about past
Conditional III – unreal condition in the past	would + have V ₃	had V ₃	describes imaginary situations на суперак move to facts in the past

UNIT 3

Articles in set expressions – артыклі ва ўстойлівых словазлучэннях

1. Ужыванне артыкляў з устойлівымі словазлучэннямі

Няма ніякіх семантычных падстаў і для адсутнасці артыкля ва ўстойлівых выразях, напрыклад: *to be in debt, at first sight, to lose heart, by chance, cigarette upon cigarette, at night* і г.д. Выкарыстанне азначальнага і неазначальнага артыкляў таксама можа быць зафіксавана ва ўстойлівых выразях, напрыклад: *to be at a loss, on the whole, to take the trouble, out of the question, a great many, in a hurry* і інш. Падобныя выпадкі могуць разглядацца як лексікалізацыя. Параўнайце:

to keep house – весці гаспадарку, to keep the house – сядзець дома.

Артыкль не ўжываецца са словам *television*, напрыклад: *We often watch television*; але са словам *radio* звычайна ўжываецца азначальны артыкль: *We often listen to the radio.*

1. Неазначальны артыкль уваходзіць у шэраг устойлівых спалучэнняў і выказаў:

a few – *некалькі*

a little – *трохі*

a lot of – *многа*

a great deal of – *многа*

as a rule – *як правіла*

as a result – *у выніку*

as a matter of fact – *уласна
кажучы*

for a while – *на некаторы час*

for a long (short) time –
*на працягу доўгага
(кароткага) часу*

to be in a hurry – *спяшацца*

to go for a walk – *ісці гуляць*

to have a cold – *быць*

прастуджаным

to have a good time – *добра*

правесці час

to have a look – *зірнуць*

to have a rest – *адпачыць*

to take a seat – *сесці*

to tell a lie – *зманіць*

It is a pity. – *Шкада.*

What a shame! – *Як шкада!*

2. Азначальны артыкль уваходзіць у шэраг устойлівых спалучэнняў і выказаў:

by **the way** – *паміж іншым*

in **the morning** – *раніцай*

in **the** afternoon – *днём*
 in **the** evening – *увечары*
 in **the** country – *за горадам, у вёсцы*
 in **the** past – *у мінулым*
 in **the** present – *у сучаснасці*
 in **the** future – *у будучым*
 in **the** distance – *удалечыні*
 in **the** plural – *у множным ліку*
 in **the** singular – *у адзіночным ліку*
 in **the** street – *на вуліцы*
 just **the** same – *тое самае*
 on **the** one hand ... on **the** other hand – *з аднаго боку ... з другога боку*
 on **the** right (left) – *справа (злева)*
 on **the** whole – *у цэлым, у агульным*
 out of **the** question – *немагчыма, выключана*
the other day – *на днях (аб мінулым)*
the day after tomorrow – *паслязаўтра*
the day before yesterday – *пазаўчора*
 to go to **the** theatre (**the** cinema) – *пайсці ў тэатр (кіно)*
 to go to **the** country – *з'ехаць за горад*
 to pass **the** time – *праводзіць час*
 to play **the** piano (guitar, violin, etc.) – *іграць на піяніна (гітары, скрыпцы і інш.)*
 to tell **the** truth* – *сказаць праўду*
 to tell **the** time – *сказаць, якая гадзіна*
 to **the** right (left) – *направа (налева)*
 What is **the** time? – *Якая гадзіна?*

* to tell **the** truth *сказаць праўду*, але, гаворачы пра хлусню, выкарастаўваюць неазначальны артыкль – *to tell a lie*, таму што праўда – адна, а хлусіць можна па-рознаму.

3. Артыкль адсутнічае ў шэрагу ўстойлівых словазлучэнняў, напрыклад:

а) *з назоўнікамі, не аддзяляльнымі ад дзеяслова.*

У шэрагу ўстойлівых словазлучэнняў дзеяслоўнага характару назоўнікі зліваюцца з дзеясловамі, адпаведна губляючы і артыкль:

to be at table – *быць за сталом (за ежай)*
 to be in town – *быць у горадзе*
 to be on holiday – *быць у адпачынку*
 to go by water (air, sea, land) – *перамяшчаеца водным (наветраным, марскім, сухапутным) шляхам*
 to go to sea – *стаць мараком*
 to go to town – *паехаць у горад*
 to keep house – *весці гаспадарку*
 to leave school – *закончыць школу*
 to leave town – *з'ехаць з горада*
 to make use of – *выкарыстоўваць*
 to play chess (cards, football, tennis, hockey, etc.) – *гуляць у шахматы (карты, футбол, тэніс, хакей і г.д.)*
 to take care – *клапаціцца*
 to take part – *удзельнічаць*
 to take place – *адбывацца*
 to tell lies – *гаварыць няпраўду*
 to go / (travel, come, arrive) by bus / (car, boat, ship, plane, air, train) – *ехаць (падарожнічаць, прыехаць) аўтобусам (машынай, цеплаходам, самалётам, цягніком)*

б) з назойнікамі, не аддзяляльнымі ад прыназоўніка:

at breakfast (dinner, lunch, supper) – <i>за сьнеданнем (абедам, ланчам, вячэрай)</i>	by mail – <i>на пошце</i>
at hand – <i>пад рукой</i>	by mistake – <i>памылкова</i>
at home – <i>дома</i>	by name – <i>на імені</i>
at night – <i>ноччу</i>	by night – <i>ноччу</i>
at present – <i>у цяперашні час</i>	by phone – <i>на тэлефоне</i>
at sunrise – <i>на дасвітку</i>	by post – <i>на пошце</i>
at sunset – <i>на захадзе сонца</i>	in conclusion – <i>у заключэнне</i>
at war – <i>у стане вайны</i>	in detail – <i>падрабязна</i>
at work – <i>на працы</i>	in fact – <i>сапраўды</i>
by chance – <i>выпадкова</i>	in trouble – <i>у бядзе</i>
by day – <i>днём</i>	on business – <i>на справе</i>
by hand – <i>ад рукі</i>	on foot – <i>пешышу</i>
by heart – <i>на памяць</i>	on holiday – <i>у адпачынку</i>
	on sale – <i>у продажы і інш.;</i>

в) у напісанні разам спалучэнняў двух назойнікаў з прыназоўнікам:

arm in arm – *рука аб руку*
day after day – *дзень за днём*
day by day – *з дня на дзень*
from beginning to end – *з пачатку да канца*
from left to right – *злева направа*
from morning till night – *з раницы да вечара*
from dusk till dawn – *ад заходу сонца да світання*
from town to town – *з горада ў горад*
from time to time – *час ад часу*
hand in hand – *рука аб руку*
side by side – *побач*

2. Асаблівае ўжыванне артыкля

1. Такія словы, як *school, college, university, bed, town, home, church, hospital, prison / jail* (турма), *work*, часта ўжываюцца ў якасці абстрактнага паняцця. Яны абазначаюць не месца сацыяльнай дзейнасці чалавека, а дзеянне, звязанае з гэтым месцам. У такіх выпадках артыкль ім не патрэбны:

To go to school = to study – *вучыцца*

To be in hospital = to be ill – *хварэць, праходзіць курс лячэння*

To go to church = to believe in God – *верыць у Бога*

To go to bed = to go to sleep – *ісці спаць, класціся спаць*

To be sent to prison/to be in prison = to be imprisoned for something – *адбываць пакаранне (тэрмін)*

To be at work = to be busy – *працаваць, быць занятым на працы*

Калі гэтыя словы выкарыстоўваюцца ў сваім першапачатковым значэнні, абазначаючы пэўныя аб'екты, месцы, яны становяцца вылічальнымі і могуць ужывацца як з нявызначаным, так і з пэўным артыклем.

Sometimes, especially on rainy days, the castle looked like a prison. – *Часам, асабліва ў дажджлівыя дні, замак нагадваў турму.*

There is an old military hospital in the area. – *На гэтай тэрыторыі ёсць стары ваенны шпіталь.*

2. Значную адсутнасць артыкля неабходна адрозніваць ад кантэкстаў, у якіх артыклі проста апускаюцца, – у тэлегра-

мах, у назвах і заголоўках, у розных аб'явах, у якіх а п у ш - ч э н н е а р т ы к л я д а з в а л я е э к а н о м і ц ь м е с ц а . Н а п р ы к л а д :

IN JAPAN TSUNAMI LEAVES BOY HOMELESS: BOY LOSES FAMILY AND HOUSE.

Gerund and infinitive – ужыванне герундыя і інфінітыва

Герундый (Gerund) – адна з наяўных у англійскай мове безасабовых форм дзеяслова. Герундый часам яшчэ называюць аддзеяслоўным назоўнікам, паколькі ён мае шмат агульнага з назоўнікамі. У англійскай мове герундый утвараецца шляхам прыбаўлення да дзеяслова суфікса **-ing**.

Інфінітыў (Infinitive) – другая безасабовая форма дзеяслова ў англійскай мове. Стандартная форма англійскага інфінітыва ўтвараецца з дапамогай базавай формы дзеяслова, якой папярэднічае часціца **to**. У шэрагу выпадкаў дзеяслоў ужываецца без часціцы **to**.

Пасля некаторых дзеясловаў выкарыстоўваецца толькі інфінітыў, пасля іншых – толькі герундый, а пасля пасобных дзеясловаў можна выкарыстаць і тое, і другое. Акрамя таго, ёсць дзеясловы, якія будуць мець розны сэнс у залежнасці ад таго, ужыты пасля дзеяслова герундый або інфінітыў.

1. **Інфінітыў** выкарыстоўваецца, як правіла, пасля наступных дзеясловаў:

agree – *згаджацца*

intend – *мець намер*

appear – *здавацца, з'яўляцца*

learn – *даведвацца, вучыць*

arrange – *ладзіць, арганізоўваць*

manage – *спраўляцца,*

паспяхова выконваць

ask – *прасіць, пытацца*

mean – *падразумваць,*

мець на ўвазе

claim – *папрабаваць, прызнаваць*

offer – *прапаноўваць*

consent – *згаджацца*

plan – *планаваць*

decide – *вырашаць*

prepare – *рыхтаваць*

demand – *папрабаваць*

pretend – *прыкідвацца,*

прадстаўляць сабе

deserve – *заслугоўваць*

promise – *абяцаць*

expect – *чакаць*

refuse – *адмаўляць*

fail – *цягнуць няўдачу*

seem – *здавацца*

forget – *забываць*

threaten – пагражаць
hesitate – вагацца
wait – чакаць

hope – спадзявацца
want – хацець

We hope to buy a car. – Мы спадзяемся купіць машыну.

He doesn't want to live on his own. – Ён не хоча жыць самастойна.

You want to use a new computer. – Ты хочаш выкарыстоўваць новы камп'ютар.

2. Герундый, як правіла, выкарыстоўваецца пасля наступных дзеясловаў:

forbid – забараняць
admit – прызнаваць
mention – згадваць
appreciate – шанаваць,
прызнаваць
miss – прапускаць, сумаваць
avoid – пазбягаць
postpone – адкладваць
complete – завяршаць
practise – практыкаваць
consider – лічыць, ацэньваць
quit – спыняць, кідаць
delay – адкладаць
recall – успамінаць

deny – адмаўляць
recommend – рэкамендаваць
discuss – абмяркоўваць
risk – рызыкаваць
enjoy – атрымліваць
асалоду, атрымліваць
задавальненне
suggest – прапаноўваць
finish – завяршаць
tolerate – цярпець,
выносіць
keep – трымаць, працягваць
understand – разумець
regret – шкадаваць

He enjoys talking to you. – Яму падабаецца размаўляць з табой.

Tourists avoid visiting this country. – Турысты пазбягаюць наведвання гэтай краіны.

3. Герундый выкарыстоўваецца таксама пасля наступных абаротаў:

approve of something – адабраць што-н.
insist on smth – настойваць на чым-н.
be better off – знаходзіцца ў лепшым становішчы/стане
keep on doing smth – працягваць рабіць што-н.
can't help doing smth – не магчы не зрабіць што-н.
look forward to doing smth – з нецярпеннем чакаць чаго-н.
object to doing smth – нярэчыць супраць чаго-н.
don't mind doing smth – не нярэчыць

think about doing smth – думаць аб чым-н.

think of doing smth – думаць аб чым-н.

He could not help laughing. – Ён не мог утрымацца ад смеху.

You should think about taking this examination. – Табе варта падумаць аб тым, каб здаць гэты экзамен.

He doesn't mind getting up early. – Ён не супраць таго, каб устаць рана.

4. Пасля шэрагу дзеясловаў – *to remember, to forget, to stop, to try* – можа выкарыстоўвацца як **інфінітыў**, так і **герундый**; значэнне канструкцыі пры гэтым змяняецца.

Параўнайце:

I remember meeting him for the first time five years ago. – Я памятаю, як сустрэў яго ўпершыню пяць гадоў назад (я памятаю сустрэчу).

I must remember to meet him at the next station Saturday. – Я павінен не забыцца сустрэць яго на вакзале ў наступную суботу.

Remember to do something абазначае “не забыць зрабіць што-небудзь” (успомніць, а затым зрабіць).

Remember doing something абазначае “памятаць аб тым, як адбывалася дзеянне” (успомніць аб ім пасля таго, як яно выканалася).

He stopped smoking. – Ён кінуў курыць.

He stopped to smoke. – Ён спыніўся, каб закурыць.

Выбар інфінітыўнага або герундыяльнага абароту залежыць ад сэнсу і мэты выказвання.

He tried to open the window, but it was impossible. – Ён спрабаваў адкрыць акно, але гэта аказалася немагчымым.

He tried opening the windows, taking a cold shower, drinking water with ice – the heat was unbearable. – Ён спрабаваў адкрываць вокны, прымаць халодны душ, піць ваду з лёдам – спякота была невыноснай.

Try to do something абазначае ‘паспрабаваць што-небудзь зрабіць’.

Try doing something абазначае ‘выканаць дзеянне як эксперымент’.

5. Устойливыя выразы з герундыем. Герундый ужываецца пасля некаторых выказаў.

It's no use worrying about it. – Няма сэнсу турбавацца пра гэта.

There is nothing you can do. – З гэтым нічога не зробіш.

There is no point in buying a car if you don't want to drive it. – Няма сэнсу купляць машыну, калі ты не хочаш яе вадзіць.

My house is only a short walk from me. It's not worth taking a taxi. – Да майго дома недалёка ісці. Не варта браць таксі.

It's waste of time studying the grammar. – Вучыць граматыку – марнаванне часу.

Questions for Unit 3, Lesson 2, ex. 5a

1. What do they all have in common?
2. Can you explain the usage the gerund and the infinitive in these two statements from the letter? I prefer travelling to staying at home. Though, this year I would prefer to stay at home in July.
3. What is the place of an object in the examples from ex. 3a?

UNIT 4

Lesson 1. Articles with the names of organisations / Артыклі з назвамі арганізацый

Азначальны артыкль ужываецца з назвамі арганізацый: *The United Nations (the UN), The EU (the European Union), the BBC.*

Некаторыя абрэвіятуры з прычыны вельмі частага выкарыстання пераўтварыліся ў самастойныя словы і ўжываюцца без артыкля: *UNESCO, IBM, Greenpeace.*

Lessons 2–5. Complex Object / Складанае дапаўненне

Гэта канструкцыя, якая складаецца з назоўніка ў агульным склоне (noun in a common case) або займенніка ў аб'ектным склоне (pronoun in an objective case) і інфінітыва. Займеннікі ў аб'ектным склоне:

I – me

you – you

they – them

he – him

she – her

it – it

we – us

Complex object у англійскай мове часта перакладаецца даданым дапаўняльным сказам, які ўводзіцца злучнікамі *як, што, каб*. Назоўнік або займеннік у гэтым складаным дадатку адпавядае дзейніку, а інфінітыў – выказніку падпарадкавальнага сказа.

I saw them walking along the road. – Я бачыў, як яны ішлі па дарозе.

I want you to hear me. – Я хачу, каб ты пачуў мяне.

Jack's parents don't let him stay out late. – Бацькі Джэка не дазваляюць яму позна гуляць.

Complex object у англійскай мове ўжываецца з наступнымі дзеясловамі.

1. Дзеясловамі, якія перадаюць жаданне і патрэбу (to want – *хацець*, to like – *падабацца*, would like – *хацеў бы*).

He wanted his students to be more active. – Ён хацеў, каб яго студэнты былі больш актыўнымі.

The volunteers would like you to join them. – Валанцёры хацелі б, каб Вы далучыліся да іх.

2. Дзеясловамі, якія перадаюць меркаванне (to expect – *чакаць*, *разлічваць*; to suppose – *меркаваць*, to believe – *лічыць*, *меркаваць*; to consider / to find – *лічыць*).

Parents usually expect their children to follow their advice. – Бацькі звычайна разлічваюць, што іх дзеці будуць прытрымлівацца іх парадаў.

We believe it to be the best solution to the problem. – Мы мяркуем, што гэта будзе лепшае рашэнне праблемы.

3. Дзеясловамі, якія перадаюць падахвочванне, прымушэнне (to let – *дазваляць*; to make – *прымушаць*; to have – *распарадзіцца*). Інфінітыў – без часціцы *to*.

You can't make me go there. – Ты не можаш прымусіць мяне пайсці туды.

Never let him speak to you this way. – Ніколі не дазваляй яму так з табой размаўляць.

They had the man do what they wanted. – Яны прымусілі гэтага чалавека зрабіць тое, што яны хацелі.

Але! У пасіўных канструкцыях выкарыстоўваецца інфінітыў з часціцай **to**.

I was made to participate in the competition.

You are allowed to take photos here.

4. Дзеясловамі, якія перадаюць фізічнае ўспрыманне і адчуванне (to see – *бачыць*; to watch – *глядзець*; to notice – *заўважаць*; to observe – *назіраць*; to feel – *адчуваць*; to hear – *чуць* і інш.). Пасля гэтых дзеясловаў мы ставім інфінітыў без часціцы **to**.

I have never heard you sing. – Я ніколі не чуў, каб ты спяваў.

З дзеясловамі ўспрымання акрамя інфінітыва можа ўжывацца і дзеепрыметнік цяперашняга часу (Participle I). Калі мы ў complex object у англійскай мове ўжываем інфінітыў, мы падкрэсліваем аднаразовасць учыненага дзеяння або завершанасць дзеяння, калі ж ужываем дзеепрыметнік, мы дэманструем працэс праходжання дзеяння.

I saw her run into the house. – Я бачыла, як яна забегла ў дом.

I saw her running along the road. – Я бачыла, як яна бегла па дарозе.

Але! У пасіўных канструкцыях з завершанымі дзеяннямі ўжываецца інфінітыў з часціцай **to**. Параўнайце:

She was seen to run into the house.

She was seen running along the road.

VOCABULARY

UNIT 1

- affordable** (*adj.*) [ə'fɔ:dəbəl] – доступный / даступны
brick (*n.*) [brɪk] – кирпич / цэгла
bunk beds (*n.*) ['bʌŋk,bedz] – двухъярусная кровать / двух'ярусны ложка
central heating (*n.*) [ˌsentrəl 'hi:tiŋ] – центральное отопление / цэнтральнае ацяпленне
chest of drawers (*n.*) [ˌtʃest əv 'drɔ:z] – комод / камода
commute (*v., n.*) [kə'mju:t] – добираться на работу; езда на работу / дабірацца на працу; язда на працу
convenient (*adj.*) [kən'vi:niənt] – удобный / зручны
cosy (*adj.*) ['kəʊzi] – уютный / утульны
cramped conditions (*n.*) [kræmpt] – стесненные условия / сціснутыя ўмовы
detached (house) (*adj.*) [di'tætʃt] – отдельно стоящий жилой (дом) / (дом) жылы, які стаіць асобна
downstairs (*adv., n.*) [ˌdaʊn'steəz] – внизу; нижний этаж здания / унізе; ніжні паверх будынка
estate agent (*n.*) [i'steit 'eɪdʒənt] – агент по продаже недвижимости / агент па продажы нерухомасці
fluffy (*adj.*) ['flʌfi] – пушистый / пушысты
frustrated (*adj.*) [frʌs'treɪtɪd] – разочарованный / расчараваны
frustrating (*adj.*) [frʌs'treɪtɪŋ] – разочаровывающий, расстраивающий / які расчароўвае, хвалюе
furniture (*n.*) ['fɜ:nɪtʃə] – мебель / мэбля
housing (*n.*) ['haʊzɪŋ] – жилье / жыллё
landlady / landlord (*n.*) ['lænd(ɪ)leɪdi] ['lænd(ɪ)lɔ:(r)d] – домовладелица / -ец, сдающая / -ий квартиры / домаўласніца / -ік, якая / які здае кватэры
laundry basket (*n.*) ['lɔ:ndri] – корзина для грязного белья / кошык для бруднай бялізны
look (out) onto (*phr. v.*) [lʊk (aʊt) 'ɒntə] – выходить на (об окнах) / выходзіць на (пра вокны)
lounge (*n.*) ['laʊndʒ] – гостиная / гасцёўня
meet the criteria (*v. phr.*) [kri:'tɪəriə] – удовлетворяют критериям / задавальняць крытэрыям

modern conveniences (*n.*) [kən'vi:niənsɪz] – современные удобства / сучасныя выгоды

move (*v.*) [mu:v] – переезжать / пераязджаць

own (*adj., v.*) [əʊn] – собственный; владеть / уласны; валодаць

privacy (*n.*) ['praɪvəsi] – уединение, частная жизнь / адзінота, прыватнае жыццё

put up (*phr. v.*) [pʊt'ʌp] – вывешивать (объявление) / вывешваць (абвестку)

radiator (*n.*) ['reɪdɪeɪtər] – радиатор, батарея отопления / радыатар, батарэя ацяплення

renovations (*n.*) [renə'veɪʃənz] – ремонт / рамонт

search (*n., v.*) [sɜ:tʃ] – поиск; искать / пошук; шукаць

semi-detached (house) (*adj.*) [ˌsemɪdɪ'tætʃt] – смежный (дом) / сумежны (дом)

sink (*n.*) [sɪŋk] – раковина / ракавіна

space (*n.*) [speɪs] – пространство / прастора

spacious (*adj.*) ['speɪʃəs] – просторный / прасторны

squeeze (*v.*) [skwi:z] – впихнуть, втиснуть / упіхнуць, уціснуць

tap (*n.*) [tæp] – кран / кран

tenant (*n.*) ['tenənt] – жилец, арендатор / жыхар, арандатар

terraced (houses) (*adj.*) ['terəst] – (дома) террасной застройки / дамы тэраснай забудовы

tile (*n.*) [taɪl] – облицовочная плитка, кафель, черепица / абліцовачная плітка, кафля, чарапіца

underneath (*prep.*) [ˌʌndə'ni:θ] – под, внизу / пад, унізе

upkeep (*n.*) ['ʌpki:p] – содержание / змест

upstairs (*adv., n.*) [ʌp'steəz] – наверху; верхний этаж / наверх; верхні паверх

UNIT 2

academic (*adj.*) [ˌækə'demɪk] – учебный, академический, научный / навучальны, акадэмічны, навуковы

admit (*v.*) [əd'mɪt] – принимать (в учебное заведение) / прымаць (у навучальную ўстанову)

campus (*n.*) ['kæmpəs] – кампус, студенческий городок / кампус, студэнцкі гарадок

certificate (*n.*) [sə'tɪfɪkət] – аттестат, сертификат / атэстат, сертыфікат

charge fees (*phr., v.*) [tʃɜ:(r)dʒ 'fi:z] – взимать плату / спаганяць плату

co-educational (*adj.*) [kəʊedjʊ'keɪ(ə)nəl] – с совместным обучением / з сумесным навучаннем

comprehensive (*adj.*) [kɒmpri'hensɪv] – общеобразовательный / агульнаадукацыйны

compulsory (*adj.*) [kəm'pʌlsəri] – обязательное / абавязковае

entrance exams (*n.*) ['entrəns ɪg,zæmz] – вступительные экзамены / уступныя экзамены

fee-paying (*adj.*) ['fi:peɪɪŋ] – платный, на платной основе / платны, на платнай аснове

free of charge (*adj.*) [fri: əv 'tʃɜ:(r)dʒ] – бесплатный / бясплатны

grade (*n.*) [greɪd] – класс, оценка / клас, ацэнка

graduate (*v.*) ['grædʒueɪt] – заканчивать / заканчваць

graduate (*n.*) ['grædʒuət] – выпускник / выпускнік

home educate (*v.*) [həʊm'edjʊkeɪt] – давать домашнее обучение / даваць дамашняе навучанне

non-selective (*adj.*) [nɒnsɪ'lektɪv] – неизбирательный / нявыбарчы

optional (*adj.*) ['ɒpʃ(ə)nəl] – по желанию, факультативный / па жаданні, факультатыўны

primary (*adj.*) ['praɪməri] – начальное / пачатковае

public school (*n.*) [pʌblɪk 'sku:l] – частная общеобразовательная школа в Великобритании; государственная школа в США / прыватная агульнаадукацыйная школа ў Вялікабрытаніі; дзяржаўная школа ў ЗША

resit exams (*phr., v.*) [ri:'sɪt ɪg'zæmz] – пересдавать экзамены / пераздаваць экзамены

scholarship (*n.*) ['skɒləʃɪp] – стипендия / стыпендыя

secondary (*adj.*) ['sekənd(ə)ri] – среднее / сярэдняе

select (*v.*) [sɪ'lekt] – выбирать / выбіраць

selective (*adj.*) [sɪ'lektɪv] – выборочный, отборочный / выбарачны, адборачны

single-sex schools (*n.*) [sɪŋgəl'seks 'sku:l] – школы для детей одного пола / школы для дзяцей аднаго полу

vacation (*n.*) [və'keɪʃ(ə)n] – каникулы / канікулы

with flying colours (*phr.*) [wɪð'flaɪɪŋ'klɒləz] – блестяще, с честью / бліскуча, з гонарам

UNIT 3

- amount** (*n.*) [ə'maʊnt] – объем, количество / аб'ём, колькасць
- approve of** (*v.*) [ə'pru:v] – одобрять / ухваляць
- autobiography** (*n.*) [ˌɔ'təubi'ɒgrəfi] – автобиография / аўтабіяграфія
- be used to** (*v. phr.*) ['ju:st tu:] – привыкнуть / прывыкнуць
- blank** (*adj.*) [blæŋk] – пустой, незаполненный / пусты, незапоўнены
- boundary** (*n.*) ['baʊnd(ə)ri] – граница / мяжа
- compassionate** [kəm'pæʃənət] – жалостливый, сострадательный; полный сочувствия / жаласлівы, спагадлівы; поўны спагады
- congratulate** (*on*)(*v.*) [kən'grætʃuleɪt] – поздравлять / віншаваць
- decide** (*against*) (*v.*) [dɪ'saɪd] – решить не в пользу (чего-л.) / вырашыць не ў карысць (чаго-н.)
- deny** (*v.*) [dɪ'naɪ] – отрицать / адмаўляць
- develop** (*v.*) [dɪ'veləp] – развивать(ся) / развіваць(ца)
- enclose** (*v.*) [ɪn'kləʊz] – включать / уключаць
- encourage** (*v.*) [ɪn'kʌrɪdʒ] – ободрять, поощрять, поддерживать / адабраць, заахвочваць, падтрымліваць
- feel like** (*v. phr.*) ['fi:l,laɪk] – хотеть, иметь желание (сделать что-либо) / хацець, мець жаданне (зрабіць што-небудзь)
- flexible** ['fleksɪbl] – податливый, легко приспособляемый; гибкий / падатлівы, які лёгка прыстасоўваецца; гнуткі
- forgive** (*for*) (*v.*) [fə'gɪv] – прощать / дараваць
- furious** (*adj.*) ['fjʊəriəs] – взбешенный, неистовый, яростный / раз'юшаны, апантаны, люты
- give up** (*v. phr.*) [gɪv ʌp] – бросать / кідаць
- grateful** (*adj.*) ['greɪtfl(ə)l] – признательный, благодарный / удзячны
- improve** (*v.*) [ɪm'pru:v] – улучшать(ся) / паляпшаць(ца)
- indulge in** (*v.*) [ɪn'dʌldʒ] – 1) потворствовать, потакать (кому-л. в чем-л.); 2) удовлетворять свои желания, не отказывать себе (в чем-л.) / 1) патураць, патураць (каму-н. у чым-н.); 2) задавальняць свае жаданні, не адмаўляць сабе (у чым-н.)
- keep on** (*phr. v.*) [ki:p,ɒn] – продолжать / працягваць
- lifelong** (*adj.*) ['laɪf.lɒŋ] – на протяжении всей жизни, пожизненный / на працягу ўсяго жыцця, пажыццёвы

look forward (to) (*phr. v.*) [lʊk'fɔ'wəd] – ожидать с нетерпением / чакаць з нецярпеннем

mad (*adj.*) [mæd] – 1) сумасшедший; 2) обезумевший, рассвирепевший / 1) вар'ят; 2) шалёны, разлютаваны

object (to) (*v.*) ['ɒbdʒekt] – возражать / прярэчыць

over-protective (*adj.*) [ˌəʊvəprə'tektɪv] – избыточно защищающий / залішне абараняе

passion (*n.*) ['pæʃən] – страсть, страстное увлечение; страстность, пыл, энтузиазм / запал, гарачае захапленне; гарачыня, запал, энтузіязм

point (*n.*) [pɔɪnt] – пункт, момент, вопрос; дело; смысл / пункт, момант, пытанне; справа; сэнс

prevent (from) (*v.*) [prɪ'vent] – 1) предотвращать, предупреждать; 2) мешать, не допускать; оберегать (from – от) / 1) прадухіліць, папярэдзваць; 2) мяшаць, не дапускаць; засцерагаць (from – ад)

protective (*adj.*) [prə'tektɪv] – защитный; оградительный, предохранительный, прикрывающий / ахоўны; загараджальны, ахоўны, які затуляе

pushy (*adj.*) ['puʃi] – назойливый; бесцеремонный / назойлівы; бесцырымонны

put up with (*phr. v.*) [pʊt ʌp wɪð] – мириться, терпеть / мірыцца, цярпець

row (*n.*) [rəʊ] – ряд / шэраг

rude (*adj.*) [ru:d] – грубый / грубы

scream (*v.*) [skri:m] – пронзительно кричать, вопить, визжать / пранізіліва крычаць, лямантаваць, віскатаць

self-education (*n.*) ['self ,edʒu'keɪʃn] – самообразование / самаадукацыя

set limits (*v. phr.*) [set 'lɪmɪts] – устанавливать границы / ўсталяваць мяжы

strict (*adj.*) [strikt] – строгий / строги

suggest (*v.*) [sə'dʒest] – предлагать / прапаноўваць

tackle (*v.*) ['tækəl] – браться за, пытаться найти решение проблемы / брацца за, спрабаваць знайсці рашэнне праблемы

thank (for) (*v.*) [θæŋk] – благодарить / дзякаваць

thankful (*adj.*) ['θæŋkf(ə)l] – благодарный / удзячны

think of (*phr. v.*) [θɪŋk] – (по)думать, придумывать, додумываться / (па)думаць, прыдумляць, дадумавацца
to apologise for (*v.*) [ə'pɒl.ə.dʒaɪz] – извиняться / перапрошваць
to appreciate (*v.*) [ə'pri:ʃi'eɪt] – оценивать, (высоко) ценить; быть признательным, благодарным / ацэньваць, (высока) шанаваць; быць удзячным
trust (*v.*) [trʌst] – доверять / давяраць
warn (*against*) (*v.*) [wɔ:n] – предупредить (о чём-л.) / папярэдзіць (аб чым-н.)

UNIT 4

accept (*v.*) [ək'sept] – принимать / прымаць
accurate (*adj.*) [ˈækjʊrət] – точный / дакладны
appreciate (*v.*) [ə'pri:ʃi'eɪt] – ценить / цаніць
campaign (*n.*) [kæm'peɪn] – кампания / кампанія
challenge (*n., v.*) [ˈtʃæləndʒ] – сложная задача; бросать вызов / складаная задача; кідаць выклік
commitment (*n.*) [kə'mɪtmənt] – приверженность / прыхільнасць
contribute (*v.*) [kən'trɪbjʊ:t] – вкладывать / укладваць
determine (*v.*) [dɪ'tɜ:mɪn] – решать, определять / вырашаць, вызначаць
diverse (*adj.*) [daɪ'vɜ:s] – разнообразный / разнастайны
donate (*v.*) [dəʊ'neɪt] – пожертвовать (деньги, вещи и т.д.) / ахвяраваць (грошы, рэчы і г.д.)
empower (*v.*) [ɪm'paʊə] – оказывать поддержку / аказваць падтрымку
equality (*n.*) [ɪ'kwələti] – равенство / роўнасць
experience (*n., v.*) [ɪk'spɪəriəns] – опыт, случай; испытать, пережить / вопыт, выпадак; выпрабаваць, перажыць
exposed (*adj.*) [ɪk'spəʊzd] – подверженный / схільны
expression (*n.*) [ɪk'spreʃ(ə)n] – выражение / выраз
gender (*n.*) ['dʒendə] – пол / пол
generosity (*n.*) [dʒenə'rɒsəti] – щедрость / шчодрасць
gratitude (*n.*) ['grætɪ,tju:d] – благодарность / падзяка
integral (*adj.*) [ɪn'tegrəl] – неотъемлемый / неад'емны
involve (*v.*) [ɪn'vɒlv] – вовлекать / залучаць

just (*adj.*) [dʒʌst] – справедливый / справядлівы
knowledgeable (*adj.*) [ˈnɒldʒəb(ə)] – осведомленный / дасведчаны
launch (*n., v.*) [lɔːntʃ] – запуск, запускать / запуск, запусаць
mission (*n.*) [ˈmɪʃ(ə)n] – миссия / місія
offend (*v.*) [əˈfend] – обижать / крыўдзіць
poverty (*n.*) [ˈpɒvə(r)tɪ] – бедность / беднасць
promote (*v.*) [prəˈməʊt] – продвигать / прасоўваць
range (*n., v.*) – [reɪndʒ] – диапазон, варьироваться / дыяпазон, вар’іравацца
require (*v.*) [rɪˈkwaɪə] – требовать / патрабаваць
rewarding (*adj.*) [rɪˈwɔː(r)dɪŋ] – стоящий / варты
set and achieve goals [set ənd əˈtʃiːv ɡəʊlz] – ставить и достигать цели / ставіць і дасягаць мэты
society (*n.*) [səˈsaɪəti] – общество / грамадства
tolerance (*n.*) [ˈtɒlərəns] – терпимость / цярпімасць

IRREGULAR

Infinitive	Transcription	V ₂	Transcription	
be	[bi]	was, were	[wɒz] [wɜ:]	
bear	[beə]	bore	[bɔ:]	
beat	[bi:t]	beat	[bi:t]	
become	[br'kʌm]	became	[br'keɪm]	
begin	[br'gɪn]	began	[br'gæŋ]	
bend	[bend]	bent	[bent]	
bet	['bet]	bet	['bet]	
bind	[baɪnd]	bound	[baʊnd]	
bite	[baɪt]	bit	[bɪt]	
blow	[bləʊ]	blew	[blu:]	
break	[breɪk]	broke	[brəʊk]	
breed	[bri:d]	bred	[bred]	
bring	[brɪŋ]	brought	['brɔ:t]	
build	[bɪld]	built	[bɪlt]	
burn	[bɜ:n]	burnt, burned	[bɜ:nt] [bɜ:nd]	
burst	[bɜ:st]	burst	[bɜ:st]	
buy	[baɪ]	bought	['bɔ:t]	
catch	[kætʃ]	caught	['kɔ:t]	
choose	[tʃu:z]	chose	[tʃəʊz]	

VERBS

	V ₃	Transcription	Перевод	Переклад
	been	[bi:n]	быть	быць
	born, borne	[bɔ:n] [bɔ:n]	нести, родить	несці, нарадзіць
	beaten	['bi:tən]	бить	біць
	become	[bi'kʌm]	стать, сделаться	стаць, зрабіцца
	begun	[bi'gʌn]	начать	пачаць
	bent	[bent]	гнуть	гнуць
	bet	['bet]	держатъ пари	трымаць заклад
	bound	[baʊnd]	связать	звязаць
	bitten	['bitən]	кусать	кусаць
	blown	[bləʊn]	дуть	дзьмуць
	broken	['brəʊkən]	ломать	ламаць
	bred	[bred]	выращивать, разводить	вырошчваць, разводзіць
	brought	['brɔ:t]	принести	прынесці
	built	[bilt]	строить	будаваць
	burnt, burned	[bɜ:nt] [bɜ:nd]	жечь, гореть	паліць, гарэць
	burst	[bɜ:st]	разразиться, взорваться	грымнуць, выбухнуць
	bought	['bɔ:t]	купить	купіць
	caught	['kɔ:t]	ловить, поймать	лавіць, злавіць
	chosen	['tʃəʊzn]	выбрать	выбраць

Infinitive	Transcription	V₂	Transcription	
come	[kʌm]	came	[keɪm]	
cost	[kɒst]	cost	[kɒst]	
creep	[kri:p]	crept	[krept]	
cut	[kʌt]	cut	[kʌt]	
deal	[di:l]	dealt	[delt]	
dig	[dɪg]	dug	[dʌg]	
do	[du:]	did	[dɪd]	
draw	[drɔ:]	drew	[dru:]	
dream	[dri:m]	dreamt, dreamed	[dremt] [dri:md]	
drink	[drɪŋk]	drank	[dræŋk]	
drive	[draɪv]	drove	[drəʊv]	
eat	[i:t]	ate	[et]	
fall	[fɔ:l]	fell	[fel]	
feed	[fi:d]	fed	[fed]	
feel	[fi:l]	felt	[felt]	
fight	[faɪt]	fought	[ˈfɔ:t]	
find	[faɪnd]	found	[faʊnd]	
flee	[fli:]	fled	[fled]	
fly	[flaɪ]	flew	[flu:]	
forbid	[fəˈbɪd]	forbad, forbade	[fəˈbæd] [fəˈbæd]	
foresee	[fɔːˈsi:]	foresaw	[fɔːˈsɔ:]	
foretell	[fɔːˈtel]	foretold	[fɔːˈtəʊld]	
forget	[fəˈget]	forgot	[fəˈgɒt]	

	V ₃	Transcription	Перевод	Переклад
	come	[kʌm]	прийти	прыйсці
	cost	[kɒst]	стоить	каштаваць
	crept	[krept]	ползти	паўзці
	cut	[kʌt]	резать	рэзаць
	dealt	[delt]	иметь дело	мець справу
	dug	[dʌg]	копать	капаць
	done	[dʌn]	делать	рабіць
	drawn	[drɔ:n]	тащить, рисовать	цягнуць, маляваць
	dreamt, dreamed	[dremt] [dri:md]	грезить, мечтать	мроіць, марыць
	drunk	[drʌŋk]	пить, выпить	піць, выпіць
	driven	[ˈdrɪvən]	гнать, ехать	гнаць, ехаць
	eaten	[ˈi:tən]	кушать, есть	есці
	fallen	[ˈfɔ:lən]	падать	падаць
	fed	[fed]	кормить	карміць
	felt	[felt]	чувствовать	адчуваць
	fought	[ˈfɔ:t]	сражаться, драаться	змагацца, біцца
	found	[faʊnd]	находить	знаходзіць
	fled	[fled]	бежать, спасаться	бегчы, ратавацца
	flown	[fləʊn]	летать	лётаць
	forbidden	[fəˈbɪd(ə)n]	запретить	забараніць
	foreseen	[fɔ:ˈsi:n]	предвидеть	прадбачыць
	foretold	[fɔ:ˈtəʊld]	предсказывать	прадказваць
	forgotten	[fəˈgɒtn]	забыть	забыцца

Infinitive	Transcription	V₂	Transcription	
forgive	[fə'gɪv]	forgave	[fə'geɪv]	
freeze	[fri:z]	froze	[frəʊz]	
get	['get]	got	['gɒt]	
give	[gɪv]	gave	[geɪv]	
go	[gəʊ]	went	['went]	
grow	[grəʊ]	grew	[gru:]	
hang	[hæŋ]	hung, hanged	[hʌŋ] [hæŋd]	
have	[hæv]	had	[hæd]	
hear	[hɪə]	heard	[hɜ:d]	
hide	[haɪd]	hid	[hɪd]	
hit	[hɪt]	hit	[hɪt]	
hold	[həʊld]	held	[held]	
hurt	[hɜ:t]	hurt	[hɜ:t]	
keep	[ki:p]	kept	[kept]	
know	[nəʊ]	knew	[nju:]	
lay	[leɪ]	laid	[leɪd]	
lead	[li:d]	led	[led]	
learn	[lɜ:n]	learnt, learned	[lɜ:nt] [lɜ:nd]	
leave	[li:v]	left	[left]	
lend	[lend]	lent	[lent]	
let	[let]	let	[let]	
lie	[laɪ]	lay	[leɪ]	

	V ₃	Transcription	Перевод	Переклад
	forgiven	[fə'gɪvɪn]	простить	дараваць
	frozen	['frəʊzɪn]	замерзнуть, замораживать	замерзнуць, замарожваць
	got	['gɒt]	получить	атрымаць
	given	[gɪvɪn]	дать	даць
	gone	[gɒn]	идти, уходит	ісці, адыходзіць
	grown	[grəʊn]	расти	расці
	hung, hanged	[hʌŋ] [hæŋd]	висеть, повесить	вісець, павесіць
	had	[hæd]	иметь	мець
	heard	[hɜ:d]	слушать	слухаць
	hidden	['hɪdn]	прятать(ся)	хаваць (цца)
	hit	[hɪt]	ударить, попасть	ударыць, папасці
	held	[held]	держат	трымаць
	hurt	[hɜ:t]	причинить боль	прычыніць боль
	kept	[kept]	хранить	захоўваць
	known	[nəʊn]	знать	ведаць
	laid	[leɪd]	класть, положить	класці, пакласці
	led	[led]	вести	весці
	learnt, learned	[lɜ:nt] [lɜ:nd]	учить	вучыць
	left	[left]	оставить	кінуць
	lent	[lent]	одолжить	пазычыць
	let	[let]	пустить, дать	пусціць, даць
	lain	[leɪn]	лежать	ляжаць

Infinitive	Transcription	V₂	Transcription	
light	[laɪt]	lit, lighted	[lɪt] ['laɪtɪd]	
lose	[luːz]	lost	[lɒst]	
make	['meɪk]	made	['meɪd]	
mean	[miːn]	meant	[ment]	
meet	[mi:t]	met	[met]	
mistake	[mɪ'steɪk]	mistook	[mɪ'stʊk]	
mis- understand	[,mɪs,ʌndə'stænd]	mis- understood	[,mɪs,ʌndə'stʊd]	
overcome	[,əʊvə'kʌm]	overcame	[,əʊvə'keɪm]	
pay	[peɪ]	paid	[peɪd]	
put	['pʊt]	put	['pʊt]	
read	[riːd]	read	[red]	
ride	[raɪd]	rode	[rəʊd]	
ring	[rɪŋ]	rang	[ræŋ]	
rise	[raɪz]	rose	[rəʊz]	
run	[rʌn]	ran	[ræn]	
say	['seɪ]	said	['sed]	
see	['siː]	saw	['səʊ]	
seek	[siːk]	sought	['sɔ:t]	
sell	[sel]	sold	[səʊld]	
send	[send]	sent	[sent]	
set	[set]	set	[set]	
sew	[səʊ]	sewed	[səʊd]	

	V ₃	Transcription	Перевод	Переклад
	lit, lighted	[lɪt] [ˈlaɪtɪd]	осветить	асвятліць
	lost	[lɒst]	терять	губляць
	made	[ˈmeɪd]	делать	рабіць
	meant	[ment]	подразумевать	разумець
	met	[met]	встретить	сустрэць
	mistaken	[mɪˈsteɪkən]	неправильно понимать	няправільна разумець
	mis- understood	[ˌmɪsˌʌndəˈstʊd]	неправильно понимать	няправільна разумець
	overcome	[ˌəʊvəˈkʌm]	преодолевать	пераадоль- ваць
	paid	[peɪd]	платить	плаціць
	put	[ˈpʊt]	класть	класці
	read	[red]	читать	чытаць
	ridden	[ˈrɪdən]	ездить верхом	ездзіць верхам
	rung	[rʌŋ]	звонить	званіць
	risen	[ˈrɪzən]	подняться	падняцца
	run	[rʌn]	бежать, течь	бегчы, цячы
	said	[ˈsed]	говорить, сказать	казаць, сказаць
	seen	[ˈsi:n]	видеть	бачыць
	sought	[ˈsɔ:t]	искать	шукаць
	sold	[səʊld]	продавать	прадаваць
	sent	[sent]	послать	паслаць
	set	[set]	устанавливать	устанаўліваць
	sewed, sewn	[səʊd] [səʊn]	шить	шыць

Infinitive	Transcription	V₂	Transcription	
shake	[ʃeɪk]	shook	[ʃʊk]	
shine	[ʃaɪn]	shone, shined	[ʃɒn] [ʃaɪnd]	
shoot	[ʃu:t]	shot	[ʃɒt]	
show	[ʃəʊ]	showed	[ʃəʊd]	
shrink	[ʃrɪŋk]	shrank	[ʃræŋk]	
shut	[ʃʌt]	shut	[ʃʌt]	
sing	[sɪŋ]	sang	[sæŋ]	
sink	[sɪŋk]	sank	[sæŋk]	
sit	[sɪt]	sat	[sæt]	
sleep	[sli:p]	slept	[slept]	
slide	[slɑɪd]	slid	[slɪd]	
speak	[spi:k]	spoke	[spəʊk]	
spend	[spend]	spent	[spent]	
split	[splɪt]	split	[splɪt]	
spread	[spred]	spread	[spred]	
stand	[stænd]	stood	[stʊd]	
steal	[sti:l]	stole	[stəʊl]	
stick	[stɪk]	stuck	[stʌk]	
sting	[stɪŋ]	stung	[stʌŋ]	
strike	[straɪk]	struck	[strʌk]	

	V ₃	Transcription	Перевод	Переклад
	shaken	[ˈʃeɪkən]	трясти	трэсі
	shone, shined	[ʃɒn] [ʃaɪnd]	светить, сиять	свяціць, ззяць
	shot	[ʃɒt]	стрелять, давать победы	страляць, даваць парасткі
	shown, showed	[ʃəʊn] [ʃəʊd]	показывать	паказваць
	shrunk	[ʃrʌŋk]	сокращаться, сжиматься	скарачацца, сціскацца
	shut	[ʃʌt]	закрывать	закрываць
	sung	[sʌŋ]	петь	спяваць
	sunk	[sʌŋk]	тонуть	тануць
	sat	[sæt]	сидеть	сядзець
	slept	[slept]	спать	спаць
	slid	[slɪd]	скользить	слізгаць
	spoken	[ˈspəʊkən]	говорить	казаць
	spent	[spent]	тратить, проводить	марнаваць, праводзіць
	split	[splɪt]	расщепить	расшчапіць
	spread	[spred]	распростра- няться	распаўсюдж- вацца
	stood	[stʊd]	стоять	стаяць
	stolen	[ˈstəʊlən]	украсть	украсі
	stuck	[stʌk]	уколоть, приклеить	укалоць, прыклеіць
	stung	[stʌŋ]	ужалить	уджаліць
	struck	[strʌk]	ударить, бить, бастовать	ударыць, біць, баставаць

Infinitive	Transcription	V₂	Transcription	
strive	[straɪv]	strove	[strəʊv]	
sweep	[swi:p]	swept	[swept]	
swim	[swɪm]	swam	[swæm]	
take	[teɪk]	took	[tʊk]	
teach	[ti:tʃ]	taught	[tɔ:t]	
tear	[ˈteə]	tore	[ˈtɔ:]	
tell	[tel]	told	[təʊld]	
think	[ˈθɪŋk]	thought	[ˈθɔ:t]	
throw	[ˈθrəʊ]	threw	[θru:]	
understand	[ˌʌndəˈstænd]	understood	[ˌʌndəˈstʊd]	
wake	[weɪk]	woke, waked	[wəʊk] [weɪkt]	
wear	[weə]	wore	[wɜ:]	
weep	[wi:p]	wept	[wept]	
win	[wɪn]	won	[wʌn]	
wind	[waɪnd]	wound	[waʊnd]	
write	[ˈraɪt]	wrote	[rəʊt]	

	V ₃	Transcription	Перевод	Пераклад
	striven	[ˈstrɪvən]	стараться	старацца
	swept	[swept]	мести, промчатся	месці, прамчацца
	swum	[swʌm]	плыть	плыць
	taken	[ˈteɪkən]	взять, брать	узяць, браць
	taught	[tɔ:t]	учить	вучыць
	torn	[ˈtɔ:n]	рвать	ірваць
	told	[təʊld]	рассказывать, сказать	расказаць, сказаць
	thought	[ˈθɔ:t]	думать	думаць
	thrown	[ˈθrəʊn]	бросить	кінуць
	understood	[ˌʌndəˈstʊd]	понимать	разумець
	woken, waked	[ˈwəʊkən] [weɪkt]	просыпаться, будить	прачынацца, будзіць
	worn	[wɔ:n]	носить (одежду)	насіць (адзенне)
	wept	[wept]	плакать	плакаць
	won	[wʌn]	выиграть	выйграць
	wound	[waʊnd]	заводить (механизм)	заводзіць (механізм)
	written	[ˈrɪtɪn]	писать	пісаць

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Учебное пособие для 10 класса учреждений общего среднего образования с белорусским и русским языками обучения (повышенный уровень) с электронным приложением

В 2 частях Часть 1

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