



10

ENGLISH

Student's Book 2



Art is an adventure into an unknown world, which can be explored only by those willing to take risks.

Mark Rothko

Art is the right hand of Nature. The latter has only given us being, the former made us men.

Friedrich Schiller



Art washes away from the soul the dust of everyday life.

Pablo Picasso

Art is not what you see but what you make others see.

Edgar Degas



One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man.

Elbert Hubbard

The scientist is not a person who gives the right answers, he is one who asks the right questions.

Claude Levi-Strauss



Some are born great, some achieve greatness, and some have greatness thrust upon them.

William Shakespeare

The science of today is the technology of tomorrow.

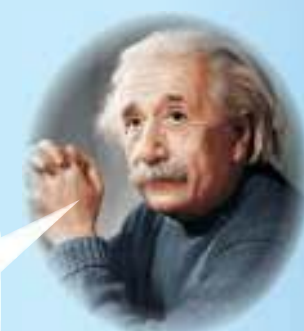
Edward Teller





Do the unexpected, do as never happens, do as no one does, and then win.

Uladzimir Karatkevich



Intellectuals solve problems; geniuses prevent them.

Albert Einstein



There's plenty to criticise about the mass media, but they are the source of regular information about a wide range of topics. You can't duplicate that on blogs.

Noam Chomsky



Genius is the capacity to see ten things where the ordinary man sees one.

Ezra Pound



Remember who you are and keep going.

Yakub Kolas



Ask not what your country can do for you. Ask what you can do for your country.

John F. Kennedy



The Internet is a driving force in the change from mass media to “my media”, in which consumers will be their own programmers.

Jerry Yang



Men love their country, not because it is great, but because it is their own.

Seneca

АНГЛИЙСКИЙ ЯЗЫК

АНГЛІЙСКАЯ МОВА

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

(повышенный уровень)

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Часть 2

*Допущено Министерством образования
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Условные обозначения / Умоўныя абазначэнні



Use the Internet



Write



Progress check



Grammar



Listen

Project

Project time



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Правообладатель Вышэйшая школа

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UNIT 5

ART



LESSON 1. What do you know about the arts?

Communicative area: exploring the notion of art and its classification, naming different types of arts and giving opinion about them

Active vocabulary: breathtaking, contemporary, decorative, stained glass, a still life, an artwork, compound nouns and adjectives

1. a. Look at the following explanations. Which of them do you think are true?

the arts = art

the arts = different kinds of art

art = visual arts



art = skill

b.   Listen to an art historian and check your ideas.

c. Read the sentence from the script. The word in **bold** may have several meanings. What does it mean in this context?

In **contemporary** society, we think of art more as a form of expression.

1. someone living during the same period as someone else;
2. existing or happening now;
3. belonging to the same or stated period in the past.

d.   Listen again and answer the questions below.

1. What kinds of arts does the speaker name? (applied, culinary, decorative, fine, literary, plastic, performing, visual).
2. What examples of each kind does the speaker give?
3. What do you know about the kind(s) not mentioned by the speaker?

decorate (*v.*) – decorative (*adj.*)

e. In pairs, discuss what kinds of arts you are most interested in and what you think of the other kinds of arts.

Useful language box

Be fond of / keen on / interested in / into ...

Love / appreciate / can't live without / don't mind / hate / know nothing about ...

Interest / appeal / fascinate / leave me indifferent / be not for me

Find ... interesting / amusing / boring / hard to understand

2. a. Work in pairs. Do the trivia quiz.

1. Which of the skyscrapers won't offer **breathhtaking** views of London?

- a) the Cheesegrater;
- b) the Empire State Building;
- c) the Gherkin;
- d) the Shard.



2. The first example of **cave painting** was discovered in 1879. Where was it found in?

- | | |
|-------------|------------|
| a) America; | c) Africa; |
| b) Spain; | d) China. |

3. The **world-famous** Louvre Museum and Art Gallery in Paris, France was built in 1190. What was it first used as?

- | | |
|----------------|-----------------|
| a) a fortress; | c) a warehouse; |
| b) a shop; | d) a library. |

4. Which of the famous **twentieth-century** artists created a set of stained-glass windows as a personal thank-you letter to the United States?

- a) Henri Matisse;
- b) Marc Chagall;
- c) Pablo Picasso;
- d) Salvador Dali.



5. The Louvre attracts 10.2 million people a year; about 80% are believed to come just to see one masterpiece. What is it called?

- a) the Mona Lisa;
- b) the Venus de Milo;
- c) the Lacemaker;
- d) the Dying Slave.

6. What is the **artwork** that looks like a close-up of a collection of things called?

- a) a landscape;
- b) a seascape;
- c) a still life;
- d) a portrait ['pɔ:trət].



7. How many paintings did Van Gogh [væn 'gɒf]¹ sell in his lifetime?

- a) one hundred;
- b) fifty-four;
- c) sixteen;
- d) one.

8. Which of these painters was not left-handed?

- a) Michelangelo [ˌmaɪkəl'ændʒələʊ];
- b) Leonardo da Vinci;
- c) Edvard Munch ['edvɑ:d mʊŋk];
- d) Peter Paul Rubens.

9. Photographers began to retouch black-and-white photos and make them colour in 1840. What did they use to hand-colour their photographs?

- a) acrylics [ə'krɪlɪks];
- b) **watercolours**;
- c) coloured pencils;
- d) oils.

phótophraph (n.) – photógrapher (n.)

¹ [væn 'gəʊ] – (Am. E.)

10. In 1774, the 952-piece dinner and dessert service decorated with 1,224 different hand-painted views of the British Isles was made for Catherine the Great of Russia. What is this Wedgwood creamware masterpiece called?



- a) the Queen's service; c) the Frog service;
b) the Castle service; d) the English service.

11. What type of **five-line** poem with a strict metre was popularised by Edward Lear?

- a) tanka; c) cinquain ['sɪŋkəm];
b) limerick; d) haiku.

12. Which of the people below is the all-time best-selling fiction writer in the world, whose 2 billion copies of crime novels were sold?

- a) Georges Simenon; c) Agatha Christie;
b) Arthur Conan Doyle; d) Danielle Steel.

13. "After all, tomorrow is another day!" was the last line in which Oscar-winning Best Picture?

- a) Gone With the Wind; c) Harold and Maude;
b) Great Expectations; d) The Matrix.

14. Which of the people below was a **red-headed** priest-composer who taught music at an orphanage?

- a) Antonio Vivaldi; c) Frederic Chopin;
b) Nicolo Paganini; d) Wolfgang Amadeus Mozart.

15. The outstanding Russian chemist Dmitri Mendeleev was a Russian lyrical poet's father-in-law. Which of the poets below was his **son-in-law**?

- a) Nikolay Gumilev; c) Alexander Pushkin;
b) Vasili Zhukovski; d) Alexander Blok.

b. Go to page 46 and check the keys. Do you know much about the arts?


c. Work in small groups. Discuss the following questions about the quiz.

1. Which question was the most difficult to answer? 2. Which one was the most interesting? 3. Which one would you have



answered correctly anyway, without even looking at the options?
4. Which questions refer to fine arts? 5. Which ones are about performing arts? 6. What arts do the other questions refer to?

3. a. Answer the questions about the words in bold in ex. 2a.

1. How are these words formed? What do they all have in common?
2. Which two groups can you divide them into?

b.  Choose the correct option to complete the statements about compound nouns and adjectives. Find the examples in the quiz to illustrate the ideas.

1. When two short nouns are joined together, they are spelt (with / without) a hyphen.
2. Compound adjectives are (often / never) written with a hyphen.
3. Cardinal numerals (e.g. *three, thirty, etc.*) combined with nouns to form compound adjectives are written with a hyphen. The nouns in these adjectives are used in the (plural / singular) form.
4. Ordinal numbers (e.g. *first, thirtieth, fifth, etc.*) (can / can't) be used in compounds.

4. a.   Copy the following compounds. Listen and mark the stress in each of them.

Cave painting, skyscraper, breathtaking, world-famous, warehouse, twentieth-century, stained-glass, thank-you, masterpiece, lacemaker, artwork, landscape, seascape, still life, lifetime, left-handed, black-and-white, watercolours, 952-piece, dinner service, dessert service, hand-painted, creamware, Oscar-winning, all-time, best-selling, five-line, red-headed, priest-composer, father-in-law, son-in-law.

b. Answer the questions.

1. Where is the stress in compound nouns?
2. Where is it in most compound adjectives above?

5. a. Complete the questions with compounds, using the prompts in brackets.

1. What ... (from the 20th century) artists do you know?
 2. Can you name at least three ... (known all over the world) museums?
 3. Do you think ... (finding it easier to use the left hand than the right) people are more artistic?
 4. What buildings of ... (that take your breath away) beauty have you seen?
 5. Can you name any contemporary ... (whose books are bought by a lot of people) writers?
 6. Which would you rather read: a ... (with 300 pages) book about love or a ... (with 50 pages) book about spies? Why?
 7. Would you prefer to create ... (works of art featuring anything that doesn't move or is dead) or ... (decorative, made of coloured glass) windows? Why?
 8. What ... (works of outstanding skill) would you like to see?
 9. Would you try to hand-colour a ... (in black, white and shades of grey and no other colour) photo that you like very much? Why (not)?

b. Work in small groups. Ask and answer the questions above. What new things have you learnt about your classmates?

LESSON 2. Stories behind works of art

Communicative area: listening about interesting facts about works of art

Active vocabulary: commission, iconic, recognisable, canvas, background



Receptive grammar: Past Perfect Continuous



1. a. Look at the pictures on page 10 and discuss the questions below.

1. Which of the artworks appeals to you most? Why?
 2. What emotions do the other artworks arise in you?
 3. Do you think that a bit of background information about the artist and the artwork helps to understand it better and appreciate it?



Why (not)? 4. What do you think was the contemporaries' reaction to the artworks?

b.   Listen to three people. Which artwork from ex. 1a is each of them talking about? What are the artists' names?

c.   Listen and follow the script in the book. What factual errors have the speakers made?

A. One of the most **recognisable** works of Surrealism was created by the painter when he was only 28. Dali may have been inspired by Einstein's Theory of Relativity, but the author denied it and named another source of inspiration. Once when he entered the kitchen, a piece of cheese on the table caught his eye: it was melting in the sun. (1) The painter had been staring at the piece of cheese for some time (2) when an idea began to form in his mind. Then he went to his studio, looked at the landscape he had been working on and decided to add three melting watches. The artist returned to that image later in his life and created more paintings and sculptures.

B. Few statues are as **iconic** as this one. It took Michelangelo three years to transform a large block of marble into a 5-metre masterpiece. Interestingly, the block had been waiting in the courtyard for forty years for someone who was up to the challenge. The statue of David was placed next to Florence's

town hall, and the citizens adopted it as a symbol of their own struggle for independence. It had been there for three and a half centuries (3) before they decided to protect the sculpture from the elements and moved to its current location in the Gallery. The statue you can see now in the square is its full-sized copy that has been standing there since 1910. (4)

C. Picasso had been experimenting with Surrealism and Cubism for 10 years when he was **commissioned** to create a painting for the Spanish Republic's pavilion at the 1937 Paris World Fair. He wasn't sure what to depict, however the tragic event of 26 April made up his mind. The artist was horrified when he learnt that the three-hour long bombing had nearly destroyed a city (5) in northern Spain and killed or wounded one-third of the population. In just a month and a half, the huge mural-size **canvas** painted in black, grey and white was completed. While the artwork received little praise at the time, it soon turned into one of the most moving and powerful anti-war paintings in history.

2. a. Match the words in bold in ex. 1c with their definitions.

1. to order the production of something;
2. a piece of cloth on which an oil painting is made or the painting itself;
3. easy to identify because they stand out;
4. widely known, famous or popular.

b. Read the stories in ex. 1c again. Discuss the questions below.

1. What background information is given about each of the artists? 2. What background information is given about each of the artworks? 3. What information was new to you? What impressed you most? Does it help you appreciate the artworks more?

3. Read some other bits of information about the artworks in ex. 1a. Fill in the new words of the lesson. Which of the items would you use to make your story about the artworks more interesting?

1. Michelangelo, who had been working as an artist since he was 13, was only 26 years old when he accepted his new ...

to carve *David*. By that time, he had already earned fame for creating *the Pieta* ([pjɛ'ta] = pity) for the Vatican.

2. During the 2003–2004 clean-up and restoration, it was found that the sculpture of David could fall to pieces. The footsteps of 8 million visitors a year create a kind of mini-earthquakes which result in tiny cracks in the marble. So the Gallery had to install a special system to protect the ... marble statue from vibrations.


3. The painting itself is surprisingly small: the ... is just 24.1 cm × 33 cm. The landscape in the ... of the picture is very realistic and is the generalisation of all the landscapes Dali had seen and had been painting before.

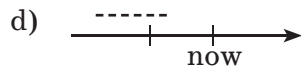
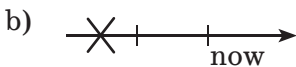
4. Among Dali's ... *Melting Clocks* series there is a 5-metre tall bronze sculpture. Created by the artist in 1984, it had been travelling around the world for several years before it finally settled in the main square in Andorra's capital in 2010.

5. As a man of many talents, Dali was also interested in graphic arts, sculpture, design, photography and filmmaking and remains one of the 20th century most ... figures.

6. Multiple viewpoints that are characteristic of Cubism make Picasso's style easily ...

7. A tapestry [ˈtæpəstri] (*гобелен / габелен*) copy of Picasso's *Guernica* painting was ... by Nelson Rockefeller in 1955 after the painter refused to sell him the original. In 1984, Rockefeller lent the tapestry to the UN. For several decades it had been hanging outside the entrance to the Security Council at the UN headquarters in New York before it was removed and returned to its owners in 2021.

4. a.  Look at the underlined sentences in ex. 1c. Match sentences 1, 2, 4 and 5 with the schemes and formulas below.



1. was / were V + ing;

3. had been V + ing;

2. had V₃;

4. have / has been V + ing

b. Answer the questions.

1. In what way is the action described in sentence 2 similar to those described in sentences 1, 4 and 5? 2. What is the difference between them? 3. What does each of the tense forms focus on? 4. What is the name of the tense form used in sentence 2? 5. In what way are sentences 2 and 3 similar to each other? 6. What is the difference between them? 7. Can all verbs be used in the Past Perfect Continuous form? Why (not)?

c.  Go to page 206/222¹, read the information in the Grammar Reference and check yourself.

d. Find more examples of the Past Perfect Continuous forms in ex. 1c and 3.

5. Work in small groups. Has your attitude to or opinion about the artworks in ex. 1a changed? Why (not)?

LESSON 3. A dreamer who never woke up

Communicative area: reading and speaking about a famous artist and his creative work

Active vocabulary: vibrant, heritage, to pay homage

1. a. Answer the questions.

1. A representative of what art movement is Marc Chagall? 2. What kinds of art is Marc Chagall's creative work linked with? 3. What are his most famous artworks?

b. Read Marc Chagall's biography and check your ideas.

Widely admired by both his contemporaries and later artists, Marc Chagall (1887–1985) is considered the “last master of European modernism”. He borrowed elements from different modern art trends but didn't belong to any specific

¹ Russian / Belarusian



style or movement. With his otherworldly images of blue cows, flying lovers, biblical scenes and green-faced violinists the artist was definitely one of a kind.

Born into a poor Jewish [ˈdʒuːʃ] family, Marc Chagall was the eldest of nine children. Still his childhood was happily filled with children, farm animals, music, dance, folklore, and jokes. At the age of 19, he met Yehuda Pen, who recognised his talent and invited the young man to study painting free of charge. A few months later, Chagall moved to St Petersburg, where he learnt how to do realistic landscapes and self-portraits. Then he studied under Léon Bakst, who introduced him to decorative art and other art forms.



In 1910, he left for Paris, where the young artist attended classes at free academies of fine arts and visited all kinds of exhibitions and galleries. He discovered new ideas and new artists, such as Pablo Picasso and Henri Matisse. Chagall also developed the features that became recognisable trademarks of his art: vibrant [ˈvaɪbrənt] colours portraying the world in a dreamlike state. (1. ...) His first one-man exhibition in Berlin in 1914, just before the beginning of World War I, was a success.



Life was hard during wartime but it was a joyful period for

Chagall: he returned to Vitebsk and in 1915 married Bella Rosenfeld, a woman who became his greatest love and inspiration for life. (2. ...)

For some time after the 1917 revolution Marc Chagall was a director of the new Academy of Art in Vitebsk. However, he became disappointed with the work in the school because of the differences with his colleagues and left for Moscow. There, the artist designed costumes and settings for the Jewish Chamber Theatre.

In 1922, Chagall found that his art had fallen out of favour and together with his family he left Russia. New horizons opened for the painter when he was commissioned to make illustrations for Gogol's *Dead Souls* and La Fontaine's fables. Chagall also travelled a lot and after a journey to Palestine started working on the Bible. He also published his autobiography he had been writing since 1911. Chagall's work during this period brought him new success as an artist, and he had a number of exhibitions. However, as his popularity was spreading so was the threat of fascism. His works were removed from galleries in Germany and some were burnt. Chagall's horror at the Nazi's rise to power is expressed in his 1938 masterpiece *White Crucifixion*. (3. ...)

In 1941, Marc Chagall and his family had to move to the United States. There he got involved in designing settings and costumes for the New York Ballet. In 1944, his wife died suddenly, and it was such a shock to him that the artist couldn't paint for a year.


Marc Chagall returned to France in 1948. In the post-war years his artwork turned biblical, reflecting his Jewish heritage [ˈhɛrɪdʒ]. He took an interest in interior design and monumental art. He discovered sculpture and ceramics, designed mosaics and tapestries and created a series of stunning stained-glass windows for the Medical Centre in Jerusalem, the UN building in New York and several churches and cathedrals around the world. (4. ...) Chagall became one of very few artists to exhibit work at the Louvre during their lifetime when the museum organised an exhibition of his works to pay homage [ˈhɒmɪdʒ] to the 90-year-old artist.



2. a. In ex. 1b find the sentences with the words below. What do the words mean?

Vibrant colours: a) strong and bright colours; b) dark and dull colours.

Heritage: a) something that you receive from someone after they die; b) important qualities, customs and traditions that have been in a society for a long time.

Pay homage: a) to pay money to build a home; b) to show your respect and admiration for someone. 

b. Read the biography again. Fill in the missing sentences. There is one extra sentence that you don't need to use.

a) At the age of 77 he painted the ceiling of the Paris Opera.



b) Such paintings as *Birthday*, *The Promenade* and *Over the Town* show Chagall's island of domestic happiness among the chaos ['kæms].

c) It has everything Chagall is famous for – a dreamy mixture of folk fantasy and surrealism all wrapped in vibrant colours.

d) Together with Picasso's *Guernica*, the canvas is the most expressive criticism of war and hatred of the 20th century.

e) It was during this period that he created one of his iconic paintings *I and the Village*.

3. Create a timeline of Marc Chagall's life and mark the most important events. Explain their role in the life of the painter.

4. a.   Listen to the descriptions of Chagall's artworks. What are they? What is shown in the picture below?



b.   Listen again and answer the following questions.

1. According to speaker 1, why didn't all contemporaries appreciate the fact that Chagall had got the commission?

2. According to speaker 2, why was the work of art commissioned?

3. According to speaker 3, what did Chagall's contemporaries admire about the painting?

c. Which of the works of art described appeal to you most? Why? What feelings do they arouse in you?

5. a. Work in pairs.

Student 1: close the book and tell the partner what you remember about the famous artist. You may use the timeline created in ex. 3 for help.

Student 2: follow in the book to check your partner.

b. Change over.

6. Have a round-table talk "Paying homage to Chagall". Speak about the facts from the artist's biography and his artworks that impressed you most.



LESSON 4. In all its glory

Communicative area: asking and answering questions about architectural monuments in Britain

Active vocabulary: glory, a dome, a tomb, a listed building, to dominate, majestic

1. Look at the collage ['kɒlə:ʒ] and discuss the questions below.



1. What famous buildings are shown there? 2. What do you know about them? 3. What would you like to know about them? 4. What adjectives would you use to describe them?

2. a. Read the script of a conversation with an art student. Which of the buildings shown in the pictures in ex. 1 are they talking about?

– (1. ...)?

– Well, it's a fine example of English Baroque [bə'roʊk] architecture. It's also a symbol of courage and ability not to give in. The famous photo taken during World War II bombing shows the cathedral's recognisable **dome** rising out of a cloud of smoke and fire. A part of the east end of the building was destroyed. Actually, the whole cathedral might have been in ruins if the firewatchers hadn't acted quickly.

– (2. ...)?

– Oh yes. In fact, it is the fourth cathedral to be located on the site. The first one was built in 604 AD and was made of wood. The present-day cathedral was designed by Sir Christopher Wren when he was commissioned to do the rebuilding of the city after the Great Fire in 1666. Now Wren's masterpiece is a Grade 1 **listed building**.

– I see. (3. ...)

– It had been **dominating** London for 250 years before it lost its title in 1962. Nowadays it occupies the eighty-fifth place but is still an iconic feature of London's skyline and offers breath-taking views across the city. To enjoy them you should climb either to the Stone Gallery or to the Golden Gallery, both outside of the dome. The journey to the top – 528 steps –

will take your breath away in more ways than one. But, my goodness, it's worth it.

– (4. ...)?

– To begin with, it is one of the largest cathedral domes in the world. The inside of the dome shows eight scenes from the life of St Paul and is a truly stunning sight. Then there is the Whispering Gallery that circles the dome 30 metres above the floor. Clap your hands and you will hear four echoes.

– Impressive! (5. ...)?

– Yes, the first person to be buried there was Sir Christopher Wren. The crypt [kript] houses over 200 memorials and **tombs** [tu:mz] of historic figures, including Admiral Nelson and the Duke of Wellington.

– (6. ...)?

– It's the largest church in London and is used for big occasions. It has seen state funerals, royal weddings and celebrations. It's a working church with daily services and it's free to attend them. However, to experience the cathedral in all its **glory** visitors must buy tickets.

– (7. ...)?

– The **majestic** [mə'dʒestɪk] cathedral simply needs to be on your itinerary [aɪ'tɪnərəri]. Yes, everyone goes there. Yes, it's pricey to get in. But sometimes, things that lots of people want to see are actually worth seeing.

recognisable (*adj.*) – recognise (*v.*)

b.  Write down the questions you think the student was asked.

c.   Listen to the questions. How close were your guesses?

3. a. Find the words in bold in ex. 2a that mean the following:

1. beautiful, powerful and causing great admiration and respect;

2. a structure where someone is buried;

3. a rounded roof on a building;


4. great beauty;

5. to be the largest or noticeable part of something;

6. a building of architectural or historical value that can't be changed without permission from the government.

b. Read the answers in ex. 2a again. Are the following statements true, false or no information is given?

1. After World War II St Paul's Cathedral lay in ruins. 2. The new cathedral was built because the old one was damaged in the 17th century. 3. It used to be the tallest building in London for a long time. 4. Climbing to the Golden Gallery is allowed only in fine weather. 5. The architect who designed the Cathedral is buried there. 6. The Cathedral is protected by the state. 7. The Cathedral charges no entrance fee.

4. a.  **Read the extracts (Student A – below; Student B – p. 26) from travel brochures about another architectural monument. Write down the questions to find out the missing information.**

Student A

1. Westminster Abbey isn't officially an "abbey" and it belongs to (1. ...). The majestic Gothic structure is one of the most important historical places in London. It is a Grade I listed building and a UNESCO World Heritage site.

2. Though the royal church marked its 900th anniversary in 1965, the current building dates back (3. ...). The design and the plan were strongly influenced by the contemporary French cathedral architecture. Over the centuries several additions have been made. The Lady Chapel with its stunning ceiling was added in 1519. The western towers completed in (5. ...) gave the Abbey its easily recognisable facade [fə'saɪd]. The latest addition, the seven-storey glass Weston Tower, was opened to the public in 2018. The Abbey was heavily damaged during World War II but restored to its former glory soon after the war.

3. The Weston Tower was commissioned in 2013 to (7. ...) that are 16 metres above the Abbey's floor. The new museum not only shows a priceless collection of historical objects, but also provides breathtaking views across the Abbey. The tower constructed on a small patch of land called the Poet's Yard, has a lift and a spiral staircase and is connected to the building by a bridge. The style of the star-shaped tower is described as "sci-fi Gothic" by the press.

4. Westminster Abbey has been the coronation church for the British Monarch (9. ...). It is also the venue for some royal

weddings and funerals, as well as other state occasions. Many British kings and queens and other outstanding Britons are also buried or commemorated there. More than 100 poets and writers are buried or have memorials in Poets' Corner. The Tomb of the Unknown Warrior, which pays homage to all the British who died in the wars, is just inside the great west door.

5. Its importance to British history and society has been formally noted, with the building given (11. ...) status in 1987. You are surrounded by history at the Abbey, not like in a museum where it is displayed, but here you are standing where history has happened. Little wonder it is an iconic spot that attracts over a million and a half visitors each year.

b. Work in pairs. Ask and answer your questions to complete the information.

c. Discuss the questions below.

1. In what way are the two churches similar to each other?
2. In what way do they differ from each other? 3. Which of them would you call the crowning glory of the city? 4. Which of them would you like to visit? Why?


5. a. Work in two teams. Prepare 10 questions for a quiz about architectural monuments in Britain.

b. Work in pairs. Ask your partner the questions from the quiz.

LESSON 5. Man-made wonders

Communicative area: speaking about architectural heritage in Belarus

Active vocabulary: grand, enormous, magnificent, well-preserved

1. a.  **Make a list of architectural monuments in Belarus you have visited. Compare your list with your classmates and discuss the questions.**

1. Which of the landmarks are most popular? 2. Which of them have only few people named? 3. Are there more public or residential buildings? 4. What style are they: (Neo)-Gothic, Baroque, Neoclassicism [ˌniːəʊˈklæsɪsɪzəm]? 5. Are they protected by the state? If yes, how?

6. Which of them:

a) are well-preserved [ˌwelprɪˈzɜːvd] (=kept in good condition)?

b) have been restored to their former glory?

c) are being reconstructed and renovated?

d) have undergone (=experienced) renovation, repairs or reconstruction recently?

e) badly need renovation, repairs or reconstruction?

f) lie in ruins?

b. Read the list of adjectives in the box. What Belarusian architectural monuments would you describe with the help of each adjective?

I (don't) think that ...

I (don't) find ...

Stunning, majestic, grand [grænd] (=very large and special), impressive, iconic, enormous [ɪˈnɔːməs] (=extremely large), recognisable, breathtaking, magnificent [mæg'nɪfɪs(ə)nt] (=extremely beautiful or impressive), worth seeing / visiting, ancient, contemporary, significant, historic.

2. a. Work in 3 groups. Read the text assigned to your group. Answer the questions. Get ready to retell the information.

1. What architectural styles are mentioned? 2. What historical period or events is the style connected with? 3. What structures are given as examples? 4. What interesting facts are given about them?

Text A

At the beginning of the 1920s, Minsk was gradually coming back to normal life and healing its war wounds. The republic didn't have its own architectural school at the time, so together with Leningrad and Moscow architects, Constructivism came to Minsk. The movement was inspired by the idea of change and revolution and aimed to reflect modern industrial society and

urban space. In architecture, this style focused on highlighting contrast in various building surfaces such as walls, windows, and doors. It combined straight lines with cylinders ['sɪlɪndəz], cubes, squares and rectangles. Though the glory of Minsk constructivism didn't last long and not all the buildings survived the Great Patriotic War, they are still important in the architectural landscape of the city and are easily recognisable.

construct (*v.*) – constructivism (*n.*) – constructivist (*adj.*)

A textbook example of the constructivist architectural style is the Government House, located in Independence Square. Created by Iosif Langbard, it was the largest public building in the pre-war republic. When Yanka Kupala saw the project he called the architect “the daydreaming guy”. It took three years to construct the huge building, and it was done by hand. Nowadays, it's the seat of the Belarusian Parliament. The Opera and Ballet Theatre, the Officers' House and the central building of the National Academy of Sciences were also designed by the architect.



Another typical example of a constructivist building that survived the war is the former State Library created by Georgi Lavrov. It was one of the first structures specially designed to house a library in the Soviet Union and appeared in 1932. Originally, the architect wanted to contrast a three-storeyed building and a nine-storeyed one in the project. However, the idea of the high-rise building had to be given up.

Text B

Minsk is home to thirty or so churches, and only a few of them are of historic or cultural interest. Most of them share a dark period in their history when they were used not as religious temples but as warehouses, clubs, prisons, theatres or even gyms. The reconstructions that took place at the end of the 20th

century managed to return them their original look and part of their former glory.

One of the most instantly recognisable symbols of Minsk is a magnificent Baroque Orthodox cathedral in the Upper Town. The white two-towered structure is the Holy Spirit Cathedral. Its history dates back to the beginning of the 17th century, but



the present-day building appeared only in 1860. The cathedral is home to the icon of Our Lady of Minsk that has been in Minsk since 1500.

Another 18th century Baroque cathedral is the Cathedral of the Holy Name of Saint Virgin Mary. It is located quite near, but it is easy to miss the significant architectural monument as it is squeezed in between two ordinary houses.

The Church of St Simon and St Helen in Independence square, also known as the Red Church, really stands out from the surrounding buildings. The red-brick Neo-Gothic structure with the elements of the Art Nouveau [ˌɑːt nuː'vəʊ] style was built in 1910 and at the time was the largest Catholic church in the city.

The Church of St Peter and St Paul is one of the oldest architectural monuments and the only Renaissance building in the city. The so-called Yellow Church was built in 1620. It has gone through two major restorations, but the original frescoes and many decorative details didn't survive.

Text C

After the war, a master plan of restoration and reconstruction was developed because about 86% of Minsk lay in ruins. According to the plan, it was supposed to become an ideal place to live in, a city of dreams. The dominating architectural style of the era was Stalin's neoclassicism, or the so-called "Grand Style". Neoclassical architecture took inspiration from the Ancient Greece and Rome so they remind of ancient temples, villas and block buildings where the focus was on harmony, simplicity, proportion and symmetry. The urban architectural ensemble

[ɒn'sɒmb(ə)] of Independence Avenue created within the 15 years after the war may be called an open air museum showing off the best of grand Soviet architecture. It is on the State List of Historical and Cultural Values of the Republic of Belarus.

Among the public buildings the following are worth mentioning:

- the Central Post-Office (by Boris Dukhan and Vladimir Korol) that looks like an Italian palace;
- the Trade Unions Palace of Culture (by Vladimir Ershov) richly decorated with columns and sculptures on the facade;
- the building of the main department store GUM (by Lev Milegi and Roman Gegart) with a wide staircase and such decorative details as columns, stained-glass windows and sculptures.

The principal characteristics of the Stalinist apartment blocks built in the neoclassical style were a sense of space and enormous size. The crowning glory of that architecture is the City Gates (by Boris Rubanenko), two beautifully decorated residential buildings in front of the Railway Station. The 11-storey towers with symbolic statues representing the warrior, the partisan, the peasant woman and the engineer look very impressive, especially when they are illuminated at night. One of the twin towers has a huge 3.5-metre clock and the other the emblem of the Byelorussian Soviet Socialist Republic (now Belarus).




b. Work in groups of three. Share the information you have learnt.

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

1. The name of Iosif Langbard is associated with Neoclassicism. 2. There are not many constructivist buildings in Minsk. 3. The Holy Spirit Cathedral is an iconic building. 4. The Red and Yellow Churches are built in the same architectural style. 5. The part of Independence Avenue reconstructed after the Great Patriotic War is protected by the state. 6. The City Gates are decorated with statues of angels.

b. Do you remember the information well? What do the following numbers mean?

3, 3.5, 4, 11, 15, 17, 18, 30, 86, 1500, 1620, 1860, 1910, 1932.

4. a.  The “Strana Mini” Museum displays about 30 exhibits showing architectural monuments of Belarus, both the existing ones and those that have already disappeared. Imagine you are helping the Museum. Work in four groups. Get a card from your teacher. Use the clues to give a short description of the building to prove that it is part of our heritage.

b. Work in groups of 4. Share your descriptions. Rank the buildings in the order they should appear on the display of the museum starting with the most important one. Explain your choice.

Student B (for ex. 4a, p. 20)

1. Westminster Abbey isn't officially an “abbey” and it belongs to the monarch, not to the Church of England. The majestic Gothic structure is one of the most important historical places in London. It is a (2. ...) building and a UNESCO World Heritage site.

2. Though the royal church marked its 900th anniversary in 1965, the current building dates back to the 13th century when it replaced the old church. The design and the plan were strongly influenced by (4. ...). Over the centuries several additions have been made. The Lady Chapel with its stunning ceiling was added in 1519. The western towers completed in 1745 gave the Abbey its easily recognisable facade [fə'saɪd]. The latest addition, the seven-storey glass Weston Tower, was opened to the public in (6. ...). The Abbey was heavily damaged during World War II but restored to its former glory soon after the war.

3. The Weston Tower was commissioned in 2013 to provide access to the new exhibition spaces that are 16 metres above the Abbey's floor. The new museum not only shows a priceless collection of historical objects but also provides breathtaking views across the Abbey. The tower constructed on a small patch of land called the Poet's Yard has a lift and a spiral staircase and is connected to the building by a bridge. The style of the star-shaped tower is described (8. ...).

4. Westminster Abbey has been the coronation church for the British Monarch since the 11th century. It is also the venue for some royal weddings and funerals as well as other state occasions. Many British kings and queens and other outstanding Britons are also buried or commemorated there. More than 100 poets and writers are buried or have memorials in (10. ...). The Tomb of the Unknown Warrior, which pays homage to all the British who died in the wars, is just inside the great west door.

5. Its importance to British history and society has been formally noted, with the building given UNESCO World Heritage Site status in 1987. You are surrounded by history at the Abbey, not like in a museum where it is displayed, but here you are standing where history has happened. Little wonder it is an iconic spot that attracts (12. ...) visitors each year.

LESSON 6. What do you think of it?

Communicative area: expressing opinions about an exhibition

1. Read the quotations. Explain their meaning. Do you agree with them? Why (not)?

A museum is a place where one should lose one's head.

Renzo Piano

Real museums are places where Time is transformed into Space.

Orhan Pamuk


Museums are wormholes to other worlds.

Jerry Saltz

2. Work in pairs. Discuss the questions.

1. How often do you go to a museum? Why is it so? 2. What kind of museums have you been to? Is there a local museum on your list? 3. If you go to your local museum, do you want to see

its permanent collection or a loan exhibition? 4. Which of the museums you've been to impressed you most? Why? 5. Which of them did you leave disappointed? Why? 6. If you could go to any museum in the world, what would you choose? Why?

3. a.  **Listen to two friends talking about an exhibition and answer the questions.**

Have both speakers seen the exhibition?
Do they have the same or different opinions?

b. Complete the conversation with the phrases from the box.

I was fascinated ♦ a bit more traditional ♦ quite expensive ♦ it was worth it ♦ had the feeling of unreality ♦ an unforgettable experience ♦ it was clever of them ♦ create the mood ♦ would have really loved ♦ tune in to the painting's mood

– Have you seen *Van Gogh Alive* yet?
– Yes, I have. Actually, we went to the exhibition hall last week.

– Did you? I was able to get there only yesterday. I had to spend some time in a queue but (1. ...). So what do you think of it?

– The exhibition? I quite liked it but after all that hype, I had been expecting something, you know, more impressive. Well, it was fun, but honestly I would prefer something (2. ...).

– Really? Personally, I think it's the best exhibition I've ever seen. It was a fascinating new way to look at artworks and really feel what the artist may have been feeling at times. (3. ...)!

– I see your point. Yes, modern technology lets you step inside Van Gogh's works. Though all the time I (4. ...) ... Yes, the music was fine, and it helped (5. ...) and everything ... Still ...



– Just think what it would be like to see the iconic *Starry Night* at the MoMA. With all those school trips and tourists you'd be lucky to glimpse at the information label, let alone (6. ...). And would you be able to come

so close to the painting as to see the master's brushstrokes, the vibrant colours and vivid details that make up his recognisable style? (7. ...) by the close-ups, moving images flooding the floors, ceilings, and walls.

– I agree that Van Gogh's masterpieces literally come to life. And I think (8. ...) to include some extracts from the artist's letters to his brother Theo, as well as photographs and videos to demonstrate his sources of inspiration. But should that windmill really be moving? Should those famous sunflowers really move in the digital wind? And is this the future of touring exhibitions?

– Well, I believe Van Gogh (9. ...) this experience because it expresses art both through vision and through music.

– Perhaps. And speaking of music, listening to a recording is nice but it would be terribly sad to never see a live performance. Besides, the exhibition was (10. ...).

c.   **Listen to the conversation again and check yourself.**

d. **Answer the questions.**

1. What kind of exhibition are the man and the woman talking about? 2. Was it easy for the man to get to the exhibition? Why (not)? 3. Does the exhibition live up to the woman's expectations? Why (not)? 4. What do they think about the use of modern technology in the exhibition? 5. What benefits does the man name to prove his point of view? 6. What does the woman appreciate about the exhibition? 7. What does the woman think about the admission fees?

4. Work in pairs. Practise reading the conversation out.

5. Work in new pairs. Role-play the situation: both you and your friend have been to the same exhibition and now are exchanging your opinions.

Student 1: you are not much of an art enthusiast, but you like everything about the exhibition.



Student 2: on the whole, you like the exhibition, but there are a couple of things that you dislike.

LESSON 7. An exhibition not to miss

Communicative area: recommending an exhibition to visit

1. Discuss the questions with your partner.

1. When was the last time you saw an exhibition? 2. How did you learn about it? 3. Would you recommend it to your friends? Why (not)?

2. a.   Listen to the extract of the Art Talk, a podcast about art events and exhibitions in Los Angeles (LA). Is the speaker informing the audience of the upcoming events or reviewing the past events?



b.   Listen and put the names of the art events in the order they are talked about and match them to their venues.

- | | |
|--|--------------------------------|
| 1. Felix, LA | a) LA Louver |
| 2. Doug Aitken's installation | b) Paramount Studios |
| 3. Art Los Angeles Contemporary (ALAC) | c) an empty store |
| 4. David Hockney's exhibition | d) Hollywood's Roosevelt Hotel |
| 5. Frieze Art Fair | e) Santa Monica Airport |

c.   Are the following statements true or false? Listen and check yourself.

1. ALAC will hold its tenth edition on Wednesday. 2. Frieze Art Fair opens the day before ALAC fair. 3. Dean Valentine is the organiser of Felix, LA. 4. David Hockney is a young artist. 5. The last event will be open to public for a month.

3. Answer the questions.

1. Which of the events is free? 2. Which of the events will be held for the first time in LA? 3. How many art dealers take



part in Felix, LA? 4. Where should you go if you want to see the artwork shown in the picture? 5. Which of the events has the speaker already seen?

4. a. Match the parts of the phrases.

- | | |
|-----------------------|--------------------------------|
| 1. highly | a) all of us to see |
| 2. it's worth | b) free |
| 3. a great chance for | c) to be missed |
| 4. will have a | d) by the mystery and feelings |
| 5. it's | e) its ... admission |
| 6. is simply | f) great time |
| 7. an exhibition not | g) recommend |
| 8. totally fascinated | h) an inspiration |

b. Which of the events do the phrases from ex. 4a refer to? Which of the events would you like to visit? Why?

5. a. Work in three groups. Imagine you're preparing a script for your podcast Art Talk. Use the phrases from ex. 4 and your own ideas. Follow the guidelines below.

- Greet your listeners.
- Inform of the venue, time, and admission fees to the exhibition.
- Say a few words about the exhibits and choose the most interesting ones.
- Advise people to visit the exhibition and explain the reasons.

b. Work in groups of three. Share your podcasts. Which of the recommended events most of you would choose to visit?

LESSON 8. What is art to you?

Communicative area: giving an opinion on what role art plays in our lives; writing an article on this issue

1. a. Answer the questions. Compare your answers in pairs.

1. Why do people make art? 2. How does art influence people? 3. What would our life be like without art?



b. Read the following opinions. Were your ideas similar to any of these? Which questions from ex. 1a does each person answer?

A. Art stimulates our mind and gives us the opportunity to explore our creative side. Art in any form entertains, informs, educates and enlightens us in every possible way. It gives us the meaning of everything we see around us. Without it, our lives would simply become plain, boring and lifeless. And the world around would be like a blank piece of paper.

B. Art is an expression of one's self. Through art, we can express our emotions, such as happiness, love, sadness or grief. It is our medium to share our hidden talents, and for the world to know how creative we are.

C. Each form of art is different, but they are somehow related to our souls and emotions. Any form of art makes us realise how great these works of art are, and it's deeply touching. Art teaches us to become observant and grateful.

observe (*v.*) – observant (*adj.*)

D. Art to me is my life itself. I can't imagine not being an artist. Art is my best friend, my therapist and at times a nuisance because it takes me away from being social. It's worth it because I understand how much of a dedication and loyalty it is. You get out of it what you put in. Art keeps me balanced and sane (=not mentally ill) because I need something to look forward to after work every day.

E. It plays a vital part in the lives of creative people. It's expression, but it's more than just expression. It's something that plays a part in your ability to be happy and satisfied.

F. Art stirs up emotions, happy or sad, disturbing or exciting. Art makes you feel, and art makes you think. Pieces of art can make you question not only the artist's interpretation or message, but also your own feelings. Why does a certain painting make you hopeful? Why can a performance move you to tears? Art can predict the future, and art can show the past.

G. Feeling frustrated, depressed, anxious, angry? Art is the best personal healer during stressful times.

H. Art influences people by inspiring them. Inspiration affects everyone in different ways. That's the magical thing about art – everyone experiences it differently, and therefore, it influences everyone differently. Through art we have a remarkable opportunity to step into the shoes of someone else for a while, to see the world as they see it or want to see, and through that process we discover things about our lives and the world.

I. I hope my art can lift your spirit! My aim is to create paintings and prints with the belief that art can inspire people, make a house a home, and bring joy and positive energy into the world!

J. Pablo Picasso once said, “The purpose of art is washing the dust of daily life off our souls”. I couldn’t agree more! Art heals, gives hope and motivates us to keep on going whatever happens.

K. Art keeps you young. Not physically, but mentally. Art keeps you open to new things and helps you see the universal things that matter. Your mind is flexible, less fearful, you learn more, and you take yourself less seriously.

L. Life without art would be boring, dull, colourless, and uninspiring. Art is everywhere in our lives and shapes who we are as people.

2. a. Match the beginnings of these quotations about art with their endings.

1. “Art is a lie that ...
 2. “Art is the most effective mode of ...
 3. “Great art picks up ...
 4. “All art ...
 5. “We have art in order ...
 6. “You use a glass mirror to see your face, ...
- a) ... is quite useless”. *Oscar Wilde*
 - b) ... makes us realise the truth”. *Pablo Picasso*
 - c) ... communication that exists”. *John Dewey*
 - d) ... you use works of art to see your soul”. *George Bernard Shaw*
 - e) ... where nature ends”. *Mark Chagall*
 - f) ... not to die of the truth”. *Friedrich Nietzsche*

b. Discuss in small groups.

1. What do you think the quotes mean? 2. Which quotes do you like best? 3. Which ones are difficult to agree with?

3. a. You are going to write an article on the role of art in your life for a school magazine. Use the words from the box to complete the tips which will help you to structure your article.

conclusion ♦ introduction ♦ paragraphs ♦ title

A good article consists of:

1. An eye-catching ..., which attracts the reader's attention and makes them want to read your article.

2. An interesting ..., which gives a general idea of what is to follow, *e.g.* how important art is in your life, your opinion on what art is.

3. The main body, consisting of some ..., each dealing with one aspect of the topic, *e.g.* some information about different types of art, your favourite artists and works of art and your attitude to them.

4. A ..., which gives an appropriate ending to the article, *e.g.* a description of how art makes you feel and how it influences people or a description of an imaginary world without art. Ideally, you should tie the end with the beginning.

b. Read the following possible headlines and choose one for your article.

Useless but necessary!

Are you one of those people who...?

Art means a lot to me

ART IN MY LIFE

Plain, boring, colourless? No way!

c. Use the following guidelines and techniques to write an attractive article.

1. Make the language of your article conversational and keep a fine line between formal and informal.

2. Think who is going to read your article and address the reader directly.

3. Use surprising facts.

4. Use quotations, proverbs, well-known phrases from literature and / or songs.

5. Use rhetoric questions.

6. Avoid using simplistic adjectives (*e.g.* nice, good, bad), try to use more colourful vocabulary instead.

4.  Write an article (about 150 words) on the role of art in your life.

5. Share your article with the class. Does art mean the same to all of you?

LESSON 9. Art therapy session

Project

BEFORE THE PRESENTATION LESSON

1. a. Read the questions below. Which of them can you answer?

1. What is art therapy? 2. Who is it for? 3. What skills do you need to take part in an art therapy session? 4. What is the aim of art therapy?

b. Read the answers and match them to the questions. How close were your ideas?

A. The simple answer is none. Art therapy requires no artistic ability. After all, the goal is not necessarily to create an art masterpiece. And you need not be “afraid” of expressing yourself through art though it may seem different and unnatural at first. The art therapist offers guidance and support and a variety of art materials.

B. The aim of art therapy is to improve emotional state or mental well-being. It also can be used as a mode of self-discovery or a great way to release stress after a long work week. Art therapists are trained to recognise the non-verbal symbols and metaphors that are communicated within the creative process, symbols and metaphors which might be difficult to express in words. By helping their clients to discover what underlying thoughts and feelings are being communicated in the artwork and what it means to them, it is hoped that clients will develop a better understanding of themselves and the way they relate to the people around them.

C. It’s for everybody. For people who are generally stressed and overworked. For people with health problems or eating disorders. For people with learning disabilities. For children and young people who have problems in school or personal problems at home. For people who feel they are problem-free but would like to learn more about themselves. It can benefit people of all ages.

D. People have been relying on the arts to communicate, express themselves, and heal for thousands of years. But art therapy didn’t start to become a formal programme until the 1940s. It is based on the idea that either creating art or viewing

it can help people explore emotions, develop self-awareness, cope with stress and work on social skills. Art therapy offers people a chance to express their thoughts and feelings in a supportive environment. It involves using a wide variety of art materials, for example paints, clay and batik, to create a visual representation of thoughts and feelings.

2. Read and choose one of the tasks below.

Create anything, however you want with whatever you want, that speaks to who you are as a person. For this activity, any art goes here. You can draw, paint, sculpt, collage, collect ... it's totally up to you. Just come up with some way of communicating how you see yourself. Here are a few ideas to consider.

1. Create a self-portrait that reflects how you see yourself in the future. It may be a drawing, a painting, or a collage from magazines or other materials.

2. Create two masks. One mask represents the self you show to society, and the other mask represents your inner self. Use cardboard or any other artistic materials.

3. Create a sculpture that shows something you love. Use plasticine or any other materials.

4. You may draw your inspiration from Mark Rothko's works and create an abstract painting that expresses feelings related to past stressful situations or happy ones.



5. Create a piece of art that represents your dream or wish. It may be a collage, a painting, a sculpture, a cut-out (like those made by Matisse) or an installation.

6. Create a mandala ['mændələ, mæn'dɑ:lə], a circle decorated with colours and shapes to represent your personal universe and self-created order. It can be drawn or woven. You may also choose one from mandala colouring books and colour it.



IN THE PRESENTATION LESSON

1. Present your piece of art to the class. You may explain what your piece of art stands for or ask your classmates to interpret it.

LESSON 10. Culture corner. A painter 2.0

Communicative area: reading and speaking about a famous contemporary artist

1. What contemporary artists do you know? What art style do they represent? What genres and forms do they prefer?

2. Look at the pictures and discuss the questions.

1. What is depicted in them? 2. How would you describe the colours? 3. What attracts the eye? 4. If you closed your eyes, which of the works would you remember? Why?



1



2



3



4



5



6

3. a. Are the works in ex. 2 created by different people or by one and the same person? What makes you think so? Read the article and check your guesses. What is said about the artworks?

1. David Hockney has often been voted as “the greatest living artist” and is also one of the richest contemporary artists. *A Bigger Grand Canyon*, a series of 60 canvases combined to

produce one enormous picture, was bought by the National Gallery of Australia for \$4.6 million.

2. One of five children, Hockney was born into a working-class family in Yorkshire. He showed an early interest in art and in 1959 began a post-graduate course at the Royal College of Arts in London. He did well as a student but refused to write an essay at the final exam. Instead he made 50 copies of his satirical sketch titled *The Diploma* (some of them are at the Tate now). Recognising his talent, the RCA changed its regulations and awarded the diploma.

3. Hockney is a many-sided artist. He has made his name in Pop art, Expressionism and Cubism. He has experimented with painting, drawing, printmaking, watercolours and photography. The subject matter of his works ranges from still life and landscape to portraits of his friends and his dogs. He has also published a number of books and screenplays and has worked as a set and costume stage designer. Hockney was commissioned to design the cover and pages for the December 1985 issue of the French edition of *Vogue* [vøʊg]. In 2018, he created a stained-glass window for Westminster Abbey to celebrate Elizabeth II's reign.

4. Hockney's early works were full of vibrant greens, purples, pinks and yellows. However, when he came to California in the 1960s (and became a longtime resident of Los Angeles), he started using acrylic instead of oil and his art took on a new look. It was there that Hockney made his iconic series of paintings of swimming pools. One of them, *A Bigger Splash*, is now part of the Tate Gallery collection.

5. In the early 1980s the artist began creating photo collages that he called "joiners". At first, true to the spirit of Cubism he arranged photos taken from different perspectives and at slightly different times into a patchwork. Then his collages took on a shape of their own, creating abstract representations of the landscapes or portraits. Although his photographs were successful, Hockney returned to painting in the late 1980s.

6. Throughout his career, the artist has created portraits and double portraits in a realistic style and repeatedly depicted the same subjects. He has also turned to his own figure year after year, making over 300 self-portraits.

7. Hockney is sure that you can't be tired of nature and loves painting landscapes. Inspired by Van Gogh, Picasso and Matisse,

he has developed a colourful palette ['pæltɪ] and re-imagined English landscape. He often creates paintings made of several smaller canvases placed together.

8. Since 2009, Hockney has painted hundreds of portraits, still lifes and landscapes using the Brushes app designed by Apple. In 2010, he held an exhibition in Paris showing his art made on iPads. His artworks were also exhibited digitally on large screens.

9. David Hockney has had over 400 solo and over 500 group exhibitions. His first one-man show at London gallery was held when the artist was only 26. 2017 was the year of David Hockney because that year the internationally recognised British artist celebrated his 80th birthday. To pay homage, the Tate, the Pompidou Centre and the Met organised exhibitions dedicated to his creative work. They were the most visited ever, with over 4,000 visitors per day at the Tate and over 5,000 – in Paris.

b. Match the paragraphs with the best paragraph headings. One heading is not needed.

- | | |
|----------------------------|-----------------------------|
| a) Rich and famous | f) Exhibitions, exhibitions |
| b) A patchwork of a photo | g) An essay or a sketch? |
| c) Not tired of landscapes | h) Homage to the Queen |
| d) A man of many talents | i) A big splash |
| e) A new medium | j) A gallery of portraits |

4. a. Read the article again. Are the following statements true or false?

1. Hockney studied art in Oxford. 2. Different modern art movements influenced Hockney's creative work. 3. Hockney's early photo collages look like a patchwork. 4. The artist has never painted the same subject twice. 5. The anniversary exhibitions weren't successful.

b. Answer the questions.

1. How did Hockney's works change when he moved to California? 2. What are "joiners"? 3. What are Hockney's favourite genres in painting? 4. Why is he sometimes called "a painter 2.0"? 5. When was David Hockney born?

5. a. Work in pairs. Make a list of 10 words that you associate with David Hockney and his creative work. Organise them in a word cloud.

b. Share your word cloud with the class. How similar / different are your ideas?

LESSON 11. Speaking club. Is art in the eye of the beholder?

Communicative area: discussing different problems connected with art

1. Describe the comic strips by Herluf Bidstrup (1912–1988), a Danish cartoonist and illustrator. What ideas does he want to express? Do you agree with him? Why (not)? How do they refer to the title of the lesson?



Did you know that?

The popular saying “beauty is in the eye of the beholder” (= a person who looks at it) appeared in the 3rd century BC in Greece. It means that what one person finds beautiful, another may not.


2. a. Put the words in the correct order to get an opinion about a kind of art.

are have art bus places
museums stops interesting useful and
to far more than. *Banksy*

b.   **Listen and check your ideas.**

c. Answer the questions.

1. What kind of art is it about? 2. What message does the person want to convey? 3. Do you agree with it? Why (not)?

3. a.  **Work in two groups. Toss a coin to decide which group should speak in favour of graffiti [grə'fi:tɪ] and street art and which – against them. Make a list of arguments to support your opinions.**

b. Read the list of facts and opinions about graffiti and street art. Have you found any new ideas to add to yours?

- In 1980, galleries began to showcase graffiti as artwork.
- In the US, the annual cost of monitoring, detecting, removing, and repairing graffiti damage is as high as \$15 to \$18 billion nationally. This money can be spent on better purposes that would benefit the community.
- Many artists use their artwork to make declarations about their beliefs. Graffiti is no different, it just takes up a yard or a train instead of a canvas.
- Works by Banksy have been sold for over £100,000. Graffiti is now sometimes big business.
- Graffiti creates a general impression that crime is more widespread than it actually is.
- While there is value in some graffiti as art, the majority of what is scrawled or sprayed onto walls isn't the next Banksy's piece.
- Nowadays, it has the status of "street art" and you get graffiti in places where you wouldn't expect to – in adverti-

sements, on clothes, on toys, and even on the Wall Street Journal's official website!

- I have a message for the graffiti vandals out there. Your freedom of expression ends where my property begins.

- A 19-year-old American tourist said "I wanted to leave my mark in Japan" when he was arrested in Tokyo for spray painting his nickname.

c. Hold a mini-debate "Artists or Vandals"? Which group has more arguments?

4. a. Work in 3 groups. Prepare a list of 5–7 questions to create the 'artistic' portrait of your class. Group A: general attitude to art; Group B: doing art; Group C: viewing art.

b. Answer the questions for yourself.

c. Walk around the class and interview your classmates.

d. Work in 3 original groups. Discuss the information you have collected.

e. Report to the class what you have found out.

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.

In 2017, the Metropolitan Art Museum in New York staged an exhibition to mark the 100th anniversary of Irving Penn's birthday and pay homage to one of the greatest 20th century photographers who had broken down the border between

commercial and fine-art photography. According to the editor-in-chief of *Vogue* for which Penn worked for more than 60 years, he “changed the way people saw the world and our perception of what is beautiful”.



Irving Penn

Originally, Irving Penn hoped to become a painter and in the mid-1930s studied painting and graphic design. In 1943, he started working for *Vogue* in New York and was responsible for making each month's cover. He wasn't satisfied with the photographers and soon began to shoot himself. His first image was a still life of a handbag, a pair of gloves, a scarf, oranges and lemons. It was the first cover which did not feature a model.

All in all, Penn created 163 *Vogue* covers, more than any other photographer in history. Many of them are well-known and recognisable to a broad audience and appeal not only to photograph-lovers and fashion-lovers but to collectors of contemporary art as well. For Penn, less was always more in fashion photography. The use of minimalist setting which allowed him to focus on form, shape, detail, line, and light helped him to revolutionise the genre.

Penn is also famous for creating “corner portraits” of a large number of cultural giants of his era, including Truman Capote, Salvador Dali and Igor Stravinski. To reveal unfamiliar elements of their personalities to the camera, the photographer put a sitter into tight space between two grey stage-walls that met in a sharply angled “V”.



Salvador Dali

In the 1950s, Penn adopted another memorable style for capturing celebrities: shooting their faces close-up so that they would fill the whole frame. One of the most famous of them is that of Pablo Picasso. The Spaniard's wide-

open left eye seems almost to float between his upturned collar and his hat.

Penn's portraits are clearly thought out and planned, and at the same time they are simple. Though he did much of his fashion, beauty and still life work in colour most of his portraits are black and white.



In the 1960s, Penn began taking still-life shots of flowers. He created a whole book of floral studies – *Flowers*, published in 1980 – and was still shooting the same subject at the start of this millennium. He said he was drawn to flowers “considerably after they’ve passed the point of perfection”.

In 1971, Penn learnt that his teacher (known to be a heavy smoker) had died of cancer. This made him start a new project *Cigarettes* – cigarette butts photographed in close-up against a simple background. Critics see them as a symbolic representation of contemporary culture. The series was first exhibited in New York's MoMA.

Penn was a keen traveller and visited numerous countries worldwide photographing the people of Peru, Benin, Morocco, Nepal and New Guinea, just to name a few. He perfected the way of printing his images and ended up with photographs that looked almost like watercolours. The artist experimented with and mastered all manner of styles, techniques and subject matter. He designed some of his own equipment to gain greater control over light on his subjects. Penn continued his work even in his final years and died at the age of 92.

2. Find and read aloud the extract which describes the unexpected subject for photographs and reasons why the photographer turned to it.
3. Why is Penn considered one of the greatest photographers?
4. What is characteristic of the portraits created by Penn?

II. LISTENING

1.   Listen to the journalist speaking about her visit to the museum and answer the questions below.

1. According to the speaker, what changed the status of the Mona Lisa?

2. Why did the journalist decide to spend the whole day in the room with the masterpiece?

3. To what conclusion did the journalist come after her experiment?



III. SPEAKING

1. Do you think you are an art enthusiast? Why (not)?

2. If you could have any masterpiece in your house, what would you choose?

3. A friend of yours has been to an exhibition. What questions would you ask her / him about it?

4. A foreign tourist wants to get some idea of our architectural heritage. What would you advise the person to do and to see?

5. Some people say that the artist is the creator of beautiful things. What do you think of it?

Page 5–7. Keys to the quiz in ex. 2a Lesson 1 Unit 5

1b 2b 3a 4b 5a 6c 7d 8d 9b 10b 11b 12c 13a 14a 15d

UNIT 6

SCIENCE

LESSON 1. A career in a science?

Communicative area: discussing scientific careers

Active vocabulary: matter, to apply, variety, discipline, field, branch, object, level, research, related

Active grammar: word formation (suffixes *-ist*, *-(ic)al*)

1. a. Work in teams. You have 10 minutes to do the quiz on science below.

1. What is the biggest planet in our solar system?
2. What is the chemical symbol for the element oxygen?
3. What is another name for a tidal wave?
4. True or false? DNA is the shortened form of the term “Deoxyribonucleic acid”?

5. What is the highest mountain on our planet?

6. True or false? Frogs are cold-blooded animals.

7. The fear of what animal is known as arachnophobia?


8. The molten rock that comes from a volcano after it has erupted is known as what?

9. How many bones do sharks have in their bodies?

10. What famous scientist was awarded the 1921 Nobel Prize in Physics for his work on theoretical physics?



b.   Listen to the correct answers. What is your score?

2. a.   Listen to the names of sciences. Match the names with the stress patterns.




physics, zoology, archaeology, geology, geography, astronomy, seismology, chemistry, biology, psychology, anatomy, computer science, mathematics, genetics, marine biology, meteorology




b. Decide which of the sciences (ex. 2a) each question from ex. 1a refers to. Discuss your ideas with a classmate. Report the results to the group.

3. a. Match the names of the scientists below with some of the names of sciences in ex. 2a.

Zoologist, mathematician, geologist, marine biologist, chemist, physicist, biologist, meteorologist, psychologist, archaeologist, astronomer, geneticist, computer scientist.

b.  Make the names of scientists from the rest of the sciences. Does the word stress change when you add a suffix?

c.  Make adjectives from the names of sciences. Match some of them with the following nouns to make collocations:

- | | |
|---------------------------|-----------------------|
| 1. garden; | 6. parent, clock; |
| 2. code, defect; | 7. world, appearance; |
| 3. calculations, formula; | 8. state, problem; |
| 4. prices, numbers; | 9. site. |
| 5. waste, industry; | |

d. If you were to become a scientist, which scientific career would you choose and why?

4. a. Look through the description of a scientific career. What career do you think it is?

(1. ...) study life in all its different forms, researching important processes and how organisms relate to their

environment. There are many specialist jobs in the field of (2. ...), including microbiologists, physiologists, geneticists, zoologists and ecologists. Important subjects related to (3. ...) include physics, chemistry, algebra, calculus, statistics and English. It is important for (4. ...) to have good communication skills as well as being curious, patient and self-disciplined. Some (5. ...) work with objects and processes which are observable with the naked eye (macroscopic) while others work with objects and processes that are very small (microscopic) and can only be seen with the help of microscopes. Research and development is a common area for (6. ...) to work in, with a PhD generally needed to lead independent research. Some (7. ...) use their research to make new products such as biofuels and drugs, this type of applied research includes aspects of business. Other (8. ...) work in laboratories, while others such as botanists (who study plants) do their research in the field. Marine (9. ...) can spend time underwater and on research ships but also work hard in laboratories and offices running tests and experiments while compiling their findings. Some (10. ...) work with DNA, isolating specific genes and determining their function.

b. Do you think you are suitable for this career? Do you know anyone who is?

5. a. Read the description of another scientific career. Fill in the missing words. Compare with your partner.

Astronomers study (1. ...) found in space such as planets, moons, stars, solar systems and galaxies. Astronomy is one of the oldest (2. ...) of science. Becoming an astronomer usually requires a high (3. ...) of education such as a PhD in Physics. Strong math (4. ...) are important. Astronomers usually work for Universities or (5. ...) institutes. While there aren't a large (6. ...) of professional astronomers, there are quite a few amateur astronomers who often share their findings and assist professionals. Professional astronomers only spend a small (7. ...) of time with telescopes; most of their time is spent analysing images and (8. ...). Some work with data observed by other people. Astrophysics is a (9. ...) of astronomy that focuses on the physics of the Universe.

b.   Listen and check your guesses.

c. Which of the words you have filled in means...

1. a thing that can be seen or felt, but not usually a living animal, plant or person; 2. a part of something larger; 3. a collection or mass (esp. of something that cannot be counted); 4. an amount or total, several; 5. a detailed study of a subject, in order to discover new information or reach a new understanding; 6. an area of activity or interest; 7. a special ability to do something; 8. information (facts, numbers) collected for examination and consideration and used to help decision-making; 9. a standard?

6. a. Read about one more scientific career. Do you think this job will be in demand in your country?

Geologists are scientists who study the **matter** that makes up the Earth. They also study the Earth's history and the processes that have formed it. Geologists **apply** chemistry, biology, physics and other sciences to their work in the field and research in laboratories. Other important subjects **related** to geology include mathematics and computer science. Higher level courses also deal with mineralogy, hydrogeology, palaeontology, physical geology, etc. Geographic information systems (GIS) and mapping skills are also important to geologists. Geologists are usually logical thinkers, good problem solvers and enjoy working outdoors. Those who choose geology as a career may work for private firms, non-profit organisations, academic institutions or governments. There's a large **variety of disciplines** geologists may specialise in including marine geology, volcanology, petrology, geochemistry, geophysics, etc. Geologists may study rocks, magnetic principles, groundwater, the ocean floor, fossils, oil exploration, volcanoes and more.

b. Work with a partner to explain the meaning of the words in bold.

c. What countries of the world need a large number of geologists? Why?

7. a. Answer the questions about the career of a meteorologist. Compare your answers with a partner.

1. What does meteorology study? 2. What is it especially useful for? 3. What important subjects are related to meteorology? 4. What skills should meteorologists have? 5. What qualifications? 6. What fields could you work in as a meteorologist? 7. What branches of industry use the data provided by meteorologists?

b.   **Listen and check yourselves.**

c. Do you think meteorology is a good career?

LESSON 2. Scientists are only human



Communicative area: talking about science and scientists; inferring meaning from context; retelling

Active vocabulary: deadline, curiosity, plagiarism, colleague

Revision grammar: Past tenses

1. a. Match the beginnings and the endings of the jokes on sciences.

- | | |
|---|---|
| <p>1. How many astronomers does it take to change a light bulb?</p> <p>2. Why is electricity so dangerous?</p> <p>3. Why did the meteorologist move to another country?</p> <p>4. If an experiment works,</p> <p>5. How many programmers does it take to change a light bulb?</p> | <p>a) Because the weather didn't agree with him.</p> <p>b) None. It's a hardware problem.</p> <p>c) None, astronomers aren't scared of the dark.</p> <p>d) something has definitely gone wrong.</p> <p>e) Because it doesn't know how to conduct itself properly.</p> |
|---|---|

b.   **Listen and check. What sciences are the jokes related to? Do you think scientists have a good sense of humour?**

2. a. Read the jokes A–D and put the verbs in brackets in the correct past form.

A. One student in Ernest Rutherford’s lab was very hard-working. Rutherford (1. notice) this and (2. ask) one evening:

– Do you work in the mornings too?

– Yes, – proudly answered the student sure he would be praised.

– But when do you think? – asked Rutherford in amazement.

B. One day while Thomas Edison and Henry Ford (3. visit) Luther Burbank, he (4. ask) them to register in his guest book. The book (5. have) columns for signature, home address, occupation and a final one entitled “Interested in”. Mr Edison (6. sign) in a few quick but unhurried motions ... In the final column Edison, famous for his natural **curiosity**, (7. write) without a moment’s hesitation¹: “Everything”.

C. When William Gladstone (8. meet) Michael Faraday, he (9. ask) him whether his work on electricity would be of any use. “Yes, sir”, (10. say) Faraday, “One day you will tax² it”.




D. In the Institute of Physics and Technology in Kharkov where Landau (11. work) for some time, there was one vain and mediocre³ but prolific⁴ physicist who (12. make) his research mostly by the method of **plagiarism**. One day he (13. receive) a telegram which (14. say) that he (15. be nominated) for the Nobel Prize, and therefore he should prepare all his papers in the typewritten form in two copies (by the way, it was before the computers) and submit them to the head of Theoretical Physics Department (which Landau was) with **deadline** of 1 April. The poor man (16. lose) his head and (17. not/pay) attention to the date. He (18. begin) to feel very important and (19. stop) saying “hello” to his **colleagues**. He (20. accomplish) the great task of typing the papers in time and (21. lay) it on Landau’s desk only to be met with the question: “Did you really believe that a Nobel Prize could be given for this trash?”

¹ **hesitation** – сомнение / сумнение

² **tax** – налог; облагать налогом / падакак; абкладаць падактам

³ **mediocre** – посредственный / пасрэдны

⁴ **prolific** – плодovitый / пладавіты

- b.   Listen and check yourselves. Which joke do you like best?
- c. Match the forms of the verbs in brackets with the names of tenses:
Past Simple, Past Perfect, Past Continuous, Past Perfect Continuous.
- d.  Explain the use of the past tenses. Which of them are used to speak about...




1. an action that happened before another action; 2. an action in progress (may be interrupted by another (short) action); 3. an action in progress up to a certain moment; 4. a succession of actions; 5. a habitual action.

3. a. Answer the following questions.

1. Who believed that a scientist should not only work hard but have enough time to think? 2. Who liked to play practical jokes on his colleagues? 3. Whose discovery became very useful in all spheres of life? 4. Who was keen on learning about people and things around him?

b. Match the words in bold in ex. 2a with the definitions below:

- a) a group of people who work together, synonym for "co-workers";
- b) an eager desire to know or learn about something;
- c) time or day by which something must be done;
- d) using another person's idea or part of their work and pretending that it is your own. 

c. Complete the questions below with the words in bold.

1. Do you think it is better for a scientist to work on his own or with ...? 2. Is natural ... a sign of a future scientist? Do you possess this quality? 3. Do you think it is easy or difficult

for a scientist to work to a ...? 4. What is your attitude to ... in science and in studying?

d. Work in pairs. Answer the questions above.

4. Can you explain the title of the lesson? Do you think there is a place for humour in the world of science? Why (not)?

LESSON 3. I can see through you

Communicative area: talking about science, humour and ethics

Active vocabulary: X-rays, rays, experiment, fortune, fame, publicity, to patent, lead, (in)visible, to donate, available

Active grammar: no sooner... than; hardly / scarcely ... when

Revision grammar: Past tenses

1. a. Guess what these rays are called:

- they are similar to visible light
- they are invisible
- they are electromagnetic waves
- they create pictures of your body



b. What do you know about this invention? How is it used?

2. a. Read the invention story. Ignore the verb forms in brackets. What is the connection of the lesson title and the story of Wilhelm Roentgen?

Wilhelm Roentgen – the man who (1. discover) X-rays – (2. be) originally very sceptical about them.

One day in 1895, he (3. prepare) to begin an experiment with cathode rays passing through a vacuum tube. In his dark

laboratory, he (4. notice) some light on the screen across the room. He (5. start) placing various objects between the screen and the tube: a sheet of black cardboard, a thick book, then – a thick wooden shelf. The light (6. be) still visible.

He (7. experiment) with these objects for some time, when he (8. decide) to put a small lead [led] disk between the tube and the screen. After (9. do) that, he (10. see) a horrible shadow on the screen: the skeletal outline of the bones of his hand.

The scientist (11. be) late for his dinner that day. **Hardly had Roentgen finished his food, when he returned to the lab to continue his experiments.** Eventually, he (12. find) the courage to tell his wife what he (13. see). **No sooner had he done that, than he asked her for help in a follow-up experiment.** He (14. replace) the screen with photographic paper and (15. take) the world's first X-ray. It (16. be) an image of the bones and a ring on his wife's left hand.

The importance of the discovery (17. become) clear to the world very soon. However, Roentgen (18. be) a very shy person and (19. not/like) publicity, so he (20. refuse) to make public speeches about X-rays.

He (21. keep away) from fortune as well as fame. He never (22. patent) X-rays as he (23. think) they should be freely available to other researchers and medical workers. After (24. receive) the Nobel Prize in 1901, he (25. donate) the money to a scientific society.

By the time he (26. die) in 1923, the economic conditions after World War I and his unwillingness to make money from his discovery (27. leave) him penniless.

b.   Use the verbs in brackets in the correct past tenses. Then listen and check.

c. Answer the questions:

1. Why did he place various objects between the tube and the screen? 2. Why was he late for dinner one day in 1895? 3. Why did he refuse to make public speeches? 4. Why didn't he keep the Nobel Prize money? 5. Why was he left penniless at the end of his life? 6. What do you think about Wilhelm Roentgen and his discovery?

3. a. Read the sentences in bold in ex. 2a. Choose the right options in the sentences:

1. The second action happens (immediately after / just before) the first one. 2. “No sooner” and “Hardly / Scarcely / Barely” are used with the “earlier / later” action. 3. “Than” and “when” are used with the (earlier / later) action. 4. “Hardly / Barely / Scarcely” have (positive / negative) meanings. 5. “Hardly / Barely / Scarcely” and (No sooner) are used at the (beginning / end) of the sentence. 6. The word order is inverted: it is the same as that of a (statement / question).

b. Combine two simple sentences into complex sentences using “Hardly / Scarcely ... when...” and “No sooner ... than...” and correct past tenses.

Example: He donated all his money to charity. She divorced him. No sooner had he donated all his money to charity than she divorced him.

1. He donated all his money to charity. She divorced him. 2. The first rays of the sun lit the room. He opened his eyes. 3. The fairy touched him with her magic wand. He became invisible. 4. The visible signs of the illness disappeared. She returned to work. 5. He contacted the doctor. He was recommended to get an X-ray. 6. They finished the experiment. The medicine was made available to the public. 7. Edison patented one invention. He started working on a new one. 8. They learnt about lead poisoning cases. Lead paints were banned. 9. She lost her fortune. She had to say goodbye to her fame.

c. Make true sentences about yourselves. Use the sentence skeletons below.

Hardly had I ... when ... No sooner had ... than ...
Scarcely ... when ...

4. a. Complete the questions with the new vocabulary items.

1. How often do you get an X...? 2. What do you know about l...? Where can it be found? 3. Have you ever made a scientific e...? 4. Is it important to p... your inventions? Why? 5. If the moment of the scientific discovery is just the top of the iceberg – the small v... part of scientists' work, what is the i... part of

their work? 6. Should all scientific discoveries be freely a... to the public? 7. If you received the Nobel Prize for your scientific discovery, would you keep your money or would you d... it? If you kept it, what would you do with it? If you donated it, who would you donate it to? 8. Which would you prefer: f... or f...? 9. Do you agree that there is no such thing as bad p...?

b. Ask and answer the questions above in pairs. Report to the class.

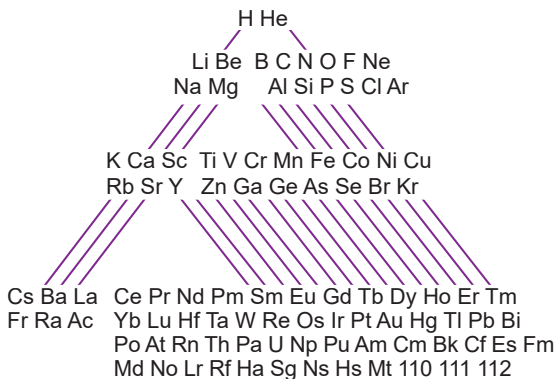
LESSON 4. Science in Belarus: yesterday, today, tomorrow

Communicative area: reading, listening and speaking about science in Belarus

Active vocabulary: to think outside the box, scientific paper, prospect, perspective, to make a contribution

1. What is your attitude to school science subjects? Are they important?

2. a. Have you ever seen this diagram before? What do you think it represents? What do you know about this discovery?

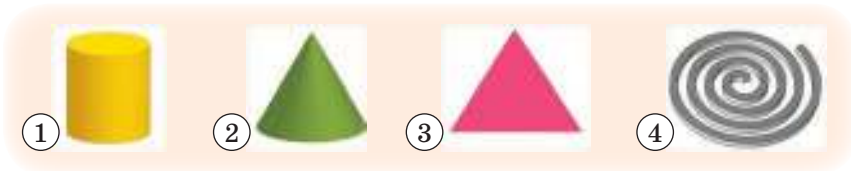


b.   Listen to the facts relating to the diagram. What do the numbers stand for?

1869, 150, 700, 1935, 10, 1951.

c. Match the shapes in the pictures with their names

a) spiral; b) cone; c) cylinder; d) triangle.



d. In what context were the following words mentioned?

Dream, elements, defects, properties.

e. Explain the meaning of the phrases in bold:

One of those who were **thinking outside the box** was Emil Zmaczynski – a professor of chemistry of the Belarusian State University. In 1935, he published a **scientific paper** in English in which he explained why he had arranged the chemical elements in the form of a triangle.



f. Choose the definition for the metaphor “to think outside the box”.

- a) to think outside, in the open air, but not in a small and stuffy room;
- b) to think freely, without limitations and restrictions;
- c) to think differently, unconventionally, from a new perspective.



3. Work in pairs. Ask and answer the questions.

- 1. How important is it for a scientist to think outside the box?
- 2. Do you like writing scientific papers?

4. Do the quiz on science in Belarus. Check your answers on page 83.

- 1) The National Academy of Sciences was founded in...
a) 1829; b) 1929; c) 1989.

2) There are about ... scientists and engineers involved in applied and fundamental research.

a) 2600; b) 26000; c) 260000.

3) ... of the scientists have a postgraduate degree, with over 600 Doctors of Sciences (= Prof.) and more than 2800 Candidates of sciences (= Ph.D.).

a) 2% ; b) 20% ; c) 92% .

4) Young people over 29 make ... of the researchers.

a) half; b) a third; c) a quarter.

5) Agreements on cooperation in the field of science and technology have been signed with a) 6, b) 60; c) 600 countries, including Great Britain, Germany, China, Russia, the USA and Japan.

6) The National Academy of Sciences has achieved significant success in the field of...

a) mathematics and physics; b) chemistry, biology and Earth science; c) social sciences and the humanities; d) all of the above.

7) Belarusian ... are famous for winning medals at science Olympiads and contests.

a) professors; b) graduates; c) students.

8) a) Americans; b) Russians; c) Belarusians have been recently dominating in international programming competitions and championships.

5. a. Discuss with a partner:

1. What spheres of Belarusian science are likely to progress in the future?

2. What science careers will be in demand?

3. What are the prospects of scientific development in Belarus?

4. From an international perspective, can Belarusian science make an important contribution to the progress of the humanity?

Prospect ≠ perspective

Prospect – a possibility of something to be a success in the future.

Perspective – a way of thinking about something, a viewpoint.



b. Read about the future of science and technology in Belarus. Does the article answer the questions in ex. 5a?

R&D in RB

What do you think this article is about? You shouldn't confuse the abbreviation in the title with a music style. It has nothing to do with R&B – rhythm and blues, which is popular African-American music. It is research and development or RTD – research and technological development: future-oriented, long-term activities in science and technology which are an important factor in the survival of a country's economy.

What do scientists all over the world are focusing on now? How are they investing in the future? The spheres of their attention are:

- the artificial growing of human organs;
- artificial cells with a special collection of genes;
- the creation of nanomedications with programmed qualities;
- the creation of microrobots able to carry out manipulations in human organs;
- the creation of an artificial intelligence that can surpass the human brain;
- the creation of thought-controlled or sensor-controlled electronic machines;
- the development of smart city technologies, etc.

The head of the National Academy of Sciences thinks that Belarusian science is up-to-date with the modern trends. Belarusian biologists and doctors are actively working with the DNA and have already learnt how to edit the human genome. Some time ago, the National Centre for genome biotechnologies started working in the National Academy of Sciences of Belarus. Physicists and information science specialists are working to develop the AI. They have already trained machines how to talk, read, communicate, and fulfil commands.

Work is continuing in the space industry as well. Belarus is working on the creation of a new satellite for the remote sensing of the Earth with a very high resolution – 0.35 metres. It is the world's best achievement today.

Every year hundreds of patents are registered. Belarusian science and technology are becoming very competitive in the

world market. Plasma and laser technologies, biotechnologies and information processes, chemical synthesis of substances are the areas with a high scientific and technological potential. The achievements of scientific schools that are known worldwide and have been recognised internationally lie mainly in the sphere of mathematics, theoretical physics, spectroscopy and luminescence, electronics, automation, thermophysics, machine building, geology, bioorganic chemistry, physiology, genetics, selection, soil science, cardiology, surgery, linguistics and other sciences. The results of some researchers have become scientific discoveries.

c. How can you rate the future of Belarusian science and technology?

LESSON 5. Physics rules!

Communicative area: talking about famous physicists, reading about a famous scientist from Belarus, writing an article

Active vocabulary: fellow (countryman), to be an inspiration; word formation (prefixes *semi-*, *homo-*; *hetero-*)

Revision grammar: Conditional 0


1. a. What science does the sentence illustrate? If you heat ice, it melts.

b. Complete the following statements based on the laws and rules of physics.

If you freeze water, it turns into ...

If you heat water to 100°, it ...

If you drop ...

c.  What do the sentences above have in common from the point of view of grammar? Which Conditional do they illustrate? Which word could be used in the sentences: “**now**”, “**then**”, or “**always**”?

2. a. Complete the “law” with the words in the box.

Stockholm to receive the Nobel Prize; men; God; jail; physics; hell

If you transgress the laws of ..., you go to

If you transgress the laws of ..., you go to

If you transgress the laws of ..., you go to

transgress (v.), progress (v., n.), regress (v., n.), congress (n.).

From *gredi* (Latin) – to step; *pro* – forward; *trans* – beyond; *re* – back; *con* – together.



Do you know the names of scientists who transgressed the laws of physics?

b. Look through the list of famous physicists. Can you add more names to the list? Where do you think the physicists were born? What were they famous for? What countries did they work in? Did they receive the Nobel Prize?

Albert Einstein, Marie Curie, Enrico Fermi, Ernest Rutherford

c.    **Listen to the facts about the physicists. Copy the table into your notebook and complete it with the information you will hear.**

Name of the physicist	Country of birth	Country of work	Field of physics	Nobel Prize
...

3. a. Read the task and the article a student wrote for the school website about a famous physicist and Nobel Laureate born in Belarus. Add the facts about the scientist to the table in ex. 2.

homo- (Greek) – same; E.g. *homostructure*, *homophone*, *homonym*, *homogenous*;

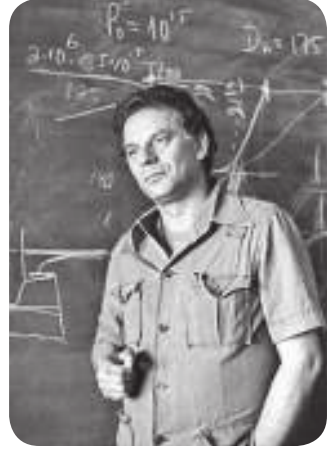
hetero- (Greek) – opposite, different; E.g. *heterostructure*;

semi- (Latin) – half; E.g. *semiconductor*, *semiformal style*, *semi-finals*, *a semi-detached house*



A Russian Nobel Prize winner from Belarus with a French name

A. Have you ever heard this joke: “If you want to receive the Nobel Prize, never use the doorbell, just knock”? This is as close as I can get to receiving the Nobel Prize now. What about you? Yet, more than 600 scientists have already been awarded the prize between 1901 and 2020, including 215 physicists. Among them is my fellow countryman, a scientist born and bred in Belarus – Zhores Alferov.



B. He was originally from Vitebsk – the world-famous painter Mark Chagall’s hometown and the workplace of Kazimir Malevich – the creator of the iconic Black Square. However, his passion was not art but science. His father – a dockworker – and his mother – a librarian – named him after a French socialist leader Jean Jaurès and his brother – after Karl Marx. Marx perished in World War II at the age of 20 and Zhores lived to be 88 and to receive the 2000 physics Nobel Prize. Understandably enough, he remembered his brother at the Nobel Prize ceremony in Stockholm.

C. Obviously, you are wondering what he did to be awarded the prize. Let me ask you first if you are familiar with LED screens, optically read disks and fibre-optic technology behind cellphones. All that has been made possible thanks to the discoveries made by Zhores Alferov and Herbert Kroemer who shared the prize with him. Both scientists worked independently in the USSR and the USA, and pioneered the development of the so-called heterostructure¹ semiconductor². The existing

¹ **heterostructure** – вещество со сложной (неоднородной) структурой, состоящее из разных материалов / рэчыва са складанай (неаднароднай) структурай, якое складаецца з розных матэрыялаў

² **semiconductor** – полупроводник / паўправаднік




semiconductors had been using a homostructure¹ – silicon, but Alferov discovered that a “sandwich” of different materials (heterostructure) could become a breakthrough. Hardly had he made this discovery, when he presented it to his fellow physicists in Saint Petersburg, where he was working at that time. The presentation of his results “produced the impression of an exploded bomb”, as he said in the acceptance speech in Sweden. He added that physics had brought both benefits and disasters to the humanity in the 20th century. “Knowledge is power, but power must be based on knowledge”. When asked in an interview if he had lived a happy life, he replied “I am very happy that I started the research early and got significant results. Yes, I’m a happy person”.

D. Zhores Alferov is an inspiration for me as I am keen on physics and my ambition is to go to Stockholm one day and become as happy as he was in 2000 after receiving the Nobel Prize. Do you believe I can do it? Do you believe you can?



b. Explain the title of the article and the joke about the door bell.

c.  Write an article for your school website about a famous scientist from your country that inspired you. Give details about his life and achievements. Why is this person an inspiration for you? Use between 140–190 words.

4. a. Which of the tips below did the student use for writing the article? Do you think the student will get a high mark?

¹ **homostructure** – вещество с однородной структурой, состоящее из одного материала / рэчыва з аднароднай структурай, якое складаецца з аднаго матэрыялу

- Use a catchy title to attract the reader's attention.
- Make the beginning interesting for the reader.
- Involve the reader by asking direct questions.
- Use semi-formal or informal style.
- Make a personal comment.
- Use adverbs to express your attitude.
- Use a variety of adjectives.
- Use a variety of linkers.
- Leave the reader with something to think about at the end of the article.

b. What did he do wrong? What can you do to solve the problem?

c. Match the paragraphs of the article with the headings.

1. Conclusion, closing paragraph (personal comment, invitation for feedback): why he inspired you;
2. Introduction (presents the topic in a general way, makes clear who the article is about): who inspired you;
3. Body paragraph: details about his achievements;
4. Body paragraph: details about his life.

d. Is the article formal, semiformal or informal? Justify your choice.

5. a. Find the examples of the following in the article:

1. Conditional 0
2. No sooner ... than / Hardly When
3. Narrative tenses

b. Find a word / phrase in the article which means “a person from your country, compatriot”.

c. In this context, does the word “fellow” mean:

1. someone who is a man;
2. someone who has the same job or interests as you, or is in the same situation as you;

3. someone, who is a member of some important organisation?

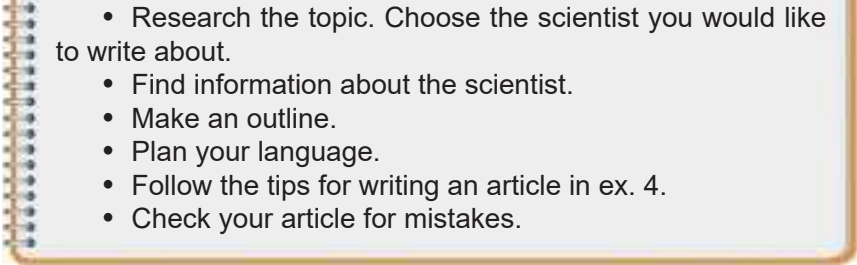
Explain the meaning of the following: fellow student, fellow traveller, fellow soldier, fellow worker, fellow player.

6. a. Work in small groups. Explain the title of the lesson.

b. Answer the questions:

1. What is your attitude to physics?
2. Are you good at physics?
3. What is the place of physics in today's world?
4. How important is it to understand physics?

7. Do the writing task in ex. 3a.

- 
- Research the topic. Choose the scientist you would like to write about.
 - Find information about the scientist.
 - Make an outline.
 - Plan your language.
 - Follow the tips for writing an article in ex. 4.
 - Check your article for mistakes.


LESSON 6. What does the future hold?

Communicative area: speaking about the future of science

Active vocabulary: cyborg, cybernetic, AI (artificial intelligence), to function, efficient(ly), to contribute, to facilitate, to generate, pioneering

Active grammar: Future Continuous

1. Work in pairs. Recall how people were communicating, travelling, entertaining themselves 2000 years ago. How are we doing all of that now? How do you think we will be doing all that in the future?

2. a.  Look at the time line. Name the tenses of the verb forms in bold.


In 100 AD people **were using** pigeons to communicate.

Now we **are using** phones to communicate.

In 2100 people **will be using** telepathy to communicate.

b.  Complete the formula of the Future Continuous Tense below. Go to page 208/224 for more information.

will / won't + ... + doing

3. a.  Complete the predictions about the future. Use the Future Continuous Tense and the word "not" if necessary.

Pull up – to get information, for example, on a computer screen.



In thirty-years' time...

... drones (make) deliveries and (put out) fires.

... hyperloop – a high speed system – (transport) people between cities.

... machines (think) like people.

... astronauts (travel) regularly to Mars.

... people (get) **cybernetic** implants instead of lost parts of the body or just to make them stronger and (turn into) half-machines, half-humans (like **cyborgs** – biorobots or androids).

... people (use) advanced clothing (like exoskeletons) to get new skills (strength, etc.).

... teachers (use) virtual reality to teach such subjects as History or Geography.

... people (use) pull-up screens in their bracelets or jewellery instead of smartphones.



- ... people (travel) only in self-driving cars.
- ... 3D printers (construct) houses.
- ... robots (help) people around the house.
- ... people (connect) their brains to computers to live in a simulated world (like Matrix).
- ... **AI** (control) our homes.
- ... people (live) in high-rise buildings **functioning** like minicities.
- ... people (use) fossil fuels, replacing them with solar, wind and nuclear energy.
- ... wealthy people (travel) in the role of space tourists.
- ... people (eat) insects to get proteins.
- ... people (grow) children at ‘baby farms’ outside human bodies.
- ... people (create) younger versions of themselves.
- ... humans (communicate) with animals and plants.

b. Compare your predictions with your partner. Do you agree with them? Why (not)?

4. a. Read about the future of science and technology. Decide if all the prospects sound positive.

1. It’s a small world we live in. You can get anywhere on Earth in the matter of hours. Air travel has grown so rapidly that millions of travellers make the task of controlling borders really challenging. **Pioneering** a new technology will be **facilitating** ID control at the borders.

2. We’re living in a consumer society where fashion dictates the growth of the textile industry, which, in its turn, uses too much water and energy and **generates** too much waste. EU scientists are working on a project that will be reducing this ecological impact by using textile waste to develop new materials in the future.

3. Young European scientists are researching the role of the brain in shaping our impressions of art. As a result, doctors will be treating such medical conditions as Parkinson’s and other personality disorders. New medical-imaging technologies will be **contributing** to the development of even more advanced life-saving imaging systems. They have already revolutionised healthcare and doctors will be diagnosing diseases even faster and better in the future.

4. With all our smartphones and apps, we're now making our personal information available. Thanks to a new project, we'll be monitoring and controlling our privacy online. We are generating huge amounts of data faster than computers can handle. Scientists are working on solutions that can help optimise storage and analysis of the data. Researchers will be using big data more **efficiently** to help people.

b. Find examples of the Future Continuous tense in ex. 4a.

c. What do the abbreviations stand for: EU, ID, AI?

d. Answer the questions:

1. What will people be doing more efficiently in the future?
2. What will new pioneering technologies be facilitating in the future?
3. What will the new imaging technologies be contributing to?

5. a. Complete the questions with the correct forms of the words in bold. Two of them should be used twice.

1. What did Zhores Alferov's work ... to? 2. What helps our bodies ... normally? 3. Do you know anyone personally who can't ... without a coffee? 4. In what films can you see examples of mutant ...? 5. If you were to get a ... implant, what part of your body would you like to improve? 6. What are the uses of ... today? 7. Do you use your smartphone and computer to ... language learning? 8. Do you think we are using the planet's resources ...? 9. Who played a ... role in the development of physics? 10. Are wind turbines used to ... energy where you live? 11. Do you think competitive activities ... stress in the classroom? 12. Are you good at ... ideas?

b. Work in pairs. Ask and answer the questions in ex. 5a.

6. a. Paint your own picture of the future. How will people be living? What will they be doing?

b. Share your vision with your classmates. Is your picture of the future bright or grim?

LESSON 7. Scientific and technological progress – pro and contra

Communicative area: listening for gist and detail

Grammar revision: Conditional I, Unreal Conditionals

1. a. Read the quotations on the role of science and technology. Put them into three groups: positive, negative, neutral.

The characteristic of scientific progress is our knowing that we did not know.

Gaston Bachelard

The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom.

Isaac Asimov

I'm not sure what solutions we'll find to deal with all our environmental problems, but I'm sure of this: they will be products of technology.

George M. Keller

The science of today is the technology of tomorrow.

Edward Teller

Technology feeds on itself. Technology makes more technology possible.

Alvin Toffler



The machine does not isolate man from the great problems of nature but plunges him more deeply into them.



Antoine De Saint-Exupery

Technology ... brings you great gifts with one hand, and it stabs you in the back with the other.

C.P. Snow



b. Which of the ideas in the quotations do you agree with?


2. a.   Listen to the part of a radio programme on the role of scientific and technological progress. Which of the quotations do you think best illustrates what the participants of the programme say?

b.   Listen again. Student A: list the arguments in favour of the scientific and technological progress, Student B: list the arguments against it.

c. Work in two groups: A and B. Compare your lists of arguments.

3. a. Work in pairs – Students A and B. Share your arguments. Who has got more of them? Make a conclusion on the role of the scientific and technological progress.

b.   Listen to the ending of the radio programme where the host makes her conclusion. Is it the same as yours? Would you now like to choose another quotation from ex. 1a to illustrate the programme?

4.  What do you think about the role of science and technology in our life? Work in pairs. Think of more pros and contras. Make notes for a debate.

5. a. Explain the use of the verb forms in the sentence from the programme.

If a mother is **always warning** her child about the dangers of life, the child **will never take** risks or **make** new discoveries.

b. Make more sentences with “**if**” about the future using correct verb forms. Use passives or negative forms if necessary.

1. People (grow) more materialistic if life (become) more enjoyable.

2. If we (be) too careless now, we (lose) many things irretrievably in the nearest future.

3. If science (boost) progress, it (help) us to overcome problems we have today.

4. More water (get) poisoned if we (build) more factories.

5. We (achieve) significant results if we (take) risks.

6. If people (get) more money out of scientific discoveries, more charity work (do).

7. If we (get) more new gadgets, we (have) to keep up-to-date with them.

8. If crops (harvest) faster in poor countries, the environment (deplete) faster, as well.

9. If people (choose) to work from home, they (miss out) on personal contacts and socialising skills.

c. Work in pairs. Discuss if you agree or disagree with the statements in ex. 5b.


6. a. Can you guess...

- what is the night side and day side temperature on the planet Mercury?

- whether you would have your birthday on Mercury more or less often than on our planet?



If you lived on the planet Mercury, your birthday would come around every ... days.

b.  Complete the scientific questions with the correct forms of Conditional II, III or Mixed Conditional.

1. How the world (be) different now if nuclear weapons (never/invent)?

2. If you (can) go back to the past, you (do) something differently?

3. What you (do) if you (know) that the world was going to be hit by a comet and destroyed in one week?

4. What you (do) if you (see) a UFO?

5. At the end of the 20th century, people in Britain voted for the greatest inventor of the Millennium and chose Johannes Gutenberg – the inventor of the printing press. If you (vote) for the greatest inventor of the last Millennium, who you (vote) for?

6. What would happen if ...

- we all had two heads?
- if aliens landed on our planet?

- the world was flat?
- time travel was possible?
- animals could speak?
- everyone was telepathic?

Think about the pluses and minuses of each idea in Number 6.

c. Work in pairs or small groups. Ask and answer the questions.

7. a. In his book, “Fahrenheit 451”, Ray Bradbury made several predictions about the future. Match them with the things we actually use today.



a) “... And in her ears the little seashells, the thimble radios tamped tight...”

b) “It’ll be even more fun when we can afford to have the fourth wall installed. How long you figure before we save up and get the fourth wall torn out and a wall-TV put in?”

c) “Tonight, this network is proud to have an opportunity to follow the Hound by camera helicopter as it starts on its way to the target...”

d) “Montag walked from the subway with the money in his pocket (he had visited the bank, which was open all night every night with robot tellers in attendance...”



b. Can you name any other predictions about the future made by science fiction writers? If you were to write a science fiction book, how would you present the future in it?

LESSON 8. Q1

Communicative area: talking about science facts and common misconceptions, listening for gist and for detail



Active vocabulary: misconception, obvious, to sense, a sense, to detect; suffix *-ish*

1. a. What is the most famous story connected with Isaac Newton? Do you think it's true?

b.   Listen to the comment on the fact above. What is your opinion about it?

concept – misconception

2. a. What do you think Q1 means?

b.   Listen to the creator and co-producer of a TV programme. Check your predictions.

3. a. Work with a partner. Read the science facts below. Four of them are our misconceptions. Decide which ones.

1. 60–65 million years ago, dolphins and humans shared a common ancestor.

2. People thought that the world was flat before Columbus.

3. The average person accidentally eats 430 bugs each year of their life.

4. Oysters can change between being female or male.

5. Mother birds will abandon babies if you touch them.

6. Giraffes can live longer without water than camels.

7. Different parts of your tongue detect different tastes.

8. Polar bears are nearly undetectable by infrared cameras, due to their transparent fur.

9. Humans have five senses.

10. A dog's sense of smell is 1,000 times stronger than a human's.

b. Compare your ideas with the whole class.


4. a.   Listen to the extract from the QI programme and check your ideas. Are the true facts surprising?

b. Read the definitions of some words from QI. Do you know their equivalents in your language?

Umami – the so-called fifth taste, that comes from glutamic acid, described by some as savoury and meaty, by others – as a combination of sweet, sour, salty and bitter tastes, the Japanese version of yummy.

Nociception – ability to sense pain.

Proprioception – what lets two parts of your body connect without visual confirmation.



c. Match the words and their definitions:

1. to detect; 2. to sense; 3. obvious; 4. sense; 5. readyish.


a) almost prepared;

b) an ability to understand, recognise, value or react to something, esp. any of the five commonly known physical abilities to see, hear, smell, taste and feel;

c) to be aware of something or experience it without being able to explain exactly how;

d) to notice something that is partly hidden or not clear; or to discover something, especially using a special method;

e) clear; easy to see, recognise or understand.



d. Complete the excerpts from the programme with the words from ex. 4c. Change the form of the word if necessary. One of the words is used twice.

... Conversely, points are deducted from a panelist who gives “answers which are not only wrong, but ...” – typically answers that are generally believed to be true but in fact are not...

... There were lots of ... clues, like the way ships sailed over the horizon and how the Earth cast a crescent shadow on the moon...

... Baby birds usually don't leave the nest until they're ready (or at least ...) to fly...

... You will feel it thanks to nociception, the ability to ... pain...

... Lots of people think different parts of the tongue are finetuned ... different tastes...

... There are lots more, too, although the lists vary and the final number-of-... record is in great dispute...

e.   Listen again and check your answers to ex. 4c and d.

5. a. Complete the questions below with the new words from the lesson.

1. Do you know any other common ...? 2. What are our main ... organs? 3. Can you ... danger? 4. What sounds cannot be ... by the human ear? 5. Do you like to read books with an ... story line?

b. In pairs, ask and answer the questions.

6. a. Would you like to take part in the panel game like QI? Why (not)?

b. In pairs, think of questions that could be asked in the game. Make notes. Keep them secret.

LESSON 9. QI quiz show

Project 

BEFORE THE PRESENTATION LESSON

1. Work in small groups. Prepare a quiz with statements similar to those in ex. 3a.

Some of the statements are supposed to be true, some others should be misconceptions. To find these misconceptions, do some research on the Internet or in libraries. Also, prepare comments on the misconceptions – be ready to explain to your classmates what is wrong with these misconceptions.

IN THE PRESENTATION LESSON

1. Present the quiz to your class. Have a game show in the same groups. Award points to other groups if they spot the misconceptions and justify their opinions. Spot misconceptions in other groups' quizzes. Find out who the winner is.

LESSON 10. Culture corner.

Isaac Newton on the way from astronomy to astrology

Communicative area: reading for gist and for detail; discussing Newton's contribution into the development of science

1. Which of the scientific achievements below belong(s) to Isaac Newton?

Calculus, theory of universal gravitation, three laws of mechanics, visible spectrum of light.

2. a. Read the facts about Isaac Newton and put them in two groups.

1. scientific achievements

2. interesting facts

A. During his college years, Isaac Newton was more interested in the **concepts** of modern astronomers and **thinkers** such as Kepler, Galileo and Copernicus than what was taught in the college **curriculum** – the teaching based on Aristotle's ideas.

B. After obtaining his degree, Newton spent two years studying at home as a precaution against the Great Plague. During these years, he began developing **theories** on the law of gravitation, optics and calculus.

C. The story of a falling apple that **inspired** Newton's theory of gravitation is actually popularised by the famous author Voltaire.

D. Sir Isaac [¹ʌɪzək] Newton wrote more about religion and the Bible than about astronomy, mathematics and physics. He studied the Bible mainly to extract scientific information. In 1704, Newton wrote a manuscript which contained different scientific notes based on the Holy Bible. One of his most fascinating **observations** in the manuscript was that the Earth will end in 2060.

E. One of the key mathematical achievements of Newton was the development of infinitesimal ([,ɪnfɪnɪ'tesɪmə] – *бесконечно малый; стремящийся к нулю / бясконца малы; які імкнецца да нуля*) calculus. The calculus was also the centre point of an intellectual battle between him and another mathematician Gottfried Leibniz over who had been the first to develop the method. He accused Leibniz of plagiarism and a report was issued by the Royal society to prove this. The report concluded that Newton was the true inventor of the calculus. Later, it was found that Newton himself wrote the concluding comments. Most modern historians and scientists believe that Leibniz did not **plagiarise** Newton's works.

F. The Newtonian telescope, a type of reflective telescope was developed by Newton in 1668. It was the first functional telescope in the history of reflective telescopes. Today, this type of telescope is quite popular among amateur astronomers.

G. At first, young Newton did not do very well at school. One day, he was beaten by a school bully in his class. Enraged, he challenged that boy in a fight and won. But young Newton was still not satisfied with this, he wanted to teach him a lesson in the academic field, and so he focused more on his studies. This was an important moment in Newton's life as it set the **foundation** for his future academic success and historic discoveries.

H. In 1665, Sir Isaac Newton began working on a theory that white light is a combination of different colours through his popular "prism" **experiment**. He published his observations on the spectrum of light in 1704.

I. Isaac Newton was known for his deep interest in Alchemy. He wrote about 169 books dealing with this mysterious science. He also experimented with various **elements** like lead [led] and mercury, because he wanted to find the Philosopher's Stone and the Elixir of Life. During his experiments, he suffered from lead poisoning!

J. Newton **was knighted** by Queen Anne in Cambridge, which earned him the title "Sir". However, he was honoured knighthood not for his scientific achievements but for his dedicated service for the Mint (*монетный двор / манетны двор*) and for his political activities.

b. Compare your grouping with your classmate's. Do you agree with each other? Compare with the class.

3. a. Guess the meaning of the words in bold. Compare them with similar words in your language.

b. Complete the questions below with the words in bold. You might need to change the form of the words.

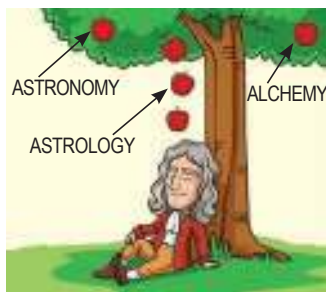
1. Who do you think are the greatest ... of all time? 2. What was one of Newton's most fascinating ...? 3. What was the main ... of ancient astronomy? 4. What ... did Newton develop? 5. What ... Newton's theory of gravitation? 6. What is still popular among amateur astronomers? 7. Did Leibniz ... Newton's works? 8. What ... did Isaac Newton experiment with? 9. Is Newton's famous "prism" ... included into the school ...? 10. What set ... of Newton's future academic success?

c. Work in pairs. Answer the questions in ex. 3b. Report your answers to the class.

4. a. Look at the picture. What do you think it represents?

b.   Listen to the lecture on Isaac Newton. Was he interested in astrology?

c. Look through the three statements below. Which of them do you think is true?



1. Isaac Newton was a devout Christian. 2. Isaac Newton was a passionate alchemist. 3. Isaac Newton was an atheist.

d.   Listen to the anecdote from Isaac Newton's life. Check your predictions. Choose the correct option.

5. Read the quotation from Isaac Newton:

To myself, I am only a child playing on the beach while vast oceans of truth lie undiscovered before me.

Isaac Newton

Discuss the idea behind the quotation with your partner. What can you say about Newton as a person from this quotation?

LESSON 11. Speaking club. Science – a blessing or a curse?

Communicative area: holding a debate on the topic of the lesson

1. a. Read the two definitions below. Which of them defines the word “blessing”, which – “curse”?

- a) something that makes e.g. life extremely unpleasant
- b) something that is extremely lucky




b. Read about preparing for and holding a debate. Fill in the missing words.

Step 1: Work in (1. ...) groups to prepare for the debate. One group proposes the motion; the other group opposes the motion. Brainstorm your arguments (2. ...) or against. Be ready to provide (3. ...) supporting your arguments. Try to predict what arguments your (4. ...) can come up with. Prepare counterarguments. Think of a slogan to motivate the audience to (5. ...) for you.

Step 2: Choose a (6. ...) to represent your group. Help them to structure their speech. It should consist of three parts: introduction, main body and conclusion. In the (7. ...) the speaker is supposed to say what they are going to speak about. In the main body, they are supposed to present the (8. ...) and support them with facts. In the (9. ...) the speaker should say what they have spoken about and should finish up with the slogan. The speech should be laconic and to the point.

Step 3: Listen to both speeches. Take a vote. Forget about your (10. ...) preferences as far as the motion or the speaker is concerned, just think whose arguments are more numerous and persuasive.

c.   Listen and check yourselves.

2. Hold a debate on the topic of the lesson.
3.  Write an essay on the topic. It should consist of four parts:
 - 1) introduction;
 - 2) arguments in favour of science and technology;
 - 3) arguments against them;
 - 4) conclusion.

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.

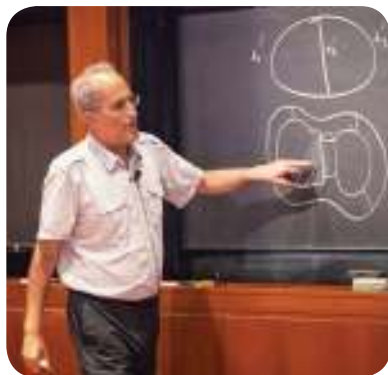
He's head and shoulders above the rest

Yes, Edward Witten is tall – head and shoulders above many. However, his name is known to every physicist in the world because he is ‘smarter than anyone else’, as his colleagues say.

At the age of 9 or 10, Edward Witten dreamed of growing to become an astronomer. After his parents had given him a telescope, he was able to see the rings of Saturn.

At the age of 11, his father, a theoretical physicist specialising in gravitation and general relativity, introduced him to calculus. For a while, mathematics became his passion.

Eventually, at the age of 21 he had to choose between mathematics and theoretical physics after having tried history



and economics. As a result, in 1976 he received a Ph.D. in physics at Princeton.

Surprisingly, in 1990, Witten was awarded the Fields Medal – an equivalent of the Nobel Prize in mathematics. To understand this, one should imagine a famous professional basketball player receiving the highest football award. Witten was the first physicist to receive this prize, which means he has a talent of expressing physical ideas in mathematical form. Mathematics has always been an important tool in physics. Witten is showing how physics can help understand mathematics better.

He created M-theory – a combination of 5 superstring theories and 11-D supergravity. He thinks that there exist not 4 (length, width, height and time) dimensions, but 11. His theory could connect quantum mechanics and general relativity, and it could take us closer to the truth about nature. Edward Witten has made physics a source of inspiration once again!

As Witten had made important contributions to both physics and mathematics, in 2004 he appeared in the list of TIME magazine's 100 most influential people.

His fellow physicists consider him Albert Einstein's successor and even the greatest physicist of all time, a person who comes along once in a century. They claim he has brought light where there was darkness. Albert Einstein did not manage to create a theory that would unite relativity and quantum physics into one mathematical package. Thanks to Edward Witten, physicists might be close to success.

Witten thinks that physics has many mathematical secrets, and physicists will continue surprising the mathematical world with interesting insights. He says humbly, "I have been lucky to be at the right place at the right time to contribute to part of this".

2. Edward Witten is following in the footsteps of another great physicist. Read aloud the extract which says about it.

3. What has he been interested in throughout his life?

4. What is Edward Witten's contribution to science?

II. LISTENING

1.   Listen to the programming competitions news and answer the questions:

1. How is the 2021 Google Code Jam winner connected with Belarus?
2. How is the Google Code Jam competition organised?
3. What are the achievements of Gennadi Korotkevich and Belarus in the field of programming?



III. SPEAKING

1. Answer the questions.

1. What can you tell me about famous scientists?
2. Are science subjects important? Why?
3. Ask me about science and technology in English-speaking countries.
4. What advice can you give me on how to become a scientist.
5. If you were to write an article on science and technology in Belarus, what could you write about?

Page 58–59. Keys to the quiz in ex. 4 Lesson 4 Unit 6
1b 2b 3b 4c 5b 6d 7c 8c

UNIT 7



GREAT PEOPLE

LESSON 1. Great minds think alike

Communicative area: talking about great people and geniuses of today; fine-tuning the definitions of the words “great” and “genius”

Active vocabulary: genius

Vocabulary revision: great, brilliant, brainy, bright, gifted, smart, clever, intelligent

Grammar revision: Conditional 0


1. a. Read the title of the lesson, which is actually an English saying. Choose the best option to explain its meaning. You might say “great minds think alike”...

- a) to someone just after you have discovered that they have had the same idea as you;
- b) when using a famous person’s quotation in your essay;
- c) when you agree with the mark the teacher has given you.



b. Do you think it is used seriously or humorously?

c. Can you think of a good equivalent of the saying in your language? How often do you use it?

2. a.   Listen to the conversation between an Englishman working in Russia as a teacher and his friend Lena. What seems strange to him?

b. Read the sentences below. In what meaning is the word “great” or its derivatives used?

a) very good, wonderful, fascinating;

b) remarkable, exceptionally outstanding and admired by a lot of people;

c) another meaning?

1. We had a great time. 2. Edison was a great inventor. 3. That’s great! 4. The greatness of Mozart lies in the humanity of his music. 5. In the film *The Great Dictator*, Charlie Chaplin expresses his political beliefs. 6. The great and the good are calling on the Government to support the arts.

3. a. Brainstorm the English words you know which mean “intelligent”.

b.   Listen to the end of the conversation and check your ideas.

c. Work in small groups. Talk about something or somebody that you consider “great” – meaning *wonderful* and something or somebody you consider “great” meaning *distinguished, famous and admired by a lot of people*.

4. a. Complete the definitions for the dictionary entry with the words in the box. Change the form of the adjective if necessary. In each number the same adjectives are used both in the examples and the definitions.

brainy ♦ bright ♦ brilliant ♦ gifted ♦ intelligent
♦ clever ♦ smart

a) ... – having a high level of mental ability, and good at thinking clearly and understanding ideas. E.g. *The top universities aim to select the most ... students.*



b) ... (esp. *Br. E.*) / ... (*Am. E.*) – intelligent, so that you can think and learn quickly and find ways to solve problems. E. g.: *That was very ... of you. How did you do that?*

I wasn't ... enough to be a lawyer.

c) ... – intelligent – used especially about children and young people. E. g.: *She's a very ... kid, actually the ... student in class.*

d) ... – extremely intelligent and good at the work you do. E. g.: *He is a ... scientist.*

e) ... – a ... child is much more intelligent than most other children. E. g.: *This is a special school for ... children.*

f) ... (informal) – intelligent and good at studying. E. g.: *My sis is the ... one in our family.*



b. Speak about the people you know and yourself using the adjectives above.

5. a. Imagine that Belarusian journalists are compiling a list of top 100 living geniuses. The criteria for choosing the candidates are:

1. popular acclaim (praise for the person and their achievements);
2. intellectual power;
3. achievement and cultural importance.

Who would you include in the list? Discuss in pairs.

b. Find the people in the photos in the list below. Would you agree that they are geniuses?

Tim Berners-Lee (British), computer scientist, inventor of the World Wide Web;

Matt Groening (American), satirist and animator, creator of the Simpsons;

Nelson Mandela (South African), politician and diplomat;

Steven Hawking (British), physicist;

Grigory Perelman (Russian), mathematician;

Larry Page and Sergey Brin (American), publishers, creators of Google;

Garry Kasparov (Russian), chess player;

The Dalai Lama (Tibetan), spiritual leader;

Steven Spielberg (American), film maker;



1



2



3

Hiroshi Ishiguro (Japanese), roboticist;

Avram Noam Chomski (American), philosopher and linguist;

Bill Gates (American), businessman;

Meryl Streep (American), actress;

Placido Domingo (Spanish), opera singer;

Paul McCartney (British), musician;

Stephen King (American), writer;

Steve Wozniak (American), engineer and co-founder of Apple Computers;

George Lucas (American), film maker;

Ivan Marchuk (Ukrainian), artist and sculptor;

J.K. Rowling (British), writer;

Quentin Tarantino (American), filmmaker.

c. Compare the part of “The Telegraph” Top 100 Living Geniuses’ list with yours.

d. Describe the people from the list using the adjectives from the lesson.

e. Compare your ideas with the class.

6. a. Complete the quotes with Conditional 0 forms. Do the sentences tell us about:

1. something that is always true;

2. something that might be true in the future?

No man (be) great if he (think) he is.

Will Rogers

If the heart (be) great, that man (remain) great under all circumstances, rich or poor, large or small.

Muhammad Ali

b. Do you agree with the quotes?

LESSON 2. Genius

Communicative area: listening for gist and detail; talking about geniuses in history

Active vocabulary: to have a genius for, to show a sign of genius, an evil genius, exceptional, masterful, notable, outstanding, phenomenal, renowned, unique

Grammar revision: Conditional I

1. a. Read the dictionary entry below. The same word is missing in all the definitions and examples. Guess the word.

... is a person with a rare natural ability or skill, especially in a particular area such as science or art. For example:

1. *(an) artistic/creative/musical ...* [c or u];
2. *Einstein was a mathematical ...* [c];
3. *From the age of three, she showed signs of ...* [u]

Other meanings:

4. *She has a ... (= special skill) for raising money.* [u]
5. A ... can also be a person who has an especially bad influence over someone else.

The film was about an evil ... who wanted to control the world.

b. Answer the questions:

genius (*sing.*) – geniuses or genii (*pl.*)




Do you know anyone who showed signs of genius from a young age? Can you name any evil geniuses who wanted to control the world? What have you got a genius for?



2. a. Work in small groups. Make a list of people that can be called geniuses.

b. Look through the list of geniuses from a website. What countries do they come from? What historical periods?

Albert Einstein ['aɪnstam], **Nikola Tesla**, **Michelangelo** [ˌmɪkəl'ændʒələʊ], **Winston Churchill**, **Thomas Edison** ['tɒməs 'edəsən], **Sir Francis Drake**, **William Shakespeare**, **Wolfgang Amadeus Mozart** ['wʊlfɡæŋ æmə'deərəs 'məʊtsɑ:t], **Leonardo da Vinci** [li:ə,nɑ:dəʊ də 'vɪntʃi], **Galileo Galilei** [ˌɡælə'leɪəʊ ɡælə'leɪ], **Charles Darwin**, **Sir Isaac Newton** ['aɪzək].

c.    Listen to the descriptions of the people's achievements. Write down their names in the order you hear information about them.

d. The word combinations below describe the geniuses in ex. 2b. Work in pairs. Decide who each description refers to.

Advanced thinker, brilliant physicist, exceptional composer, famous politician, gifted inventor, great thinker, intelligent man, legendary astronomer, masterful painter, notable painter, outstanding politician, phenomenal painter, powerful man, renowned inventor, smart individual, the greatest writer, unique individual, phenomenal scientist, gifted inventor.

e.   Listen again and check.

3. a. Match the words with the definitions.

- | | |
|----------------|---|
| 1. advanced | a) famous |
| 2. exceptional | b) much greater than usual, especially in skill, cleverness, quality, etc. |
| 3. masterful | c) being the only existing one of its type or, more generally, unusual or special in some way |
| 4. notable | d) of a higher standard than is usual for others |
| 5. outstanding | e) excellent; clearly very much better than what is usual |
| 6. phenomenal | f) important and deserving attention, or important and very good |
| 7. renowned | g) extremely successful, often because of unusual qualities or abilities |
| 8. unique | h) very skilful |

b. Work in pairs or small groups. Use the words above to speak about one person who you consider to be No1 genius of all times.

4. a. Read the writing tip below. Is it a good piece of advice?

If you want to write a good essay or report, you should always try to use words that convey your meaning vividly but accurately. If you imagine your poor teacher at her desk reading “The book was interesting” a hundred times, you will probably decide to change your writing style. Skilful writing is not easy; one way to develop more interesting writing is to avoid tired or overused words. You probably know the meanings of many words, but you don’t use them in your speech or your writing. Read over the following sentence, for example: *The book was very interesting*. The word “interesting” is overused and you may want to explore other ways to convey the same message. For example: *The text was quite motivating. This work, which was actually one of Mark Twain’s first endeavours, was captivating*. Never forget that your teacher reads many, many papers. *Always* strive to make your paper special and not boring! If you want your paper to stand out from the others, use your words effectively.

b. Find examples of Conditional I in the text with:

1. a modal verb;
2. a Future Simple verb;
3. an imperative verb in the main clause.


c. Read about “tired words”. With your partner, find synonyms for them.

Some words are so overused they are just plain boring. You shouldn’t avoid these words altogether, you should take care to substitute them with more interesting words whenever appropriate. Some tired and overused words are: *bad, beautiful, big, fine, good, great, happy, interesting, look, nice, quite, really, said, so, very, well*.

d. Do the task suggested by the author of the writing tip.

... To exercise your vocabulary powers, try to think of alternate words for each tired word that appears in italics in the sentences below.

The Colocasia is a *big* plant with *lots of* leaves. The author used *funny* expressions. The book was supported by *many* sources.


5. a.  What verb form is used in the main clause of the Conditional I sentence below? Is it used a) to show a result; b) to give advice; c) to speak about a future probability?

If you want to be a genius, get motivated.

- b. Do you agree that motivation is important? Is it as important as talent? Is it more important than talent?

- c. Complete the advice with your own idea:

If you want to be a genius, ...

6.  Write about somebody you consider to be a genius. Use as many new words and phrases from the lesson as you can. Try to avoid "tired words".

LESSON 3. To be or not to be like Leonardo?

Communicative area: discussing the merits and demerits of a genius, listening and reading for gist and detail

Active vocabulary: quest, to question, fad, polymath, to procrastinate

Grammar revision: Conditional II

1. Leonardo da Vinci was an ultimate Renaissance man. Was he

- | | |
|---------------------|------------------|
| a) a scientist, | g) a sculptor, |
| b) a mathematician, | h) an architect, |
| c) an engineer, | i) a botanist, |
| d) an inventor, | j) a musician, |
| e) an anatomist, | k) a writer? |
| f) a painter, | |

2. a. Brainstorm adjectives that can describe a genius. Write them up on the board.

b. Read the article and choose the adjectives from your list to describe Leonardo. Explain why you think so.

Polymath – a person of wide knowledge and learning.



Da Vinci decoded

Want “to break the Da Vinci Code”? Take the following steps to become a **polymath**.

Developing your curiosity. Great minds have one characteristic in common: they always ask questions. Leonardo’s **quest** for truth and beauty clearly demonstrates this.

- Keep a journal. Write your ideas and thoughts there.
- Choose a theme and observe things according to it. For example, for the entire day, observe every type and instance of communication you come across.
- Practise freewriting. Write your thoughts and associations without editing them.

Finding proof. Wisdom comes from experience. Do the following:

- Check your beliefs. Review them and verify them through experience. Find friends who can give you different perspectives.
- Look at the advertisements in your favourite magazine and analyse the strategy and tactics they use. Choose those that affect you most and find out why.
- Find “anti-role models” to learn from. Whose mistakes would you like to avoid?

Using your senses. According to da Vinci, we can best find proof of our ideas through our senses, particularly sight.

- Write a detailed description of an experience, e.g. sunrise, in your journal.
- Learn how to describe a smell. Learn to draw.
- Listen to different sounds around you. Learn to listen to different intensity of sounds, from the softest (e.g. your breathing) to the loudest (e.g. traffic).
- Live in the moment. Practice mindfulness. Carpe diem! (from Latin – catch the day).

Studying the mysterious. An essential characteristic of da Vinci’s genius is his ability to handle a sense of mystery.

- Relate two opposites. For example, think about your happiest and saddest moments.

- Practise the Socratic method by asking questions, not giving answers. Don't assume that you or anyone knows anything for sure. **Question** every idea or theory.

Relating Art and Science. It is about “the development of the balance between science and art, logic and imagination”. This is thinking with the “whole brain”. Mind mapping is a powerful method that can help you combine logic and imagination in your work and life. The end result of mapping should be a web-like structure of words and ideas that are somehow related in the writer's mind.

Knowing your body and keeping fit. Leonardo had amazing physical ability that complemented his genius in science and arts. Here is how you could keep fit:

- Develop your physical fitness: do flexibility, strength and aerobic exercises.

- Develop body awareness. Study anatomy. Try yoga. Dance. Do some contact juggling. Strengthen the connection between body and mind.

- Leonardo could work with both his right and left hand and regularly switched between them. Cultivate ambidexterity by using your non-dominant hand for relatively simple tasks first, like brushing your teeth or eating your breakfast and later for writing.

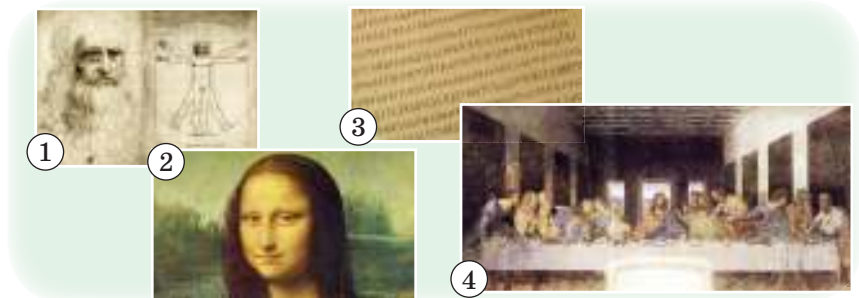
Making connections. One main source of Leonardo's creativity is his ability to ...

- link things that seem unrelated, e.g. geology and the Mona Lisa;

- think about how things originate. Take an object and think about what elements are involved in its creation and how.

Some other characteristics of Leonardo da Vinci that might be worth your attention are: charisma, generosity, love of nature, love of animals and the curiosity of a child.

c. Match the pictures below with the parts of the article.



d. Which piece of advice seems the most sensible? Which piece of advice would you find the most difficult to follow?

3. a. Match the highlighted words with the definitions.

- a) to express doubts about the value of something or whether something is true;
- b) a long search for something difficult to find; an attempt to achieve something difficult.





b. Use the words in bold in the questions below. Change the form of the words if necessary.

1. Do you know anyone who went to India on a spiritual ...?
2. Have you ever ... the usefulness of learning English?
3. Do you ever ... what your parents tell you?

4. a. Read the advice from a researcher who has got a different perspective on Leonardo. How are these tips connected with the personality of Leonardo? Make your predictions about the mistakes Leonardo might have made.

1. Don't **procrastinate**¹. Finish all the projects.
2. Communicate your ideas to others using standard notation.
3. Develop some long-term relationships.
4. Study basic maths even if you are an art student.
5. Do not over-engineer your inventions.
6. Avoid **fads**² in most things but especially intellectual pursuits.
7. Don't work for the military industrial complex.

b.   Listen to what the researcher has to say about Leonardo's negative qualities. Check your predictions. Is there any connection between the pictures in this lesson and what the researcher has said?

¹ to **procrastinate** – to keep delaying something that must be done, often because it is unpleasant or boring

² **fad** – a style, activity or interest which is very popular for a short period of time

5. Discuss in a small group:

1. Why do you think Leonardo used to procrastinate? Do you have a tendency to procrastinate?
2. What fad was da Vinci interested in? What is the latest fad among teenagers now?
3. What were the most important stages in Leonardo's long quest for truth, mystery and beauty?
4. Is it a good idea to question the greatness of such geniuses as Leonardo?

6. a. What does the question ask you about: a real or unreal probability?

If you could be a genius, would you want to be one?

What are the verb forms used in the question? What Conditional is it?

b. How would you answer the question? Discuss in small groups.

LESSON 4. Greatness

Communicative area: reading and speaking about great people in history

Active vocabulary: society, nurture; negative affixes – *anti-*, *dis-*, *il-*, *im-*, *in-*, *ir-*, *un-*; unsociable, immoral, dishonest, immortal, unbelievable, impossible

1. What is the role of great people in history? Discuss with your partner.

2. a. Read the information in the boxes. Work in pairs. Decide which of the opinions you agree with.

A. According to Scottish writer Thomas Carlyle, the history of the world is the biography of great men. By examining the lives of such heroes as Shakespeare, Luther, Rousseau and Napoleon, one could uncover something about one's own true nature.

B. The Great Man approach to history was most fashionable with historians in the 19th century; The Encyclopaedia Britannica Eleventh edition (1911) contains lengthy and detailed biographies of the great men in history, but very few general or social histories.

C. “Before a great man can remake his **society**, his society must make him”. Herbert Spencer said that explaining historical events by the decisions of individuals was an unscientific position, as “great men” were products of their social environment.

D. Leo Tolstoy said that the significance of great individuals is imaginary; as a matter of fact they are only history’s slaves, realising the decree of Providence.

E. Some scientists think that an individual (by the very fact of his existence, by his ideas or actions (or inaction), directly or indirectly, during his lifetime or after his death) may have such an influence upon his own or another society that can be recognised significant because of a noticeable mark (positive or negative) in history and in the future development of the society. It may happen because of his personal features, his social standing, or just because of chance or the peculiarity of the epoch.


F. Great people are special as they demonstrate endless possibilities of the human nature, stretch the limits of what humans can achieve in various spheres of activity. Their greatness can be given to them by nature, or it might be acquired with **nurture**. They display intellect, talent or willpower, diligence and persistence, optimism and love for life. They inspire others to follow their example and to aim for the impossible.

b. Guess the meaning of the words in bold. Match the definitions with the words to check your guesses.

a) a large group of people who live together in an organised way, making decisions about how to do things and sharing the work that needs to be done; all the people in a country, or in several similar countries;

b) the way in which children are treated as they are growing, especially as compared with the characteristics they are born with.



3. a.  Look at the underlined words in ex. 2. What prefixes do they have? How do these prefixes change the meaning of the adjectives? Go to page 211/227 for more information.

b. Match the adjectives from the list with the prefixes to make negative adjectives.

anti-, dis-, il-, im-, in-, ir-, un-



Responsible, competent, logical, honest, obedient, terrorist, democratic, religious, expensive, legal, smoking, satisfied, believable, comfortable, formal, practical, mortal, moral, correct, healthy, rational, sociable, regular, mobile, polite, convenient, patient.

c. Use some of the words above instead of their definitions. Answer the questions.


1. Do you think (not within society's standards of honest behaviour) and (not within society's standards of moral behaviour) people can become great men or women?

2. What made Shakespeare, Luther, Rousseau and Napoleon become (living or lasting forever, remembered for a long time)?

3. Do you think (hating meeting and spending time with other people) people can become really great? Why (not)?

4. Do you think it is (can't be done or achieved) for you to become great?

5. Will you find it (extremely surprising) to learn some twenty years later that one of your classmates has become a great person famous all over the world?

4. a.  Play the guessing game. Get a card from the teacher with information about a great person. Memorise it. Share it with the classmates (don't read, speak). Keep the name of the great person secret. Let your classmates guess. Note down the names of those who guess correctly. Ask them to keep their guesses secret as well.

b. Work as a class. Repeat the information you have on the card to the students. Say the name of the great person whose role you played. Check your guesses. What do all these people have in common? Vote for the greatest woman in history.

5. Discuss in pairs:

1. Do you think all these women were / are really great?
2. Why (not)? What traits do they have in common?
3. What makes them different?
4. Whose life seems to be the most unbelievable?
5. What played a major role in their life: nature or nurture?
6. What is the attitude to great people in the society?
7. Whose example would you like to follow? Why?

LESSON 5. Born or made?

Communicative area: discussing the role of various factors in the development of a genius; listening and reading for gist and detail

Active vocabulary: inattentive, poor (student), persistence, solid, upbringing, mischievous, mentor;
word-building: affixes *en-, un-, -ment, -tion, -ly, -al, -ive, -able*

Revision grammar: Future Continuous

1. a. Work individually. Solve the puzzle below.

What is the next letter in this sequence: W – I – T – N – L – I – T – ...? Choose a letter from below:

Q, W, E, R, T, Y, U, I, O, P, A, S, D, F, G, H, K, L, Z, X, C, V, B, N, M.

b. Compare with a partner. Check with the class.

c. Is the person who solved the puzzles the fastest a genius?

2. a. Do you think geniuses are born or made? Discuss in a small group.

b. Read the article on the topic. How does the article answer the question in ex. 2a?

Do they call you dumb? Do you hate school? It doesn't matter as you might be a genius, or, at least, a very creative

person. There are international chess masters that have below average IQs. Many natural-born geniuses end up as insurance salesmen because of their traumatic school experiences. The “absent-minded professor” isn’t just a cliché. Several of the most famous inventors and scientists, for example, are believed to have ADD (attention deficit disorder) traits. It means they were really **inattentive**. However, they were curious, playful and enthusiastic.

There is a ground-breaking palaeontologist – Dr Paul Sereno – who was considered to be a **poor** student. “I wasn’t reading in the second grade”, he said. “I couldn’t tell time in the third grade, and I nearly failed the school exam”. He was **mischievous** with rocks and took part in accidents involving knives and bikes. His interest in fossils started after he stole a book from the library. After a trip to the Museum of Natural History, he became “fascinated with stories of palaeontological expeditions”. “I could combine art, travel, science, adventure, biology, palaeontology and geology”, he remembered thinking. “Right then, I knew exactly what I wanted to be”. Since then, he’s led all sorts of expeditions and developed creative theories on how dinosaurs are related to each other.

It’s amazing how many of most creative and brightest scientists had slow starts at school. Albert Einstein had trouble at school. He was a notoriously poor student. It was only after a relative showed him how to play games with numbers and Albert was moved on to an alternative school that he began to do well. Still, he described himself as a “slow thinker” and had verbal difficulties. Nikola Tesla was also constantly in trouble as a child. Leonardo da Vinci had a great deal of trouble finishing projects. These people had the natural curiosity of children and a different way of thinking. Instead of linear thinking and remembering details, they are global thinkers who are good at picking up concepts, relationships, and they are good creative problem solvers.

So, are geniuses born or made? Examining closely even the most extreme examples – Mozart, Newton, Einstein, Stravinski – we could say that geniuses are made, not born. They say that there are three keys to success: hard work, **persistence** and a **solid upbringing**. All the people who got international fame usually worked with a high level **mentor**. Perfect practice

made them perfect. The genius status is achieved by putting in five minutes of extra work and 10 years of effort more than an average person does. A lot of people think that highly talented people can become good at anything fast, but study suggests that nobody was able to rise without having practised for 10 years. In classical music, it is more than 15–20 years before they start winning in competitions.

What's the conclusion then? Don't despair if you are considered to be a slow learner. Stay curious. Find something that fascinates you. And practise, practise, practise. Who knows? You might become another Einstein.

c. Complete the sentences with the words in bold:

1. A student who never or rarely gets good marks is considered to be a ... student. 2. A person who gives another person help and advice over a period of time and often also teaches them how to do their job is a 3. Behaviour of a child, which is slightly bad but not intended to cause serious harm or damage is called ... behaviour. 4. The way in which someone is treated and educated when they are young, especially by their parents, is their 5. A student who will not listen carefully is 6. If something is certain or safe; of a good standard; giving confidence or support, it is considered to be 7. Trying to do or continue doing something in a determined way is called

d. Work in pairs. Ask and answer the questions:

1. Are you attentive or inattentive? 2. Are you a good or a poor student? 3. Are you mischievous or well-behaved? 4. Do you have a good mentor? 5. Are you getting solid support from your parents in choosing your future occupation? 6. What, do you think, is more important: IQ, hard work, persistence or solid upbringing?

3. a. Do you know about any other geniuses or great people who had problems at school or who were slow learners?

b.   Listen to the life story of Edison. How does it relate to the article in ex. 2b?

c. Make new words by adding suffixes and prefixes from the box to the words in brackets to complete the sentences from Edison's story.

-ly, -ative, in-, un-, en-, -able, -al, -tion, -ment, -al, -ual



1. Even so, he was a ... child who used to annoy adults with his constant questions. (Talk)

2. Although young Al (as he was called in those days) was ... very gifted and must have had a very high IQ, one teacher called him "addled", which meant confused or stupid. (Certain)



3. He attended three different schools between the ages of seven to nine, and none of his teachers had the patience to deal with the mischievous and ... student. (Attentive)

4. The hero of Al's childhood was his mother, who pulled him out of school after the school master said Al was ... and became his mentor. (Teach)

5. Al was a scientist from a very early age, and his mother ... him. (Courage)

6. Her faith in his ... abilities was at odds with the rest of the world – even his father seemed to think that he was stupid. (Nature)

7. Al invented a way to transmit his hourly signal ... , and was fired when he was caught. (Automatic)

8. The invention, however, ... led him to develop the first automatic telegraph and the first clock ticker. (Event)

9. He was a businessman who was able to deal his ... , attract new capital, and motivate his employees. (Invent)

10. He said his success was 1% ... and 99% (Inspire, perspire)

11. Dozens of his inventions have been used for comfort and convenience, ... and (Communicate, entertain)

d.   Listen again and check.

4. a. Read the joke. Explain the humour.

If it wasn't for Thomas Alva Edison, we'd all be watching TV to the light of a candle.

b. Answer the questions:

1. What played a crucial role in Edison's life: hard work, persistence, solid upbringing, IQ, talent, a good mentor or something else?

2. Which of the factors above do you think are important for you on the way to success?

5. a. Look at the pictures. Explain the idea and the use of tenses.



Yesterday,
he was behaving
mischievously.



Today,
he isn't paying
attention.



Maybe in thirty years'
time, he'll be getting
the Nobel Prize.
Who knows?

b. What do you think you will be doing in thirty years' time?

LESSON 6. Renaissance polymaths?

Communicative area: discussing the qualities making a person a polymath; reading for gist and for detail, retelling

Active vocabulary: word-building: prefixes *inter-*, *post-*, *re-*, *co-*, *em-*; postmodern, to reprint, interplanetary, co-author, to embody

1. Look at the photos below. Put them into two groups and guess what the connection between the photos in each group might be.



2. a. Student A reads the article on Brian May – Student B – the article on Ray Bradbury. Checks their predictions.

Student A

Brian May, the founder of the legendary British glam rock band Queen, is keen on stars. Not Hollywood Walk of Fame stars, but the much larger, more beautiful ones.

Best known as Queen's lead guitar player, May wrote *We Will Rock You*, *Who Wants to Live Forever*, *I Want It All*; sang the bass parts on *Bohemian Rhapsody* and played that guitar solo on *We Are the Champions* — all hits people are still listening now. That success seems very small in the history of the universe, though.

Just as his band was starting to make some noise 50 years ago, May was studying astrophysics. After taking a 30-year break to live the life of a rock god, he has completed a dissertation on **interplanetary** dust and earned a doctorate from Imperial College.

His doctoral thesis examines the mysterious phenomenon known as Zodiacal light that appears in the western sky after sunset and in the eastern sky two or three hours before sunrise. Many people have thought it is the first sign of morning twilight.



A Persian astronomer who lived around the 12th century referred to it as “false dawn” in a poem. Astronomers now know that Zodiacal light represents reflected sunlight shining on space debris. Brian May has also **co-authored** a book with a title that could pass for a Queen song: *Bang! The Complete History of the Universe*.

During the interview with our reporter, May wore a long black coat, white sneakers and an electric Hawaiian shirt; his hair was a kinky black mass, so he managed to perfectly **embody** both rock ‘n’ roller and mad scientist. “I think music is about our internal life. It’s part of the way people touch each other. And astronomy is the very opposite thing. Instead of looking inwards, you are looking out, to things beyond our grasp”, he said.

May enjoys dividing his time between the observatory and the recording studio these days. Whether he’s inspecting stars or working on his new album, he likes being called “Dr May”. As a guitarist, he uses his home-built guitar, “Red Special”. He built it with his father’s help. Guess what? It’s one of the most incredible instruments ever made!

Once a fellow-astronomer told him on a TV programme: “I don’t know any scientist who looks as much as Isaac Newton as you do”. In 2005 Brian May was made Commander of the Order of the British Empire for “services to the music industry and his charity work”. The same year, he was also voted the 7th greatest guitarist of all time. Bravo, Brian! May long live May!

Student B

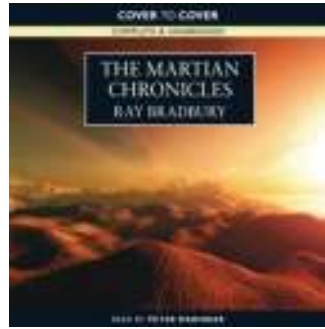
Ray Bradbury, who died aged 91, was the 20th-century American short-story writer. He was born in a small town in Illinois. In 1934 his family moved to Los Angeles, where he



lived for the rest of his life. He never travelled, much preferring a bicycle to a car, and usually avoiding aircraft. Bradbury lived quietly, but remained a much-loved writer throughout his long life. He wrote, “As a result of reading science fiction when I was eight, I grew up with

an interest in music, architecture, city planning, transportation, politics, ethics, aesthetics on any level, art ... it's just total!”.

Although he was also known for a few novels – principally *Fahrenheit 451* – as well as for children’s books, plays, screenplays and poetry, it was his short stories that made him famous, with his best-known collection



being *The Martian Chronicles*. His tales were **reprinted** in countless magazines and anthologies, including many school textbooks, making his name familiar to younger generations.

Surprisingly, Ray Bradbury was not only a visionary writer – he was also an architectural “imager” who influenced urban development. For better or worse, he was a key influence in two major urban trends of the past few decades: theme parks and shopping malls. His interest in theme parks came about through his friendship with Walt Disney.

The attitudes they shared were childhood nostalgia and futuristic utopianism, so, naturally, Disney invited Bradbury to consult on the 1964 World’s Fair in New York.

Bradbury thought deeply about the influence of our housing designs on how we live, not just as individuals but as a society. As a result, another Bradbury’s idea was to use giant shopping malls to save American cities from decay. He was recruited as a consultant by architect Jon Jerde – now one of the world’s leading mall designers – on some of his early projects. Bradbury advised on the **postmodern** Horton Plaza in San Diego and laid the foundation for the Glendale Galleria shopping centre in Los Angeles. He thought that the city did not have enough central meeting points, like, for example, the outdoor restaurants in Paris. In his opinion, these places should have enough tables and chairs for people to chat with their friends, and they should house restaurants, bookshops, cinemas and coffee shops surrounding what he called “the conversation pit”. He also noted that the area should be open until at least 11 p.m. because of our busy working schedules.

However, first and foremost Ray Bradbury was a science fiction writer. The things you can read about in his books are Martians, robots, dinosaurs, mummies, ghosts, time machines, rocket ships and carnival magicians. His work inspired writers and filmmakers like Stephen King, Steven Spielberg and James Cameron, and helped transport science fiction out of the pulp magazines into the mainstream.

b. Students A and B retell the facts about Brian May and Ray Bradbury to each other. Which of the two famous people is closer to a Renaissance man?

c. Work in pairs – Student A and Student B. Decide which of the two men – Brian May (BM) or Ray Bradbury (RB)...

- played the guitar;
- wrote books;
- was interested in space;
- was connected with California;
- helped design American shopping centres;
- was friends with Walt Disney;
- was friends with Freddie Mercury;
- took part in creating theme parks;
- looked like a famous scientist;
- did a lot of charity work;
- didn't like flying by plane;
- wrote a PhD in astrophysics;
- composed famous songs;
- inspired science fiction writers;
- made a musical instrument for himself;
- thought reading was important.

3. a. Match the definitions below with the words in bold.

1. popular in the 1980s and 1990s and including features from several different periods in the past or from the present and past; 2. between planets; 3. to print again; 4. include, show or represent in behaviour; 5. to write/create together with someone.

b. Which of the prefixes in the words in bold means...

Between; again, after, together, provide.

c. Add prefixes from ex. 3b to the words in the box to make words with the following meanings:

active ♦ activate ♦ address ♦ appear ♦ exist ♦ graduate
 ♦ power ♦ script ♦ national ♦ operate ♦ continental

1. designed to involve the user in the exchange of information while the computer is in operation; 2. between continents; 3. involving more than one country; 4. a student who has already obtained one degree and is studying at a university for a more advanced qualification; 5. a short remark or message added to the bottom of a letter after you have signed your name, usually introduced by the abbreviation PS; 6. to bring or come back into action or use; 7. to return after a period of time; 8. to give (someone) the official or legal authority or the freedom to do something; 9. to write a different address because the person for whom it is intended has moved to another place; 10. to live together at the same time or in the same place; 11. to act or work together for a particular purpose, or to help someone willingly when help is requested.

d. Give more examples of words with the prefixes *inter-*, *post-*, *em-*, *co-*, *re-*.

4. Can you call Ray Bradbury and Brian May Renaissance polymaths? Why (not)?

LESSON 7. Business geniuses

Communicative area: discussing business geniuses; reading and listening for gist and detail

Active vocabulary: entrepreneur, conventional

Grammar revision: Conditional III

1. Work in pairs. Write a definition for a “business genius”. Share and compare.

2. a. Read the article on the topic. What qualities should a business genius possess?

What is a genius? A 17th century English poet wrote: “Genius is above correctness”. A genius is able to ignore **conventional** ideas about what’s possible and to ... dream. By realising their dreams, geniuses succeed in redefining of what’s possible.

In 17 December, 1903, the Wright brothers made their first flight. It lasted 12 seconds. On 12 April, 1961, Yuri Gagarin orbited the Earth. If it hadn’t been for the Wright Brothers, Gagarin probably wouldn’t have made his flight. Within less than six decades, humanity had gone from never having flown, to sending a man into space.

So, what does a business genius look like? Steve Jobs, the Apple founder seems to be the best example. Mr Jobs wasn’t conventionally smart. His success highlights an interesting difference between intelligence and genius. His imagination was instinctive, unexpected, and, at times, magical. It was brought about by intuition, not analytical powers. For him, experience was more important than analysis. He didn’t study data or numbers, he could guess what lay ahead.

How is the genius different from the dreamer? It is not enough to have new ideas. They have to be put into practice. Steve Jobs didn’t have the idea for the PC, but he realised that the PC needed to be much more user-friendly than his competitors’ computers were. The Macintosh was small, cute and easy to use. Just as Apple’s music players, phones and tablet computers. Apple wasn’t the first into these markets, but its product seemed to be the best one out, embodying the unity of perfect form and easy function.

So, a genius isn’t necessarily the smartest person in the room, but the one with the imagination and persistence to translate a smart idea into the best product. It’s someone who believes they are right when everyone around them is calling them a fool. A successful **entrepreneur** doesn’t have to get a million-dollar small business idea, but they have to turn the idea into a million dollars.

To become a successful entrepreneur, you need to believe in yourself even when the so-called experts tell you you’re doomed to fail. You need the ability to think “What if?” and

be smart enough to know how to achieve your dream. A good entrepreneur, like a genius, is a dreamer who's prepared to get things done.

b. Use the context to guess what the words in bold mean.

Conventional – a) negative and reactionary; b) common and traditional; c) revolutionary and unreal.

Entrepreneur – a) someone who obtains money by deceiving people; b) a person who has at least 1 000 000 000 in any country's money, or who owns buildings or possessions worth this amount; c) a person who attempts to make a profit by starting their own company or by operating alone in the business world, especially when it involves taking risks.



c. What do you think is the author's attitude to successful entrepreneurs?

3. a.  Find an example of Conditional III in the article.

b.  Complete the question with Conditional III forms:

If you (meet) Steven Jobs when he was young, you (agree) to work with him?



c. Discuss the question with your classmate. What other geniuses of the past would you have liked to work with?

4. a. Can you name any world-famous entrepreneurs with unconventional ideas?

b. Read the article and check if any of the names you have mentioned appear in the text. Look the unfamiliar words up in a dictionary.

Time magazine's article on "business geniuses" is full of admiration for entrepreneurs the USA has had in the last century, with business people replacing thinkers and poets as national icons. Among the names are Henry Ford, Walt Disney and Bill Gates.

Are they real heroes, or just dubious icons of dubious achievements of this century? Henry Ford gave us the automobile, and with it pollution, global warming, suburban sprawl, oil drills and spills, the paving of millions of acres of good land, and 40,000 traffic fatalities each year. Walt Disney offered us shallow entertainment and the mickeymousification of world culture, while sending millions of families on pilgrimages to Disneyland parks and shopping malls. Bill Gates engineered a monopoly in PC products, only to divert our attention from Ford-Disney products and distract ourselves with video games, virtual reality, and endless chitchat. All of them seem to be wasted genius. They are not as useful to humanity as a good bicycle mechanic is.

Yet, business turns into a new religion. The young no longer admire Albert Einstein or Leonardo da Vinci. New idols appear – Google’s Sergey Brin, Facebook’s Mark Zuckerberg and SpaceX’s Elon Musk. Should we play by the new rules and call them geniuses, or should we possibly think of a new definition of the word ‘genius’?

c. What is the attitude of the author to business geniuses?

5. a.   **Listen to the news item. Answer the questions below.**

1. What kind of prize has been set up?
2. How big is the prize? How does it compare with the Nobel Prize?
3. Why was the prize established?
4. What made Yuri Milner decide to set up the prize?
5. Who sponsors the prize together with him?
6. What was the recipients’ reaction to getting the prize?

b. What would you do if you received such a prize?

c. What is the attitude of the news item’s author to business geniuses?

6. Fill in the words making them plural or negative, if necessary. All the words will be used more than once.


entrepreneur ♦ conventional ♦ dubious

1. He has been associated with some ... characters. 2. ... in their country are discouraged from investing into the economy by very high taxes. 3. They're such a/an ... family – they must have been horrified when their son died his hair green. 4. As an architect, I find him very dull and ... – he's not prepared to try anything new. 5. Alternative medicine can sometimes provide a cure where ... medicine cannot. 6. He was one of the ... of the nineties who sometimes made their money in illegal ways. 7. These conclusions are ... and not scientifically proven. 8. They have a/an ... attitude to marriage and lead quite separate lives.

7. a. What is your attitude to business geniuses? Discuss the questions with a partner.

1. Where is it easier to generate unconventional ideas: in literature, art, science or business? 2. Do you agree that people like Henry Ford, Walt Disney or Bill Gates are dubious icons? 3. Do you think entrepreneurs like Steve Jobs, Mark Zuckerberg, Sergey Brin, Bill Gates and Elon Musk should become new heroes? Why? Why not?

b. Compare your ideas with the class.

c.  **Use the Internet to find out about the charity work of the businessmen mentioned in the lesson. Get ready to report your findings in the next class.**

LESSON 8. The great people of Belarus

Communicative area: listening for detail, talking about the great people of Belarus

Active vocabulary: ancestor, descendant, prominent, to endure, hardship, legacy, to have an impact

1. What do these people have in common?

1. Francysk Skaryna, 2. Harrison Ford, 3. Scarlett Johansson, 4. Kirk Douglas, 5. Louis B. Meyer, 6. Larry King, 7. Tadeusz Kosciuszko, 8. Ralph Lauren, 9. Chaim Weizman, 10. Ignacy Domeyko, 11. Marc Chagall, 12. Michal Kleofas Oginski, 13. Sophia Grojsman, 14. Steve and Liv Tyler, 15. Pavel Sukhoi, 16. Olga Korbut, 17. Gwyneth Paltrow, 18. Barys Kit, 19. Isaac Asimov.


2. a. Check your memory or your intuition. With your partner, match some of the people in ex. 1 with the words and phrases below:

a) Metro Goldwyn Mayer film studios, b) a mountain in Australia, c) The Louvre, d) the first Belarusian Bible in print, e) Oscar, f) Black Widow, g) Spartacus, h) Indiana Jones and Star Wars, i) Aerosmith rock band, j) the Lord of the Rings, k) “Sparrow from Minsk”, l) a nose – a world-famous perfumer, m) a famous radio host, polonaise “A Farewell to Homeland”, o) a citizen of Chile, p) aerospace engineer and aircraft designer, q) robotics, r) First President of Israel, men’s clothing.

b. Match some people in ex. 1 with the pictures below. Talk about the way these names, phrases and people might be connected.





3. a.   Listen to the conversation about famous Belarusians. Check your ideas in ex. 1 and 2.

prominent = outstanding, notable, important 

b. Who of the people in ex. 1.

1. was / is a **prominent** painter / writer / athlete / scientist, actor / politician / composer / perfumer / musician / designer / inventor;
2. made a contribution in the field of geology in south America;
3. made a fortune in Hollywood;
4. made research connected with rockets;
5. worked in many fields;
6. worked in the area related to the world of fashion;
7. has actors as colleagues;
8. achieved worldwide fame;
9. made printed books available in Belarus;
10. wrote about robots;
11. was a co-creator of something;
12. has had / had unbelievable success;
13. embodies / embodied Hollywood;
14. contributed to the development of journalism.

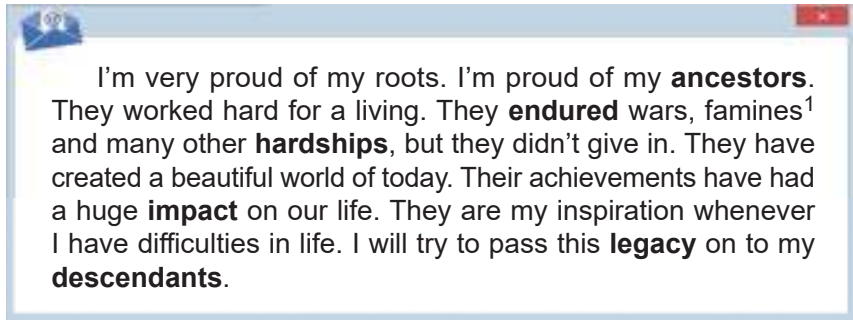
c.   Listen again and check yourselves.

4. a. Look through the list of other prominent Belarusians of the XXth and 21st centuries. Why can they be an inspiration for young people today?

1. Vasil Bykau – a war novels writer, playwright and essayist.
2. Svetlana Alexievich – a Nobel Prize winner in Literature (for her polyphonic writing about suffering and courage).
3. Piotr Klimuk – the first Belarusian cosmonaut.
4. Alexander Medved – an Olympic and World champion, the best freestyle wrestler of the 20th century.
5. Arkadi Dobkin – a major American entrepreneur of Belarusian origin, President of EPAM systems.

b. Who would you like to add to the list of prominent Belarusians? Why? Talk with your classmate. Compare with the class.

5. a. Read the comment from a website. Match the words in bold with their definitions.



1. something that makes life difficult (lack of money, etc.); 2. to remain alive and continue to exist for a long time; to be in a difficult situation for a long time without complaining; 3. someone who is related to a person who lived a long time ago, or to a family, group of people that existed in the past; 4. a member of your family who lived a long time ago; 5. something that happens or exists as a result of things that happened at an earlier time; 6. have effect or influence on something or someone.

b. Complete the questions with the words from the lesson.

1. Do you know a lot about your ...? 2. What ... has our country experienced? 3. What famous writer described the hardships Belarusians ... during World War II? 4. What kind of ... did the last war have on Belarus? 5. What kind of ... are we leaving to our descendants? 6. If you had to leave a time capsule for our ... to open in 500 years, the names of which prominent Belarusians would you include? 7. If you had to choose the most ... Belarusian of all time, who would you choose?

c. Can you say the same words (see ex. 5a)?

¹ **famine** – ГОЛОД / ГОЛАД

6. Find information about one of the famous Belarusians. Prepare a mini-presentation about them. Include the following:

- where in Belarus they came from;
- what the most fascinating facts of their biography are;
- how important their contribution is;
- what kind of impact they have made on people's daily lives;
- how much of an inspiration they are for you?

LESSON 9. Maxims

Communicative area: reading for detail; planning for a project

1. a. Unjumble the two words: AIHPSORM, QOOTTUIAN.

b. Read the definitions below. Match them with the concepts from ex. 1a. What is the main difference between them?

a) a short, cleverly phrased saying which is intended to express a general truth, a maxim;

b) a phrase or short piece of writing taken from a longer work of literature, poetry; or what someone else has said.



c. Which of the two sentences below is an aphorism, which – just a quotation?

No great genius has ever existed without some touch of madness.
Socrates

In historic events, the so-called great men are labels giving names to events, and like labels they have but the smallest connection with the event itself.

Leo Tolstoy

d. Do you agree with the ideas of the great people in ex. 1c?

2. a. Match the quotations with the names of the great or famous people from this unit.

- | | |
|--------------------|----------------------|
| a) Brian May | g) Walt Disney |
| b) Henry Ford | h) Isaac Newton |
| c) Steve Jobs | i) Mark Zuckerberg |
| d) Coco Chanel | j) Leonardo da Vinci |
| e) Bill Gates | k) Sergey Brin |
| f) Albert Einstein | |

1. My favourite things in life don't cost any money. It's really clear that the most precious resource we all have is time.

2. If you think your teacher is tough, wait until you get a boss... Life is not divided into semesters. You don't get summers off, and very few employers are interested in helping you find yourself.

3. Obviously everyone wants to be successful, but I want to be looked back on as being very innovative, very trusted and ethical and ultimately making a big difference in the world.

4. All our dreams can come true if we have the courage to pursue them.

5. The difference between stupidity and genius is that genius has its limits.

6. Astronomy's much more fun when you're not an astronomer.



7. If I have seen further than others, it is by standing upon the shoulders of giants.

8. Life well spent is long.

9. If you think you can, or you think you can't, you're right.

10. Success is often achieved by those who don't know that failure is inevitable.

11. By giving people power to share, we're making the world more transparent.

b.   Listen and check your guesses. Which of the quotations above would you call aphorisms?

c. Discuss the meaning of the quotations with a partner. What do these quotations say about their authors?

3. a. Read the quotations. Fill in the missing words from the box.

solving ♦ goal ♦ curiosity ♦ questioning ♦ wonderful
 ♦ progress ♦ irreplaceable ♦ passing ♦ bridges

1. In order to be ... one must always be different. Coco Chanel
 2. I despise the Lottery. There is less chance of you becoming a millionaire than there is of getting hit on the head by a ... asteroid. *Brian May*

3. We build too many walls and not enough *Isaac Newton*

4. Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop *Albert Einstein*

5. We keep moving forward, opening new doors and doing new things because we are curious and ... keeps leading us down new paths. *Walt Disney*

6. Solving big problems is easier than ... little problems. *Sergey Brin*

7. Being the richest man in the cemetery doesn't matter to me. Going to bed at night saying I've done something ... , that's what matters to me. *Steve Jobs*

8. I think a simple rule of business is, if you do the things that are easier first, then you can actually make a lot of *Mark Zuckerberg*

9. Obstacles are those frightful things you see when you take your eyes off your *Henry Ford*

b. Compare with your partner. Discuss any differences that you have. Argue your point of view.

c.   Listen and check your answers.


d. Choose three quotations which you like best. Compare the results with your partner's.

e. Share with the whole class. Which quotation is the most popular one?

LESSON 9. Collection of aphorisms

Project

BEFORE THE PRESENTATION LESSON

-  Use the Internet or the library to make a collection of aphorisms.
- Create a booklet of your favourite aphorisms. Put them into groups according to the topic / author / message.
- Add pictures, drawings, portraits of the authors. Use different colours and fonts.
- Choose several aphorisms you like best. Think of a task for your classmates based on these quotations. You can look through your course book for inspiration.
- Type up the task and make multiple copies for your classmates.

IN THE PRESENTATION LESSON

- Play the role of a teacher. Explain what task your classmates have to do.
- Allow your classmates some time to fulfil the task.
- Check the results. Think of a reward for the best answer(s).
- Vote for the best booklet and the best task based on aphorisms.

LESSON 10. Culture corner. Tata

Communicative area: discussing a great person's biography, listening and reading for detail

- a. Work in pairs. Answer the questions.**

1. How old are you? 2. What important things have you done so far? 3. Have there been any interesting events in your life? 4. What do you think you will be doing when you are twenty-seven? 5. Do you think you will have done a lot by that time?

b. The pictures below illustrate news items from 1990. Guess the story behind them. The number twenty-seven plays an important role in the story.



1



2



3

c. Read the news item. What does it tell you about the person in the news? How do you think he was feeling?

11 February 1990. Freedom for Nelson Mandela

Nelson Mandela, the leader of the movement to end South-African apartheid, has been freed from prison after twenty-seven years...

d. Match the captions with the pictures.



- a) Nelson Mandela graffiti by Thierry Ehrmann in the Abode of Chaos museum, France;
- b) The flag of South Africa, adopted in 1994;
- c) Nelson Mandela's prison cell on Robben Island.

e. Have you heard about the man in the news? What do you know about him?

2. a. Read the questions from a radio programme on Nelson Mandela. Put them in a logical order.

1. What education did he get?
2. How did Mandela get to jail?
3. When and where was he born?
4. How was South Africa ruled?
5. What was apartheid?
6. How did he become President?
7. How did the world honour Mandela?
8. Who is Nelson Mandela?
9. What job did he choose?
10. What was the ANC?
11. What was Mandela's role in doing away with apartheid?
12. How did he get out of prison?

b.   Listen to the programme to check yourselves.

c.   Listen again and take notes of the answers. Compare with your partner. What surprises you most in Mandela's life story?

3. Read the amazing facts about Nelson Mandela. Which of them is the most amazing to you? Share with your classmates.

Amazing Nelson Mandela facts

1. Mandela has a species of spider, a nuclear particle (the "Mandela particle"), a prehistoric woodpecker (*Australopicus nelsonmandelai*) and an orchid (*Paravanda Nelson Mandela*) named after him.

2. A statue of Nelson Mandela stands in Parliament Square, London. In prison and afterwards Mandela got up early, at 4.30. He began each day with exercises.

3. Nelson Mandela received honorary degrees from more than 50 international universities worldwide.

4. Mandela was an honorary member of Manchester United.

5. He was the first living person to be made an honorary Canadian citizen in 2001, the last ever Lenin Peace Prize winner.

6. Nelson Mandela's favourite breakfast was plain porridge, with fresh fruit and fresh milk.

4. a. Choose a Nelson Mandela's quote which you think is the best. Explain your choice. Compare with your classmates.

1. It always seems impossible until it's done.

2. The greatest glory in living lies not in "never falling", but in "rising every time we fall".

3. Do not judge me by my successes, judge me by how many times I fell down and got back up again.

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

5. If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language – that goes to his heart.

6. If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner.

7. No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

b. Find examples of Conditionals in the quotes. Translate them into your language.

5. a. Which words from the active vocabulary list for Unit 7 can be used to speak about Nelson Mandela?

Genius, to have a genius for, to show a sign of genius, an evil genius, exceptional, masterful, notable, outstanding, phenomenal, renowned, unique, quest, to question, society, to procrastinate, nurture, inattentive, poor, persistence, solid, upbringing, mischievous, mentor, unsociable, immoral, dishonest, immortal, unbelievable, impossible, interplanetary, co-author, to embody, entrepreneur, conventional.

b. Work in pairs. Take turns to use one of the words from the list to recall a fact about Nelson Mandela.

LESSON 11. Speaking corner. Debate

1. a. Look through the list of topics for a debate.

There are no women geniuses in the history of the humanity.

Artificial Intelligence (AI) will replace geniuses.

Geniuses are born, not made.

All geniuses are mad.

b. Which of the debate topics...

1. is the most controversial?
2. is the easiest to discuss?
3. is the most difficult to discuss?
4. needs a lot of preparation?
5. doesn't need much preparation?

2. Read the rules of debates. Fill in each gap with one word.

Two teams are going to argue against (1. ...) other. Team 1 is in favour of the statement. Team 2 is (2. ...) it. The members of the teams get some time to prepare. They should make a (3. ...) of arguments to support their view. It is also a good idea to predict the arguments the (4. ...) team may present. Each team then decides who is going to present which argument and in which order. Each member of the (5. ...) is supposed to speak at least once.

Teams argue their cases by a) presenting their arguments; b) rebutting the arguments of the (6. ...) team; c) summarising their position. The affirmative side is the first to speak up. Then follows the response from the (7. ...) side. It is (8. ...) allowed to interrupt the speaker. The audience are not allowed to participate in the debate.

Round 1

Both teams present their arguments. Each speaker is given two (9. ...) to speak. When the time runs out, the speaker is supposed to close their speech or be stopped. The team members are supposed to note down the other team's (10. ...). The teams have two minutes to prepare the rebuttal of their opponents' (11. ...).

Round 2

Both teams rebut their opponent's arguments and prepare the summary of their (12. ...).

Round 3

The teams summarise their views and make final comments. The teacher asks the audience / the judges if they have been convinced by the teams' arguments. The audience / the judges are invited to (13. ...) with a show of hands.



3. Hold a debate.

LESSON 12. Progress check

7

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.

Be as great as Aesop

No other ancient Greek author has been read, translated, adapted, printed or illustrated more than Aesop. Who was Aesop? Did he even exist?

Aesop is the name of an ancient fabulist. Legend has it that Aesop lived in the sixth century BC in Samos, a Greek island. Some researchers say that he was originally from Ethiopia. Biographers describe him as an ugly, deformed dwarf¹. Aesop was born a slave, and in his lifetime two different masters owned him before he became a free man. One of his masters gave him freedom as a reward for his wit and intelligence. As a free man, he travelled a lot telling his fables along the way.



The citizens of Delphi thought that Aesop had been giving them bad publicity, so they set a trap for him putting a golden bowl in his baggage. He was caught as a thief and condemned² to death by being pushed off a cliff. Nowadays, nobody knows the names of those who killed him, but the name of Aesop is familiar to millions.

Each of Aesop's fables has a moral. Many of the morals, sayings and proverbs featured in Aesop's fables are well-known today. Two prominent fabulists – Jean de La Fontaine from

¹ **dwarf** – карлик / карлік

² **condemned** – осужден / асуджаны

France and Ivan Krylov from Russia – both borrowed ideas from Aesop’s fables.

Aesopian language is a special type of allegorical writing used in literature, criticism, and journalism at times when literary activity is denied freedom of expression. The Russian press between the late 18th and the early 20th century used this technique as a reaction against oppression of freedom. Allegorical fairy-tale descriptions were typical of M.E. Saltykov-Shchedrin and were later used by M. A. Bulgakov, K. Čapek, and other renowned authors of various genres. Here is a fable by Aesop to illustrate the point.

The Lion and His three Councillors

The Lion called the Sheep to him to ask her if his breath smelled. She said yes, and he bit off her head for being a fool. He called the Wolf and asked him as well. The Wolf said no, and the Lion tore him to pieces for being a flatterer¹. Finally, he called the Fox and asked him the same question. However, the Fox apologised profusely² and told the Lion he had somehow caught a cold and could not smell.

Wise men say nothing in dangerous times.



2. The article offers an example of Aesop’s fable followed by a moral. Read it aloud.
3. What facts from Aesop’s biography do you find surprising?
4. What kind of legacy did Aesop leave for his descendants?

¹ **flatterer** – льстец / ліслівець

² **profusely** – обильно / шчодра

II. LISTENING

1.   Listen and answer the questions.

1. What are the paradoxes of Vladimir Muliavin's biography?
2. What is Muliavin's contribution to Belarusian culture?
3. How is Vladimir Muliavin remembered in Belarus?



III. SPEAKING

1. What can you tell me about the role of the individual in social development?
2. Do great people have impact on history?
3. Ask me about the great people of English-speaking countries.
4. What advice can you give me on how to become a polymath?
5. If you were to name the greatest person in the history of Belarus, who would it be and why?

UNIT 8



MASS MEDIA

LESSON 1. What is mass media?

Communicative area: exploring and explaining what mass media is

Active vocabulary: the (mass) media, multimedia, reach, outreach, influence, credibility

1. a. Read the definitions of the words.

The mass media are different sources of information about various aspects of life in society, such as newspapers, magazines, radio, television and the internet. The mass media reaches a lot of people and influences them.

the (mass) media ['mi:diə] (*Br. E.*) / (*mass) media* (*Am. E.*) – (n., pl. of medium, *countable*) [singular or plural verb], e.g.: *The news media are discussing the news of the government. The media plays a significant role in shaping people's opinions.*

Multimedia means using video, audio and images in addition to texts in digital products, e.g. in presentations, on web sites, in online newspapers, etc., which are on a screen.

Reach somebody (*v., tr.*) – to come to somebody's attention.

Influence somebody/something (*v., tr.*) – to change the development of somebody or something without any order or force.

Credibility (*n., uncount.*) – someone's quality that makes other people believe them.





b. Check if you remember the words below.

(The) media is closely connected with a few other words: communication, communications, means of communication, communicate something.



c. Explain what mass media is. Work in pairs.

2. a.   Listen and read the text about mass media and explain the meaning of the words *in italics*. Be ready to mention at least 5 facts about mass media. Work in pairs.

Mass media is used to *communicate* ideas, thoughts, or to inform people about different events and news in all spheres of life. *Transmitting* information is possible with the use of modern *means of communication*. Throughout history *means of communication* appeared as a result of advancing technologies, from pigeon post thousands of years ago to print and to the greatest inventions of the 19th – 21st centuries, such as the telegraph and the telephone, the radio and TV, text messaging and the Internet.



The Internet revolutionised our life. It appeared in the 1970s in the United States, and it became known and available to general public in the early 1990s. At the beginning of 2020, about 4.5 billion, which is more than a half of the world's population, were Internet users. The Internet gave rise to the development of new forms of distance *communication*: LinkedIn – 2002, MySpace – 2003, Facebook – 2004, YouTube – 2005, Twitter – 2006, Instagram – 2010, Zoom Video Communications – 2011. In 2020 Zoom's daily online meetings participants were over 300 million.

It's obvious that the 21st century saw a real boom in developing various social networks, podcasts, blogs and vlogs, and a variety of platforms for distance learning, both national and international. These new forms of *communication* make it

possible for any person in the world to create their own content and place it on different websites, including their own.



Despite huge amounts of information on the Internet, the role of traditional *mass media* is still significant in *influencing* people's minds and behaviour. At the same time, *the mass media have adapted to the requirements of the new reality* and every newspaper,

radio station or TV channel have moved their presence to the Internet to *increase their outreach* through web sites, apps and podcasts. Online newspapers take advantage of *multimedia* possibilities, including not only images, but audios and videos as well.

At the core of the *media* is storytelling. Stories are told by correspondents, journalists, writers, show masters and show guests, scientists, podcast hosts, etc. Though mass media has interactive formats, such as interviews, talk shows, commenting on pieces of news, videos, social network posts, it is the author of the story who *influences* the minds of readers or listeners most of all. So, *credibility* becomes issue number one in mass media, which is two-sided: credibility of the *source of information*, and credibility of the storyteller.

b. Add the new facts about mass media to what you already know. Work in groups of three. Whose story about mass media is the most detailed?


3. a. Look through the information about reading newspapers. What's the key point of the given information?

The data of Pew Research Centre show that digital newspapers are leading sources of information. Newspapers remain relevant in today's internet age. In 2020, 26% of US grown-up population got news from digital newspapers, news apps and websites, 11% named social media as the main source of information, and only 5% read print newspapers.

b. Do brief research in your class to see the tendency. Choose one main source of information for you:

TV **Most often** news website radio
 digital newspaper SOCIAL MEDIA NEWSPAPER APP
 print newspaper *I get news from*

c. Collect the answers from each student to see the preferred sources of information.

4.  What is your favourite media? Why? Write 10–12 sentences to answer this question.

LESSON 2. What's in a newspaper and mass media?

Communicative area: exploring and describing the contents of a newspaper and expressing personal attitude to different types of information

Active vocabulary: article, front page, editorial, feature, op-ed, advertisement, announcement, headline, news hook; (the) news, crime; financial

1. Read the statistics and share your opinion with your classmates.

1. Why are newspapers so popular?
2. What would the world be without news?
3. What information can you find in a newspaper?

Looking at the contents of newspapers we can say that the type of information presented in other sources of mass media will be just the same, because mass media grew from the roots of newspapers. The first newspapers appeared in the late Middle Ages in Germany. It was a newsletter of a trading family, and it contained information about goods and services and their prices. Newspapers with political news, both local and international

appeared in Western European countries from 1605 in Belgium till 1661 in Poland, including Switzerland, England, France, Denmark, Italy and Sweden in between.

Today newspapers all over the world have high numbers of circulation, but there are shifts in print newspapers circulation due to the development of the Internet. For example, the Wall Street Journal, the largest newspaper in the United States, had a circulation of about 3,086 million copies (including 0.754 million print copies and nearly 2,256 million online subscriptions as of December 2020).

Top UK daily newspapers include the Sun (2,279,492 copies), Daily Mail (1,821,684) and Daily Mirror (1,032,144). (Newspaper Circulation Figures Based on March 2013 ABC National Daily Newspapers Report).

2. a. Complete the information about newspaper contents using the correct words.

weather ♦ a lifestyle section ♦ news ♦ an entertainment section ♦ a health section

A newspaper contains:

1. **front-page articles – editorials, feature articles, op-eds;**
2. ... – news about world events (foreign news); news about national events and local events (home news): political, economic, business, **financial**, cultural, sports, science and technology, music, **crime**;
3. – stories about ..., short-term and long-term forecasts;
4. ... – travel, fashion houses, eating out, cooking, hobbies and pastimes, cars information about cars and advice columns;
5. ... – science, medicine, fitness and nutrition, mental health (mind) and physical health (body);
6. ... – TV and radio guides [gaidz], film (*Am. E.* movie) reviews, book reviews, comics, puzzles, stories, poems, novels;
7. **advertisements (ads)** – classifieds ['klæsɪfaɪdz] (e.g. jobs, sales), displays, about concerts, plays;
8. **announcements** – about births, marriages, deaths.

b. Guess the meanings of the words in bold, using the definitions below.

Article (*n., count.*) ['ɑ:tɪkl] – a piece of writing about a particular subject that is published in a newspaper or magazine (or on an internet site).

Editorial (*n., count.*) [ˌedɪ'tɔ:riəl] – a leading newspaper article (US), or a leader in the UK, in which editors of newspapers give the paper's opinion on the most important news or subject.

Feature (*n., count.*) ['fi:tʃə] – a newspaper or magazine article that concentrates on a particular, special subject.

Op-ed adjective, mainly American [ˌɒp 'ed] – an op-ed piece of writing is the one that expresses someone's opinion and is printed on the page opposite the editorials (=articles giving the newspaper's official opinions).

News (*n., uncount.*) [nju:z] – information about recent events that is reported in newspapers, on television or radio, and the internet.

The news – a television or radio broadcast that gives you information about recent events, read by a newsreader.

Financial (*adj.*) [faɪ'nænʃl] – involving money.

Crime (*n., count.*) [kraɪm] – illegal activities.

Advertisement (*ad*) (*n., count.*) [əd'vɜ:tɪsmənt] – a short film on television or short article on radio that is made to persuade people to buy something.

Announcement (*n., count.*) [ə'naʊnsmənt] – a short statement in a newspaper, often about a birth, death, or marriage.



c. Close your books and play a memory game “What's in a newspaper?”

3. a. Look through the headlines and news hooks of newspaper articles. What section do they refer to?

Headline (*n., count.*) ['hedlɪn] – the title of a newspaper story that is printed in large letters.

News hook – a short piece of information, a catchy introduction sentence that is intended to attract the readers' attention.



How to foster compassion¹ in children

Are the ideas on offer to reform America's schools really the best we can come up with?

Nigeria takes steps to develop infrastructure

Nigeria, the most populated country on the African continent, offers plenty of opportunities for international investment.



The brain mechanism behind your inner voice

How can we "hear" ourselves speak even when we are not speaking aloud? Research published this month suggests that the same mechanism [ˈmekə,ɪnɪz(ə)m] that means we cannot tickle² ourselves is responsible...

Ready, set, go! Adventure awaits you in Finger Lakes Wine Country, New York

With its rolling hills and striking blue skies, Finger Lakes Wine Country is simply breathtaking. It offers opportunity for adventure, whether your idea of a holiday time is a hike up a gorge³ or a leisurely afternoon in a paddleboat⁴.

Sky News UK

Thursday 08 August 2021. Fog will clear to sunny skies across England and Wales this morning.

Snoring: The (not-so) Silent Killer

Have you been suffering from mysterious headaches? Are you tired in the middle of the day? Are you moody?

Amazingly, the root of all these problems may just be your snoring⁵. And unfortunately, snoring may be the sign of a whole range of other, more serious health problems.

¹ **foster compassion** [kəmˈpræʃn] – воспитывать сострадание / выхоўваць спачуванне

² **tickle** – щекотать / казытаць

³ **gorge** – ущелье / цясніна

⁴ **paddleboat** – водный велосипед / водны веласіпед

⁵ **snoring** – храп / храп

Death Valley: Hot enough to fry an egg?

Death Valley in the US is considered the hottest place on Earth and in the middle of a heat wave, temperatures are pushing 50 °C (120 °F).



Art thief's mother may have burned priceless paintings

Authorities are investigating a claim (*расследуют заявление / раследуюць заяву*) that the mother of a suspected Romanian art thief burned priceless pictures

by Picasso, Monet and Matisse in an effort to keep investigators off the trail of her son¹.

Reading the world in 196 books

Writer Ann Morgan set herself a challenge – to read a book from every country in the world in one year. She describes the experience and what she learnt.



Businesses reopen, but not all

The list of businesses that will not open on 12 April 2022.. after easing corona virus lockdown restrictions², and when they can welcome back customers.

b. What's typical of headlines?

¹ **to keep investigators off the trail** – сбити следователів со следа / збіть слідчих са следу

² **lockdown restrictions** – карантинні обмеження / карантинні обмеження

- c. Which of the articles would you like to read? Explain your choice.

Useful language box

I find (cultural news) interesting / amusing / thrilling / exciting / fascinating / touching / moving / boring / entertaining.

I am (feel) amused / interested when *reading* articles about ...

(Science) news keeps me excited ...

Such articles are full of useful (serious, complicated) information / interesting facts / valuable opinions / humour and fun.

I don't mind reading (editorials).

I'm not interested in / I'm not keen on reading (the travel section).

And I can't stand (the technology section).

- d. Listen to your classmates and decide which the most popular read is.


Useful language box

The results of this research are easily predictable / quite unexpected.

Most of my classmates prefer to read articles about ...

Why does the choice predominate? It's (not) easy to explain.

I guess it's because such type of information is ...

4.  Make sure you understand the following quotation and write 10–15 sentences to explain it:

To look at the paper is to raise a seashell to one's ear and to be overwhelmed by the roar of humanity.

*Alain de Botton*¹

¹ Alain de Botton (born 20 December 1969) – a Swiss/British writer, philosopher and television presenter, resident in the United Kingdom.

LESSON 3. What kind of news do you prefer?

Communicative area: listening to people who speak about reading newspapers and explaining one's own reading habits and preferences; giving advice about (on) reading newspapers

Active vocabulary: look through, tend to do something, scan (scan through), find out, go on, check, keep (somebody) up to date with, bring somebody up to date with, go through something, turn to something, focus on, pick up, put off, there and then

1. With your class, discuss the following questions:

Is it important to read news? Why (not)?

Is it interesting and exciting to learn what is going on in the world? Why (not)?

2. a. Take down notes. Listen to the people and answer the questions:

1. What part of the newspaper do they read first? Why?
2. What are their other preferences? Why?



Asako, Japan



Mitchel, Hawaii



Anita, Taiwan



Greg, USA

b. Read the sentences and guess the meaning of the words in bold. Use the explanations below.

1. I **look through** a TV guide and some entertainment news.
2. I usually **tend to** read the sports section first.

3. However, when I **look through** the Internet news sites, I **scan the headlines** very fast.

4. I read more attentively to **find out** what's **going on** in the world.

5. I start with the front-page articles to **check** top current news.

6. The Island Style section **keeps me up to date with** local news.

7. When I get to the sports page, I **give up** reading the paper.

8. I **scan** the headlines very fast.

9. When sport is finished, I **turn to** a more serious stuff like world news.

10. I **go through** the front page first, and then I **focus on** international news.

11. I **check** the currency exchange rates as well.

look through [θru:] (*phr. v.*) – to read something quickly, especially to find the information you need

tend to do something (*intrans. v.*) – to usually do a particular thing

scan (scan through) (*trans./intrans.*) – to read something very quickly, in order to get a general idea of its meaning or to find particular information

find out (*phr. v., trans. / intrans.*) – to discover a fact or piece of information

go on (with something) (*phr. v., intrans.*) – to continue an activity

check (*trans. / intrans. v.*) – to look at writing or pictures in order to get information about something

keep (somebody) up to date with – to provide the latest information to someone or for something

bring somebody up to date with – to provide someone with the most recent information

give up something / doing something – (*phr. v.*) to stop doing something that you do regularly

go through something (*phr. v.*) – to examine or search something very carefully

turn to something – to start thinking about, discussing (or reading) something new

focus on – to concentrate on something and pay particular attention to it

put off smth / doing smth (*phr. v.*) – delay doing something

pick up smth (*phr. v.*) – lift someone or something

there and then (*phrase*) – immediately at that moment and in that place



c.   Listen again and match the phrases (ex. 2b) with the speakers.

d. What is the most popular news section?

3. a. Read and complete what people from all over the world say about reading newspapers. Use the active vocabulary. What are the most popular sections?

Speaker 1: I usually (1. ...) the newspaper first, because it's the fastest way to get an idea of the nation's top news. After (2. ...) the headlines, I (3. ...) the lifestyle and entertainment sections. Since I love fashion, arts and music, I spend a bit longer. After that, I go to classified ads, taking note of some jobs (to share with some of my friends looking for work). For me, reading a newspaper is like dining where to complete my meal, I must eat the dessert. And that's the magazine...

Speaker 2: The first part of the newspaper that I love to read is the editorial because it's where I can (4. ...) about important *issues*. Next I (5. ...) international news, health and entertainment sections, and the horoscope. I don't like reading about those horrible crimes.


Speaker 3: I (6. ...) scan first to grasp the events. Then, I (7. ...) international news followed by national news, and (8. ...) with the sports column. I spend maximum time on the editorials. They give good analysis of the current events (though sometimes they give the opinion of the editor alone). Indian newspapers have *columns on spirituality*, I read them through. In Sunday editions, I read the astrological forecast, and a little bit of the lifestyle and other lighter stuff too.

Speaker 4: I (9. ...) the paper in the following order: front-page news, world news, local news and financial news.

Speaker 5: The first section I *care for* while I am reading a newspaper is international news, then local news because I like (10. ...) **with** the events which happen all over the world and also because I love politics and I love to read about everything related to politics.

b.   Listen to check your answers.

c. Read again and answer: What are the most popular sections?


4. a.  Write 6–8 sentences about the type of news you tend to follow. Are you most interested in sports, entertainment and culture, politics, science and health, style and fashion, business, local news about your community or national or world news?
- b. Work in pairs. Speak about your preferences.
5. Give your classmate advice about reading a newspaper or a newspaper section, based on what you have heard about their preferences.

Useful language box

I think you should read more about It can be really catching. It's interesting to be up to date on different news.

I advise you to focus on ... as well.



It is also recommended to check ... regularly. It can keep you up to date.

6.  Write a brief article about your reading preferences for the world forum.

LESSON 4. Talk to an editor

Communicative area: reporting questions and statements about newspaper content

Active grammar: Reported questions and statements

1. a. Brainstorm with your class how much work goes into making a newspaper.
- b.   Listen and check your ideas.
2. a. Editors, reporters, columnists and correspondents communicate with the readers of their newspapers to get feedback on their work. Read the reader's feedback questions (left column) and answer: Why is the section criticised? Do you think the criticism is fair?

Readers to the travel reporter (Direct speech)	The travel reporter to the editor-in-chief (Reported speech)
Statements	
<p>I <u>get</u> disappointed because the travel reporting <u>is</u> so focused on luxury travel.</p> <p>The travel reporter <u>spends</u> more in a day than I <u>would</u> in a week on a similar trip.</p> <p><u>This poses</u> two questions.</p>	<p>One of the readers wrote <i>he <u>got</u> disappointed because the travel reporting was so focused on luxury travel.</i></p> <p>He thought that <i>the travel reporter spent more in a day than he would in a week on a similar trip.</i></p> <p><u>That posed</u> two questions.</p>
Questions	
<p><i>Is the practical advice (restaurants, hotels, etc.) generally useful to me and to most people?</i></p> <p><i>Will the place described be of interest to us?</i> (Michael McCoy)</p> <p><i>When will the travel section start reporting for those readers who earn less than \$150,000 a year?</i> (Adam Bloch)</p>	<p>They asked if <i>the practical advice (restaurants, hotels, etc.) was generally useful to them and to most people.</i></p> <p>They wanted to know whether <i>the place described would be of interest to them.</i></p> <p>One more reader wondered when <i>the travel section would start reporting for those readers who earned less than \$150,000 a year?</i></p>

Feedback – comments about how well or how badly someone is doing something, which are aimed at helping them do it better.




b. Read the travel reporter's account (right column) which he gave to the editor-in-chief¹.


¹ **editor-in-chief** [ˌɛdɪtərɪnˈtʃi:f] – главный редактор / галоўны рэдактар

- c.  **Reported Speech: statements. Compare the direct statements with the reported ones and answer the questions:**

What verbs introduce reported statements? What tenses are used in the sentences with direct speech and reported speech? Why? What are the other differences?

- d.  **Reported speech: questions. Compare the direct questions with the reported ones and answer the following questions:**

What verbs are used to report questions? What conjunctions are used in reported questions? Why? What are the differences between direct and reported questions? What tenses are used in direct and reported questions? Why? Are reported questions questions or statements?

- e.  **Compare the word order in direct questions and reported questions. Go to page 213/229 for more information.**

3. a. **Read the continuation of the chat room. Match the questions with the answers.**

Q1. Could you explain the thinking behind the “On Education” column? I frequently enjoy the stories told in the space, but I have a question to ask: Why does the news column often allow its reporters’ opinions to shine through? (*Andy Guess*)

Q2. Why are there so many grammatical errors in your newspaper? I grew up hearing that I should polish my English grammar by reading your newspaper, but over the past couple of years I’ve got the impression that many of your writers must not even have graduated from high school! (*Peter Kurz*)

Q3. Could you maybe explain why the models look so angry? It’s awfully hard to pay attention to the clothing when the model is wearing a “hate you” look. (*P.H.T., Michigan*)

Q4. Why do you call it Home and Garden when you have fewer and fewer articles on gardening and plants? (*Jeff Kargas*)

Home reporter

A1. So sorry to hear that it seems as if we are doing less on gardening. But from our point of view, that is not the case. We've been pretty consistent in our gardening coverage. Our longtime garden columnist, Anne R., writes three times a month in the spring, summer and fall, and twice a month in the winter. Stephen O. answers questions from readers in the 'Garden Q and A' that is found on the same page.

In addition, we run feature articles on gardens that we find particularly interesting.

Education editor

A2. That's a very good question and one that many readers might wonder about. The thinking behind such columns is that they provide a different kind of reading experience. They are a regular feature by a particular writer. They offer a lot of original reporting and yet, they do give the writers an opportunity to develop their own voice and have a personal viewpoint. The way the column is boxed in the newspaper with its own "On Education" headline indicates that *this is* not a news story.

Deputy news editor

A3. I get versions of *this* question all the time, and I'm sure I'll see more this week, so I may as well try to answer it now.

Often, such questions include some variation of the everything-was-better-long-ago theme. Many readers believe that there were fewer factual errors, fewer typos, fewer grammatical mistakes back in the old days. I honestly don't know if *this is* true, though the perception worries me. I do take a bit of comfort in the fact that I've been hearing similar complaints for all of the 17 years I've been at the newspaper. Or maybe things really were better up until 17 years ago, when I started working. In *this* case, *this is* really something to worry about.


Fashion critic

A4. Ah, the strange world of runway¹ models! You know, the 50s and 60s saw beautiful models like Suzy Parker and her sister Dorian Leigh [li¹]. In the early 90s, when the supers first appeared on the runway — Naomi, Linda, Christy and others — we were all struck by their beauty and command, but the main difference between then and now is that those models were presented to the public by photographers like Irving Penn and Richard Avedon. Consequently, no bad qualities showed.

b. Read again and answer the questions.

1. Do you think the newspaper has enough coverage of garden matters?
2. Does an author have the right to express his opinion in an article?
3. What's the real reason for a respectable newspaper to be making mistakes?
4. Does the look of models depend on the photographer?

c. Rate one question and answer here as the most interesting.

d.  Report the questions in the chat room to the editor-in-chief of the newspaper. Use the grammar notes.



To ask a reported question, you

1. Decide on the tense and type of the direct question – general, alternative or special.
2. Introduce the reported question. Use
 - **asked, wondered,**
 - **wanted to know / to learn / to hear / to find out,**
 - **was interested to know / to learn / to hear / to find out**
3. Place the conjunction:
 - **if, whether** – for general and alternative questions,
 - **what, who, when, why, where, how,** etc. for special questions.
4. Change the word order of the direct question to turn it into a statement, simultaneously shifting its tense according to the rule of the Sequence of Tenses.

¹ runway (*Am. E.*) = catwalk (*Br. E.*) – подиум / подиум

- e.  Report the answers (statements) in the chat room to the editor-in-chief of the newspaper. Use the note. Change the tenses of the underlined verbs.



To report a statement you

1. Introduce the reported statement with an introductory verb:
 - **said, answered, added, reported, stressed, wrote** *that / why / where ...*
 - **told smb, informed smb** *that / why / where ...*
 - **let smb know** *that / why / where ...*
 - **explained to smb, wrote to smb** *that / why / where ...*
2. Pay attention to the tense of the direct statement, the pronouns and adverbs that have to be changed.
3. Shifting its tense according to the rule of the Sequence of Tenses.
4. Change the pronouns and adverbs.

4. a. Read the complete answers of the travel reporter and compare it with your own previous answers. Were you right or wrong?

Travel reporter


Dear Mr McCoy and Mr Bloch, thank you for these thoughtful comments, which have been echoed by a few of your fellow readers. But let me rephrase your questions and try to answer it as best as I can: Is the Travel section written only for rich people?

The answer is no.

There are, however, reasons why you see extensive coverage of luxury resorts, hotels or trendy restaurants in this section. First of all, we are a newspaper section and thus must cover the news on a timely basis. And the news in the world of travel often includes where new hotels are being built, where new resorts are being developed, and where airlines are adding new routes. And many of these are, in fact, aimed at higher-income travellers. We cannot ignore that. But we can balance this sort of coverage with more affordable alternatives, and that we do as well, even if some of our readers don't feel we do enough of it.



We search for good deals for our readers. For the past two years, we have done special reports on Affordable Europe, in which we have found good hotels and restaurants, even in capital cities, where you can spend a night and have satisfying meals at manageable prices. We have also discovered inviting B&Bs at half the price and with twice the charm of better-known hotels.

- b. Get ready to report the travel reporter's answer. Work in pairs.
 - c. Listen to other students' reports and evaluate them from the point of view of their factual and grammatical correctness.
5.  Read the deputy news editor's answer to the reader's criticism and write a brief report of his answer. Use reported speech (not less than 10 sentences).

LESSON 5. Mass media of the UK: newspapers and magazines

Communicative area: reading and speaking in brief about UK's newspapers and magazines

Active vocabulary: daily, weekly, broadsheet, tabloid, compact, journalistic, supplementary, subscribe to, subscriber, subscription, sensationalist, stablemate

Active grammar: the use of article with the names of newspapers and magazines

1. a. Read the following information and answer: What's happening to the British press? Can you guess why?

Mass media of the United Kingdom consist of several different types of communication media: television, radio, newspapers, magazines, and the Internet.

The British press

The press is very important for people in the UK since they read a lot. It is a tradition to start a morning with a newspaper



1



2



3

in your hands. A great amount of newspapers is issued and sold in Britain **daily**.

UK newspapers could be divided into more serious ['sɜəriəs] newspapers, usually referred [rɪ'fɜ:d] to as the **broadsheets** due to their large size, or as “the quality press”, and less serious newspapers, generally known as **tabloids**, or as “the popular press”, which focus more on celebrities and human interest stories rather than political or economic news. The tabloids in turn can be split into the more **sensationalist** mass market titles, or “red tops”, such as *The Sun* and *The Mirror*, and the middle-market papers, *The Daily Express* and *The Daily Mail*.

Both *The Independent* and *The Times* have changed in recent years to a **compact format** ['kɒmpækt'fɔ:mæt], not much bigger than that used by tabloids. *The Guardian* moved in September 2005 to what is described as a “Berliner” format, slightly larger than a compact. Its Sunday **stablemate** *The Observer* has since followed the size.

Other Sunday broadsheets, including *The Sunday Times*, which tend to have a large amount of **supplementary** (additional) sections, have kept their larger sized format. The national Sunday titles usually have a different layout and style to their **weekly** sister papers, and are produced by separate **journalistic** and editorial staff.

All the **major** (main) UK newspapers currently have websites, some of which provide free access. *The Times* and *The Sunday Times* have a paywall requiring payment on a per-day or per-month basis for **non-subscribers**. The *Financial Times* business daily also has limited access for non-subscribers.

b. Look through the text again and guess the meaning of the words in bold. Check with the class.

Stablemate (*n., count.*) – a member of a group of people such as artists or sports players whose careers are managed by the same person or company.

Subscribe (to) (*v., intrans.*) [səb'skraɪb] – to pay money so that you will regularly receive copies of a newspaper or magazine.



2. a. Read and match the titles of magazines with their content description.

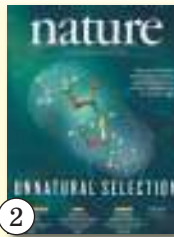
Magazines

A large number of magazines are sold in the United Kingdom covering a wide range of interests and topics. Here are British magazines and journals that have achieved worldwide circulation:



1

The Economist



2

Nature



3

New Scientist



4

Private Eye



5

Hello!



6

The Spectator



7

Radio Times



8

NME

a) an English-language weekly news and international affairs publication;

b) a biweekly British satirical and current affairs magazine;



c) a weekly non-peer-reviewed (*нерецензируемый / які не рэцэнзуецца*) English-language international science magazine;
 d) a weekly British conservative magazine, covering politics and culture;

e) a prominent journal, publishing original research across a wide range of scientific fields;

f) the *New Musical Express*, a music weekly published in the UK since March 1952;

g) a weekly magazine specialising in celebrity news and human-interest stories;

h) a British weekly television and radio programme listings magazine.

b.   Listen and check your guesses. Which of the magazines would you choose for reading? Why?

3.  The use of the articles with the names of newspapers and magazines.

a. Look at the titles of newspapers and magazines and work out the rule.

b. Read the rule below and compare it with your guesses. Go to page 217/233 for more information.



“The” is used in English with the names of daily newspapers as well as with some journals or periodicals, e.g. *The Times*, *The Observer*, *The Guardian*, *The Economist*. But magazines don’t usually take the definite article: *HELLO!*, *Newsweek*, *New Scientist*, e.g. *One of the reporters for The Times made a reference to an article in New Scientist*.

4. What formats are the British newspapers? Complete the text. Use the words from the box. Check with your classmates.

Broadsheet ♦ compact ♦ tabloid ♦ Berliner

The (1. ...) is the largest of the various newspaper formats and is characterised by long vertical pages (560 millimetres).


A (2. ...) newspaper is a broadsheet-quality newspaper printed in a (3. ...) format, especially one in the United Kingdom. A (4. ...) newspaper is almost the same size as a (5. ...), but it's the functional opposite of red top, or tabloids, called so because their nameplates tend to be red. (6. ...), or "midi", is a newspaper format with pages normally measuring about 315 mm × 470 mm. The (7. ...) format is slightly taller and wider than the (8. ...) / (9. ...) format; and is both narrower and shorter than the (10. ...) format.

5.  Write your opinion about newspapers and magazines in the UK. Use 10–15 sentences.

LESSON 6. Mass media of the UK: radio and TV

Communicative area: reading and speaking in brief about UK's radio and TV

Active vocabulary: broadcast (verb, noun), broadcast something on, broadcast something live

1. a.   Listen to the text about radio in the UK and answer the questions. Use the word definitions below.

What corporation dominates radio services in the UK?

How many languages is the BBC World service **broadcast** in?

How many national networks and local radio stations does the BBC operate?



broadcast ['brɔ:d,kɑ:st] – (v., *trans./intrans.*) to send out messages or programmes to be received by radios or televisions;
broadcast (something) on;
broadcast (something) live [laiv] (= *at the moment that it is happening*);

broadcast – (n., *count.*) a programme that can be seen or heard on radio or television.



b. Match the languages of radio services and the countries. Listen and check.

- | | |
|-----------------------|------------|
| 1. England | a) Welsh |
| 2. Scotland | b) English |
| 3. Wales | c) Gaelic |
| 4. Northern Ireland | d) Irish |
| 5. All UK's countries | |

c.   **Listen and match the radio channels and their content. Which channel would you prefer? Why?**



1. classical music performance, programmes dedicated to jazz and world music, speech programmes, documentaries and drama;
2. a mix of new music and entertainment, news, documentaries and advice campaigns for young adults;
3. in-depth news, a wide range of drama, comedy and magazine programmes;
4. a diverse mix of **live** pop and rock concerts, comedy, documentaries and religious content.

2. a.   **Listen to the text about television in the UK and complete the sentences:**

1. The two leading public broadcasting companies are ...
2. The two major commercial television companies are ...
3. The most watched nationwide television channels, owned by these companies are ...
4. The BBC's international television news service, ..., is broadcast throughout the world.
5. The BBC first began television broadcasts only for London in ..., and renewed them in ...
6. ITV (Independent Television) was originally founded in ... to provide competition to the BBC.

7. On ... all television broadcasts in the United Kingdom went digital.

8. Numerous providers deliver free and subscription services on more than ... channels throughout the UK.

9. Freesat, Freesat from Sky, Freeview, the Internet, BTVision, Orange, Sky TV, Smallworld, T-Mobile, TalkTalk TV, Vodafone are ..., delivering free and ...

b.   Listen and match the channels and their content.



1. Sporting events, such as cricket and horse racing, reality shows, such as *Big Brother*; US programmes in peak viewing time, for example *Friends*.

2. Comedy and humour, drama, light plays and series, weather and sport, documentaries, news, and some children's programmes. The most popular TV series are *EastEnders* and *Doctor Who*.

3. Broadcasts a wide variety of entertainment programmes, such as game shows, imported American drama and reality television, for example *Celebrity Big Brother*.

4. A mixed-genre channel, covering arts, culture, knowledge-building programmes, discussions, adaptations of novels and films, operas and concerts. Its most popular programme is *Top Gear*.

5. Soap operas, such as *Coronation Street*, reality TV programmes, e.g. *Celebrity Fit Club* and *Love Island*, sports programmes, drama productions and national news.

3. a. Discuss the British mass media. Work in pairs or in groups. Use the Useful language box.

What mass media predominate: national or global media? public or commercial media? serious or tabloid media? new or old media?

Useful language box

It's hard to say whether ... predominate. The relation between ... and ... looks balanced / unbalanced. On the one hand, ... On the other hand, ...

At the same time, I'd like to stress that UK's mass media look varied, respectable, and deserves credibility, they offer good coverage of different interests for different age groups both nationwide and worldwide.

b. Listen to the groups' reports. Sum up the dominating opinion.

4.  **Write your opinion about radio and TV in the UK. Use 10–15 sentences.**

LESSON 7. Informed or misinformed?

Communicative area: reading newspaper articles and evaluating them; discriminating between fact and opinion

1. Discuss the following questions with your classmates:

1. Why is it important to evaluate (*оценивать / ацэньваць*) information, especially online?

2. Can you believe everything you read, especially online? Why or why not?

3. What are the standards for publishing, including publishing on the Internet?

4. What are some ways to decide if online information is reliable?

5. What questions should you ask yourself about online articles?

a. Read the following article. What questions from ex. 1 does it answer? Think of a title for the article.

Anyone with a computer and Internet access can become an electronic publisher, sending information to global audience. While this new medium erupts with information, it also poses

an important problem: What is the quality of the information? Just because a document, article or post appears online doesn't mean it contains accurate¹ or reliable information. In fact, online information needs a closer look than print publications, for newspapers, magazines and professional journals have a long tradition of journalistic standards [ˈstændədʒ]. Although² many writers and publishers keep to these standards when publishing on the Web, many don't. It's up to you to look at the publication critically, sorting fact from fiction, from opinion. Whether you are reading a printed article or an electronic one, a healthy dose of scepticism is in order.

Why is this important? Serious consequences³ can result from following medical or legal advice posted in blogs or on websites. While someone may be well-meaning in offering the information, can you trust it? Is this person a doctor, a lawyer or just an individual, expressing their opinion? Does the website belong to a professional organisation, or some extreme group?

b. On the basis of the article, prepare pieces of advice for Internet users.

Useful language box

It is recommended (not) to ...
By all means, you ought to ...

It is advisable (not) to ...
You should (not) ...

3. Read the following editorial and evaluate it from the point of view of high journalistic standards. Work in pairs or groups, and then check the answers with the class.

a. First read the title and answer:

What do you already know about the topic before reading the article?

To heal the Earth, put plastic⁴ in its place

People still discard far more plastic than they recycle.

¹ **accurate** [ˈækjʊrət] – точный / докладны

² **although** [ɔːlˈðəʊ] – хотя / хаця

³ **consequence** [ˈkɒnsɪkwəns] – последствие / вынік

⁴ **plastic** [ˈplæstɪk] – пластмасса / пластмаса

Tens of thousands of volunteers in California gather regularly at local *beach*¹ and coastal *cleanups*². These efforts prevent increasing the amount of marine debris. They also help *heighten*³ public understanding of the importance of keeping the beaches clean and healthy. But they cannot *eliminate*⁴ the source of plastic *pollution*⁵. Addressing the problem at its source will be a major step toward lowering the high costs of dealing with this *waste*⁶.



The analysis [ə'naɪləsɪs] by *the Natural Resources Defence Council*⁷ of 95 California cities found, that these communities are spending significant sums – a total of nearly \$500 million *annually*⁸ – cleaning up litter⁹ and preventing trash from entering waterways. The Top 3 are Los Angeles (\$36.3 million), San Diego (\$14 million) and Long Beach (\$13 million).

It's a huge waste of money that could be invested in other public services such as schools, firefighting, police departments or improving public parks and other open *spaces*¹⁰.

This year, the Los Angeles City Council *approved*¹¹ of a plan to give up single-use plastic bags, becoming the largest U.S. city out of 70 other communities across California, which have banned plastic bags at grocery stores and corner markets. Los

¹ **beach** – пляж / пляж

² **cleanup** – наведение порядка / наведзненне парадку; **clean up** – наводитць парадок / наводзіць парадак

³ **heighten** [ˈhaɪt(ə)n] – увеличивать, ср. high (*adj.*) – height (*n.*) / павялічваць, пар. high (*adj.*) – height (*n.*)

⁴ **eliminate** [ɪˈlɪmɪnət] – устранять, ликвидировать / устараць, ліквідаваць

⁵ **pollution** [pəˈluːʃ(ə)n] – загрязнение / забруджванне

⁶ **waste** – отходы, ненужная трата / адходы, непатрэбная трата

⁷ **the Natural Resources Defense Council** – Совет по защите природных ресурсов / Совет па абароне прыродных рэсурсаў

⁸ **annually** [ˈænjuəli] – ежегодно / штогод

⁹ **litter, trash** – мусор / смецце

¹⁰ **space** – пространство / прастора

¹¹ **approve** [əˈpruːv] **of** – одобрять / ухваляць

Angeles has joined a growing movement to *limit*¹ the use of plastic bags, that end up in *landfills*² or as litter that makes its way into the ocean.

Food packaging and containers, bottles and bottle caps also add to plastic pollution because of wrong *disposal*³. CalRecycle, the state agency that regulates disposal and recycling, informs that Californians *dump*⁴ 3.8 million tons of plastic into state landfills every year – waste that could be recycled or avoided altogether.

In fact, we dispose of far more plastic than we recycle or reuse, much of it into rivers, lakes, beaches and, finally, the ocean. It kills birds, turtles, dolphins and other marine life, creates navigational problems, brings costs to local governments and businesses, and may even threaten human health.

To cope with the problem of plastic litter, waste management coalitions and oceans groups in California stand for a different *legislation*⁵ that would make producers of plastic packaging more responsible for this pollution, as they will pay their share of the costs for street and beach cleanups together with local governments and residents.

Plastic producers can also play a critical role in helping stop plastic pollution by designing and promoting new products. Reusable and recyclable bags, cups and bottles are early examples of such innovations, but companies need to do more to decrease packaging or ensure that it is recycled.

We all are responsible for keeping our communities, beaches, rivers, lakes and oceans clean. It will save marine life, which depends on healthy ecosystems. It will save people... Aren't we all in the same boat on our small planet Earth?

*after Karen Garrison, co-director of the Natural Resources
Defence Council's Ocean Programme, the recipient of the 2013
"Hero of the Seas" award.*

¹ **limit** ['lɪmɪt] – ограничить / абмежаваць

² **landfill** ['lænd,fil] – мусорная яма, свалка / сметнік

³ **disposal** [dɪ'spəʊz(ə)] – избавление от мусора / пазбаўленне ад смецця

⁴ **dump** – сваливать мусор / звальваць смецце

⁵ **legislation** [ˌledʒɪ'sleɪʃ(ə)n] – законодательство / заканадаўства

b. Read the editorial and answer:

1. How effective is the headline in summarising the story and getting the reader's attention?

2. Does it answer the questions:

Who? (e.g. *Who writes the article? Or Who is it about? Or Who is it addressed to?*)

What? (e.g. *What is it about? What events does it describe? What problem is it dedicated to?*)

Where? (e.g. *Where does the event take place? Where does the problem arise?*)

When? (e.g. *When does the event take place? When does the problem arise?*)

Why? (e.g. *Why does it happen?*)

How? (e.g. *How can you evaluate the event? How can the problem be solved?*)

c. Look through the editorial again and evaluate it:

1. Are facts in the story given from the most to least important?

2. Is its impact international, national or local?

3. Are the sources¹ of information reliable?

4. Does the author show his opinion? Is it objective or biased?

4.  Discuss with your classmates and write 10–15 sentences to answer the questions:

1. What do you think of the article?

2. What is your personal attitude to the publication and the problem described?

3. In your opinion, do the initiatives mentioned in the text are really helping?



¹ **source** [sɔ:s] – источник / крыніца

LESSON 8. Sharing news




Communicative area: reading, retelling, evaluating and expressing one's opinion about an article

1. Tell your class what interesting news you have heard today.
2. a. Look through the headlines of the articles below and choose one for reading and sharing.

A. Cultured beef does not taste good

B. J.K. Rowling reveals herself as secret author of crime novel

C. What fun things can teenagers do over the summer?

- b.  Read the article and get ready to share the story with your classmates, answering the questions in Lesson 7, ex. 3.
- c. Make groups of three students. In your group, present your stories in turn. Listen to each presenter and evaluate the presentation as well.
- d. With the whole class, compare the opinions of the groups about the stories. What newspaper section do they belong to? Which of them do you find most interesting? Why?
3.   Find an article in one of the UK or US newspapers on the Internet, read and write its summary and your opinion about it.

LESSON 9. Make your own newspaper or site for teenagers

Project 

Communicative area: writing a newspaper article on the topic of interest and present it

BEFORE THE PRESENTATION LESSON

1. Choose the title for your project; set its aims; describe its content area; define its ethics policy.

2. Explore the interests and needs of the target audience of your newspaper – teenagers.

a) the problems that excite teenagers (friendship, love, relations with grown-ups, choice of profession);

b) important and interesting events which happen at your school (celebrations, concerts, competitions, conferences, charity work);

c) what should teenagers know about a healthy lifestyle;

d) the events or people making you feel proud of your town or city;

e) the places in or near your native village, town or city that impress you and are worth visiting (museums, cinemas, theatres, zoos, gardens, houses);

f) scientific discoveries that are worth learning about;

g) books or films which did not leave you cold;

e) would you like to share a book or a film review.

3. Decide what newspaper staff or site developers you need and distribute tasks among the staff members of your newspaper. Choose:

a) an editor-in-chief;

d) a news editor;

b) a travel reporter;

e) a home reporter, etc.

c) a science and technologies reporter;

4. Prepare for writing newspaper articles.

1. choose the topic for your article;

2. talk to the people you need for your publication;

3. do research on your topic: study books, look through your local or republican newspapers, watch films, etc.

5.  Write your story.

1. think of a catchy title;

2. start with a hook – a good lead sentence which will motivate further reading;

3. write your story in a simple language for everyone to understand it (use about 150 words);

4. use quotes in your story to make it true and more exciting;

5. remember to answer the questions **Who? What? When? Where? Why? How?**

6. write a good conclusive sentence which will inspire further thoughts or research;

7. find pictures or make photos for your story.

Useful language box

Use linking words and phrases.

to organise ideas:

First, ... To begin with ...

Next, ... In addition, ...

to introduce details:

For example, ... For instance, ... In fact, ...

... such as, including ...

to compare and contrast:

similarly compared to have in common

even though rather than on the other hand

however on the contrary as different from

6. Edit your story.

1. Reread your story and check its vocabulary, spelling, grammar and structure.

2. Give it to the editor-in-chief and news editor for comments.

3. Correct your story following the editor's comments.

4. Type your story.

7. Make your newspaper.

1. Bring all the materials to the common meeting.

2. Discuss the layout of the newspaper.

3. Design the newspaper banner.

4. Let the computer editor make the newspaper.

5. Print out a copy.

IN THE PRESENTATION LESSON

1. Present your newspaper.

1. editor-in-chief introduces the newspaper;
2. reporters tell their stories;
3. the audience choose best presentations in a few nominations:
 - the most interesting story;
 - the most exciting story;
 - the most informative story;
 - the most useful story;
 - the best presenter.

2. Make your newspaper available to other students. Place the printed out copy of your newspaper on a board at school or on your blog page for others to read.

LESSON 10. Culture corner. How do you keep up with the news?

Communicative area: reading and writing the summary of an article. Speaking about one's own experience of keeping up with the news

1. Answer the question:

Do you try to follow the news regularly? Why (not)?

2. a. Read the blog article and give it a title. Consult the word definitions below. *What's the main idea of the story?*

b. Look through the text again and say how many parts there are in it. Give them a title. Say what ways of keeping up with the news the author mentions.

I can't bring myself to give up the two daily newspapers I've subscribed to all my adult life, but I wonder if I'm just putting off the unavoidable. As my reading habits continue to develop and change, I am afraid the day will come when I lose the printed newspaper reading habit.





It frightens me to even think this way, but let's be honest. Who has time for the daily paper nowadays? With our busy morning schedules, we hardly manage to pick it up from the mailbox and put it in the house. I'm not saying that

we are not interested in the news. Nothing could be further from the truth. We just keep up with the news differently these days.

While getting dressed, I get the headlines and much awaited weather forecast from the "Good Morning" TV show. I can leave for work not only dressed according to the weather, but being absolutely sure that the world is going on and celebrities are still in the centre of attention.

Stuck in traffic¹ on the way to work, I check my Twitter feed and the posts on Facebook. If I have another minute, I might have a look at a few photos on Instagram.

My radio is tuned to an information channel (my choice, not necessarily yours).

At work, I receive CNN alerts² during the day with breaking news. If I have enough time, I may go to the New York Times app³ on my iPad and quickly scan the opinion pages. Over lunch, I try to read a few posts from the bloggers whom I enjoy following.

Chances are someone will email me a link⁴ to an interesting piece of news. If I have time, I'll read it there and then; if not, I'll bookmark⁵ it for later.

When I get home and quickly eat some dinner, my forgotten daily paper joins its unread companions in a corner of my bedroom. It's hard to let an old habit go, so I tell myself that I'll get to them in the end.

¹ **stuck in traffic** – застряв в пробке / затрымаўшыся ў заторы

² **receive alerts** [ə'la:ts] – получать предупреждения / атрымаваць папярэджанні

³ **app** = application – приложение / дадатак

⁴ **email a link** – прислать ссылку по электронной почте / прыслаць спасылку па электроннай пошце

⁵ **bookmark** – делать закладку / рабіць закладку

Oh, but there is that novel on my bed stand waiting to be finished. When my eyes are too tired to focus on the screen or the page, there's always CNN News before falling asleep.

However, nothing can take the place of my leisurely Sunday morning ritual: newspapers served with bagels¹ and a bottomless pot of coffee.

I don't see that changing soon...

c. Say if the sentences are true or false. Explain why you think so. Work in pairs.

1. The blogger goes on getting a printed daily newspaper. 2. She thinks she will soon give up her habit of reading a printed newspaper. 3. She is sorry, but the printed newspaper is disappearing. 4. She puts off reading her morning paper till evening. 5. People are not interested in the news anymore. 6. The blogger keeps up with the news in many different ways. 7. In the morning she listens to the weather forecast on the radio. 8. On the way to work she gets information on the Internet. 9. At work, she checks her Twitter and Facebook posts and reads the news then and there. 10. In the evening she gets breaking news and scans the opinion pages of the New York Times on her iPad. 11. The leisurely Sunday morning ritual of serving her Sunday paper with bagels and coffee will go on.

d.  **Write a summary of the text. Use the active vocabulary. Work in pairs or groups.**

e. Share your summaries with the class and choose the one which best discloses the main idea.

3. a. Read the following comments on the article above and complete the sentences:

The first person is for V_{ing} ...

The other one is against V_{ing} ...

Back in 2005, and for years before that, I'd get up in the morning, drink my tea and read the LA Times with CNN on in the background. Then for a couple of years I drank my tea and

¹ **bagel** ['beɪɡ(ə)l] – a type of bread that is small and round with a hole in the middle

read my RSS (Rich Site Summary) feed reader. Now I drink my tea and read my Twitter timeline instead.

What does that mean? Well, first of all, I “follow” friends and business, as well as organisations, politicians, and interesting (funny, brilliant, militant, creative, good-hearted...) strangers. I get a much more well-rounded and current view of what’s happening in the world and in my areas of interest than I ever got from my old newspaper and CNN. Do you get that from your local paper? (*Kathy Wood*)



The LA Times – The Los Angeles Times is a daily newspaper published in Los Angeles, California, since 1881. It is a leading source of news on Southern California, entertainment, movies, television, music, politics, business, health, technology, travel.

RSS feed reader – is a device for reading information published on the Internet and automatically updated: blog entries, news headlines, audio, video. An RSS document (called “feed”, “web feed”, or “channel”) includes full or summarised text, publishing date and authors name.

We have a subscription to the e-version of my newspaper, but it’s not the same. I am not really interested in going to the computer first thing in the morning to read the paper. I miss my daily paper! I miss my morning routine. I miss the feel of newsprint. I miss the smell of a newspaper! Call me a dinosaur, but the computer just isn’t the same.



I am happy we are still keeping up our Sunday ritual: reading the Sunday paper while enjoying a lazy breakfast of eggs and pancakes. When we have read the paper, actually from cover to cover, we migrate to the couch and surf the web for a few minutes. Eating Sunday breakfast looking at the laptop screen? No, thanks! (*John Stoner*)

b. Have a round table discussion of the following questions:

1. Whose point of view do you share? 2. What is your favourite way to get news? 3. Do you read it on paper, online or both? 4. Do you watch TV?

4.  Write your own comment about the blog article (ex. 2b).

LESSON 11. Speaking club.

The future of mass media

Communicative area: listening, speaking and writing about the future of mass media



1. Read the statistics and with your class discuss the questions below:

Top US Newspaper Circulation Stats (Editor's Choice)

- The current US print circulation is the lowest in the last 80 years.
- In 2020, *The Wall Street Journal's* circulation fell below the 1-million mark.
- Due to declining readership, 1 in 5 US newspapers has folded in the last 15 years.
- American newspapers will see their ad revenue cut in half by 2024.
- Newsroom employment dropped by 23% since 2008.
- Americans prefer digital newspapers over social media as a news source.

From 22 US Newspaper Circulation Statistics You Should Be Aware Of by Milos Djordjevic

1. Is the reduction in the number of newspapers that are printed around the world a sign of our digital times, or a sign of the loss of interest in the news by the modern generation? Why?
2. If your local paper stopped printing daily editions, what effect do you think this would have on you, your family and the community as a whole? Why?
3. How do you feel about the fact that many newspapers are eliminating or cutting down on print editions?

2. a.   Listen to the conversation with media editors and define its topic. *Which of the questions below were not asked by readers?*

1. As more TV content lands on the Web through YouTube, or network and cable TV Web sites, is there any reason to keep the TV?

2. I have the most unimaginative question for you: your mission “is to bring the interactivity of the Web to the newspaper and spread journalistic standards and depth to the Web”. How do you do that? What is the task at hand?

3. I believe, that in spite of their conversational tone, blogs should keep to high standards of traditional print journalism. But how do you keep a respectful tone in a conversation of hundreds or thousands of readers?

4. In the digital era news is updated round the clock. For example, when breaking stories appear online, you can always see the time of their last update. How does this continually updated style correspond to the more traditional newswriting process? Do writers spend more or less time working on and improving articles?

5. What does going digital mean both for readers and newspaper staff members?

6. What’s the future of mass media?

b.  Listen again and match the problems of modern mass media with the right solution.

1. TV might disappear. To prevent its disappearance...

- a) TV offers programmes in HD (high definition) on big flat screens, which is a transformative experience;
- b) all TV content should be found on the Internet and DVD;
- c) the DVR (digital video recorder) gives the viewer control over programmes – they are able to skip advertisements or watch programmes any time they want.



2. To bring newspapers to the Web it’s important to...

- a) spread high journalistic standards on the Web;
- b) make the online newspaper timely, lively, exciting and dynamic;
- c) use an authoritative tone in the blogs.






3. To keep a respectful tone in a conversation of hundreds or thousands of readers it's necessary to...

- rely on readers' morals and sound sense;
- ban abusive comments;
- have special staff for reviewing readers' comments.

4. To update online news round the clock there's a need to...

- give an extremely quick response to the news;
- work on articles long hours;
- provide help of special staff.

c.    Listen to the last part of the interview and write down the problems of modern print journalism. How is it possible to solve these problems? Discuss in pairs, and then with your class.

3.  Read the part of the interview about online newspapers. Copy and fill in the table:

Problems and challenges of online journalism	Reasons for these problems and challenges	Possible solutions to the problems and challenges
...

Q. In the digital era news is updated round the clock. For example, when breaking stories appear online, you can always see the time of their last update. How does this continually updated style correspond to the more traditional newswriting process? Do writers spend more or less time working on and improving articles? (*Matthew Stoff*)

A. I think most news reporters at most newspapers would tell you that the needs of online journalism have greatly changed their jobs in the past decade.

In the old days, reporters would spend most of their days gathering information, doing research, interviewing sources and then in the mid-to-late-afternoon sit down and hammer out 900 words for the next day's paper.



These days, reporters are often asked to file articles to the Web shortly after news events take place. On some breaking stories we expect an extremely quick response. In the competitive news environment, minutes often count.


To help our reporters manage the demands, our newspaper has a small staff of reporters and editors dedicated to online news. Very often, they do the first reporting on breaking news and sometimes work with beat reporters or national and foreign correspondents who are covering events in the field. These reporters and editors also help update stories that have appeared in the print edition.


Reporting and editing is a dynamic process, and you absolutely have to be open to new facts that come along during the day and that will make it necessary to change the way you tell a story. And that's not all: I frequently get readers' e-mails pointing out (often nicely, often not) spelling or grammatical mistakes in stories posted on the Web. I explain that I share their distress, but that is part of the price of trying to get news to readers as soon as possible.

4. a. With your class discuss the future of world mass media. Take into account the existing problems of mass media. Listen to everyone and give a summary of dominant opinions about each question.

1. What kinds of mass media will survive in the future?
2. What technologies will help them survive?
3. What professions will appear or disappear?
4. What challenges will they face?
5. What topics will mass media cover?

b.   Listen to “The future of print newspapers” by Milos Djordjevic. Is his forecast the same as yours?

c.  Write your predictions (10–15 sentences) about the future of world mass media.

5.   Listen, read and complete the song. What profession is it about? What can you understand about this job? What is its future?

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

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

Day camps, paying teens to study: Summer school looks different. Will it help kids catch up?

In March 2021 public schools reopened in Tulsa, Oklahoma, after Covid-19 lockdown had been eased.

Since that time, teens had been eager to get out of their houses. Seeing people and being with their friends motivates them to participate in voluntary work, such as delivering groceries for a local mobile food initiative.

With this in mind, Tulsa Public Schools are developing programme for the summer months which mix learning with play and socialising.

With widespread reduced learning during the pandemic, cities are hurrying to accelerate academic, social and emotional recovery.

“The new plans include free full-day camps at schools, academic lessons shared across states, elaborate experiential projects, and internships for older students. In Washington, D.C., teens who need additional credits can even get paid to take summer classes. The city’s summer youth jobs programme will allow some students to work part of the day and attend classes while still earning a paycheck”, city officials said.

Some students are struggling with reading and maths, so summer programme will boost the necessary skills.

Summer schools are also important because they will help to make up for the instructional time, lost during the pandemic.

“In Tulsa, summer programme in previous years cost \$2 million to \$3 million and might have featured a half-day programme at

some schools. This year, Tulsa expects to spend \$10 million to \$15 million on many full-day summer camps at schools in July.

For elementary and middle schools, academic, social and emotional learning time will be followed by physical activities, led by community partners and individuals. In the afternoon, teachers will lead experimental projects in areas including engineering and social justice.



“The goal is lots of opportunities for students to accelerate their learning, to catch up on foundational literacy and numeracy skills, and to reconnect with their friends”, said Paula Shannon, Tulsa’s deputy superintendent.

A lot of parents are sceptical about the idea. They believe that after a difficult year of remote learning their children will do better in a traditional summer camp where they can run around outside all day.

“As much as I want him to be improving his academic skills, we can do that ourselves, and we’ll just let him be a kid this summer”, said one of the parents.

“A good summer school programme can help students make a lot of progress quickly. But the ingredients are a careful blend that usually take months to develop”, experts say.

“Teachers must be trained, buses need to run on time, and materials need to be high-quality”, said Schwartz, the RAND Corp. researcher who studied summer programme in five large cities before the pandemic.

“Good summer programme should last at least five weeks, with at least two hours of reading and one to two hours of math instruction each day. And teachers shouldn’t have to write their own lessons”, she said.

Adapted from USA Today

2. Read the paragraph which answers the question:

What do new plans for summer camps include?

3. Answer the question:

What problem is described and what solutions to the problem are offered?

4. Give your arguments for or against the successful outcome of the summer camps programme.

II. LISTENING

1. Listen to the people speaking about updating with the latest news and answer the questions:

1. What source of information do the speakers prefer?
2. What kind of news do they focus on?

III. SPEAKING

1. Speak about your preferred source and type of information.
2. Explain why you prefer this source of information.
3. Ask 5 questions about mass media in English-speaking countries.
4. Give advice to your classmate about using modern multimedia for learning English.

UNIT 9

BELARUS

LESSON 1. The portrait of the country

Communicative area: giving general information about Belarus



1. Look at the map of Europe. Tell a foreigner about the geographical position of Belarus.



2. a. Do a quiz on Belarus. Complete the table in your exercise book.

Official name	...
Total land area of Belarus	...
Population	...
Capital city and its population	...

Population living in cities	... per cent
Regional cities and their population	...
National holidays	...
Main business partners	...
Main industries	metallurgical, ..., ... and ..., and ..., machine-building, ..., ..., electrotechnical, ..., optical, mechanical industry; and ..., chemical and petrochemical, ..., ...
Agriculture	..., ..., ..., sugar beet, flax, ...
Natural resources	wood, peat, small oil and natural gas fields, granite, dolomite, limestone, clay, sand
Number of people in employment	... mln (2020)
Internet users	... mln

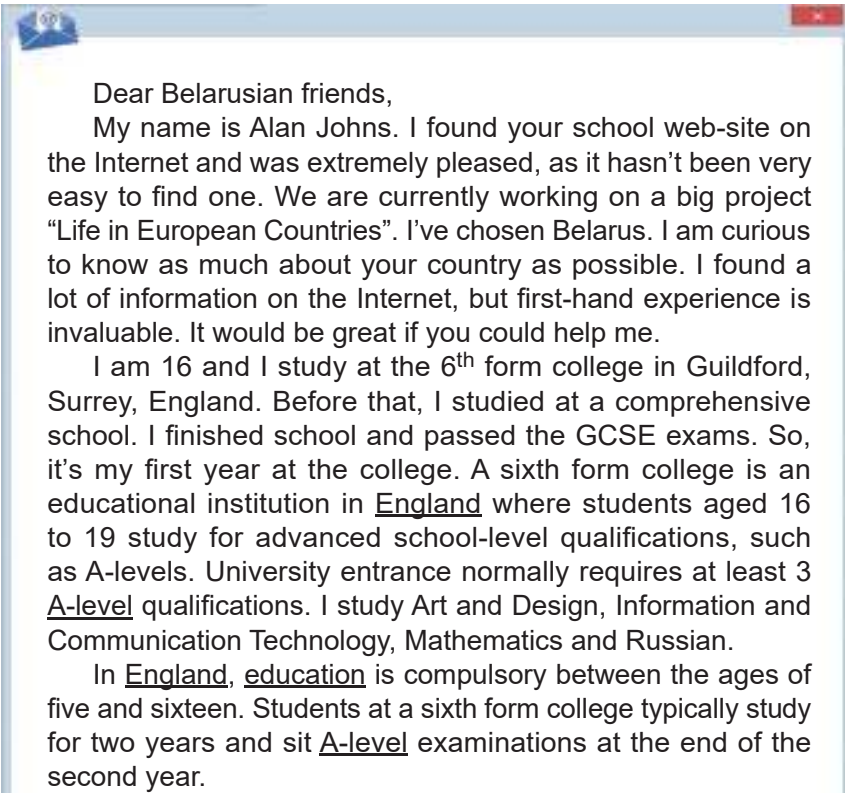
- b.**   Listen to the programme and check your answers.
- c.** In pairs, discuss what information you would like to include into your text about Belarus.
- 3. a.** Work in groups. Make a quiz of ten questions about Belarus.
- b.** Exchange the quizzes. Set the time limit of ten minutes and answer the questions. The team with the biggest number of correct answers is the winner.
- 4. a.** Work in pairs. You are at the International youth conference. Act out a conversation between Belarusian and British students. Ask and answer questions about your countries.
- b.** Swap the roles and speak in new pairs.

LESSON 2. Education in Belarus

Communicative area: speaking and writing about the system of education in Belarus

Active vocabulary: curriculum, grant, sufficient, eager, vocational, command

1. a. Do you like doing projects at school? Why (not)? What was your favourite project? What did you do? What skills does project work develop?
- b. Scan the email and say what Alan wants to know and what project he is currently working on.



Dear Belarusian friends,

My name is Alan Johns. I found your school web-site on the Internet and was extremely pleased, as it hasn't been very easy to find one. We are currently working on a big project "Life in European Countries". I've chosen Belarus. I am curious to know as much about your country as possible. I found a lot of information on the Internet, but first-hand experience is invaluable. It would be great if you could help me.

I am 16 and I study at the 6th form college in Guildford, Surrey, England. Before that, I studied at a comprehensive school. I finished school and passed the GCSE exams. So, it's my first year at the college. A sixth form college is an educational institution in England where students aged 16 to 19 study for advanced school-level qualifications, such as A-levels. University entrance normally requires at least 3 A-level qualifications. I study Art and Design, Information and Communication Technology, Mathematics and Russian.

In England, education is compulsory between the ages of five and sixteen. Students at a sixth form college typically study for two years and sit A-level examinations at the end of the second year.

Please tell me something about your education system and whatever else you find important to say about your education.

Hope to hear from you soon.

Best regards,

Alan



c. Compare your school life with Alan's. Do you have much in common?

Useful language box

- Both... and...
- ..., whereas.../..., but...
- Unlike...,
- A/ One difference/ similarity (which stands out) is...
- A/ One contrast between... and... is that...
- One thing that... and... have in common is...
- ... and... are (quite/ very/ really/ really quite) similar/ different, for example...
 - Compared to..., ... / In comparison to..., ...
 - There are more similarities than differences between... and... For instance, ...
 - ...and that is (more or less) the same for...

2. a. Think what you would answer and make a list of important facts. Compare your list with your partner's. Discuss what information is important to include into your reply.

b. Read the reply and say whether it covers all the points from your list.

Dear Alan,

It was so nice to get your message and find out that young people in Britain are interested in Belarus. We are happy to answer all your questions and help you with the project. Writing in English will also help us improve our **command** of the

language, which is very good because a new oral exam has been introduced, and we are all **eager** to pass it well.

Education in Belarus is free at all levels except higher education. Though a big number of students who have performed well at the school-leaving and entrance exams, study for free. Pre-school education is not compulsory in Belarus, but around 70% of children attend nurseries or kindergartens before they start school. Most children in Belarus start school at 6. All pupils follow the **basic education curriculum up to the age of 15** and after that decide to either continue school education at school or start **vocational** training. We have chosen to complete our education at 17 which gives us a good chance to enter a university. Those who choose professional training have equal chances to enter a university if they wish. There are two **official languages** within the education system – Belarusian and Russian.

Belarus has one of the highest student-to-population ratios in Europe because our universities offer high quality education and **affordable** prices. Most **courses run for 4–5 years** and students can choose to study full time, at evening classes or by correspondence.

Grants are available for full-time students and **scholarships** are awarded to very gifted ones. All higher education establishments are governed by the Ministry of Education in Belarus. There are more than **50 of them** in Belarus.

We hope that this information is **sufficient**. If not, we will provide you with more details. Feel free to ask us whatever you want to know. We are very happy to write about the country we love.

With best wishes,
Nastia, Dasha, Vlad and Anton

c. Guess the meaning of the words in bold. Complete the questions below with them.

1. What subjects do you have on your school ...? What subjects would you like to include into it or exclude from it?
2. What should you do to get a ... or a ... at university?
3. Are you

... to enter university? Why (not)? 4. Do you think ... training is a good idea for teenagers to get a profession? If you had started ... training last year, what profession would you have chosen? 5. Do you attend any extracurricular fee-paying classes? Is the fee ...? 6. Does your school provide students with ... facilities? Give examples. 7. What do you do to have a good ... of English?

d. Discuss with your partner what information you would like to include to make the text more informative.

3. Have a discussion “How would you like to improve the education system of Belarus?”

Useful language box

- I suggest V_{ing}
- I suggest (that) \underline{S} + (should) + V_1
- I'd like to V_1
- I'd like \underline{S} + to V_1
- I'd + V_1
- I'd rather V_1 ... than V_1 ...
- I wish ...
- If I were ... , I'd + V_1 ...
- I strongly believe \underline{S} + should / ought to + V_1
- I don't think we should / ought to + V_1
- I'd start with ...
- A good idea would be to V_1 ...

4.  Write your reply to Alan. Follow the plan below. Write about 150 words.

- opening remarks;
- facts about the system of education in Belarus;
- information about your school life (curriculum, facilities, future education, etc.);
- closing remarks.

LESSON 3. Dream big. Go global. Stay local

Communicative area: discussing the role of youth in modern society

1. a. What youth organisations do you know? Have you heard of the European Youth Parliament (EYP)? What do you think this platform offers to young people? Read the information and check your ideas.

The European Youth Parliament (EYP) is a non-profit educational programme for young people from all over Europe.



They simulate the sessions of the European Parliament in a non-formal way. EYP is present in 40 European countries with about 35,000 participants. It is the largest European platform for education, debates and exchange of ideas among youth.

EYP Belarus is part of an international network, organising events since 2000. Two-three sessions are held in Belarus every year. Each session is a 3–7-day simulation of the European Parliament’s work where delegates in groups discuss solutions to a current European problem. Every session includes teambuilding, committee work and a General Assembly where delegates present and debate their resolutions. Anyone aged 14–23 can join our sessions as a delegate.



Curiosity, named after the famous rover which is exploring Mars is the first-ever Digital session organised by European Youth Parliament Belarus. Curiosity Digital Session (CDS) brought together around 90 participants from all over Europe and took place on **2–5 July, 2020 fully online**, with lots of edutainment¹ activities for all participants on topics ranging

¹ **edutainment** – TV programmes, software etc. that entertain you while teaching you something

from sports and cooking to arts and space. The motto of the session was “Dream big. Go global. Stay local”.

b. Answer the questions.

1. How old is EYP Belarus? 2. How long is each session? 3. What does a EYP session include? 4. How is CDS different from the previous EYP sessions? 5. Who took part in it? 6. What topics were discussed there? 7. How do you understand the motto of the CDS?

c. Match the parts of the sentences to make up the aims of EYP Belarus.

- | | |
|--|--|
| <p>1. To inspire and empower</p> <p>2. To raise awareness</p> <p>3. To promote</p> <p>4. To contribute</p> | <p>a) international understanding, intercultural dialogue and diversity.</p> <p>b) to the personal skills development of the youth.</p> <p>c) of European issues, encourage active citizenship.</p> <p>d) young Belarusians to become open-minded, tolerant and active citizens.</p> |
|--|--|

2. a.   What motivates young people to participate in EYP sessions? Listen to some EYP members and check your guesses.

b.   Listen again and fill in the gaps.

Student 1: EYP is a complete new world, where you have a voice, where you can (1. ...) ..., where you can learn how to (2. ...) and to actually participate in a way that you're heard, appreciated and (3. ...).

Student 2: EYP is really a peer-to-peer thing. It's organised (4. ...). And that's what, I think, makes it different from other organisations.

Student 3: This (5. ...) that we have in EYP and this value of (6. ...) that we so deeply hold is something really special for young people to learn at this stage of life, I believe.

Student 4: In the over 5,000 events that EYP puts up every year, you get to make friends (7. ...), you really get to take away so many young perspectives from all these people.

Student 5: This non-formal education is quite effective because it means that people are relaxed when they learn (8. ...) and work in a committee.

Student 6: During my time at EYP I experienced an extreme (9. ...), like I was kind of shy and now I had a speech today in front of more than 200 people. I feel like I learnt a lot of social and organisational skills and also (10. ...).

Student 7: EYP was the place that taught me that no matter how small you are, what your background is you can actually (11. ...). EYP made me a more active citizen and made me more (12. ...), both locally and globally.

3. a. Make a presentation to introduce the EYP organisation and its activities to newcomers.
- b. Would you like to participate in the next EYP session? Why (not)?

LESSON 4. Mass media in Belarus

Communicative area: speaking about the mass media in Belarus, recommending a TV / online programme

1. Do the questionnaire below. Compare your answers with your partner.

1. Do you usually follow the news either on TV or on the Internet?

2. Do you read newspapers and magazines? If yes, what is your favourite newspaper? What is your favourite magazine?

3. Do you watch TV / online programmes? If yes, what is your favourite?

2. a. Guess:

1. how many newspapers there are in Belarus;
2. how many magazines there are in Belarus;
3. how many of them are private;
4. what languages they are published in.

b.   Listen to a part of the interview and check your guesses.

c. Complete the following sentences:

1. ... newspapers and ... magazines are published in Belarus.
2. Printed press is available not only in Belarusian and Russian but also in ..., ..., ... and
3. The most influential newspapers include ... and the

3. a. Read the article and answer the questions:

1. How many news agencies operate in Belarus? 2. What is the biggest news agency in the country? 3. What are the major TV channels? 4. When was Belarus TV channel launched? 5. Who is Belarus TV channel available to?

Mass media in Belarus

Nine national news agencies, including seven private ones, operate in Belarus. The BelTA News Agency is the country's biggest news agency, having the correspondent network in all the regions of the country. Russia's TASS and Prime news agencies have their offices in Minsk. The correspondents of the leading world agencies Reuters, Associated Press and Xinhua also work in Minsk.

In 2021, there were 164 radio broadcast stations and 98 television broadcast stations in Belarus among which 27 radio stations and 54 TV broadcast stations were private. The majority of public radio stations is run by the local authorities. There are around 30 FM radio stations in Belarus, including Radius FM, Radio Unistar, Europe plus and others. The target audience of the Belarus radio station are foreigners interested in local events. The radio station airs programs not only in Belarusian and Russian, but also in English, German, Polish, French, Spanish and Chinese.

There are 6 national TV broadcasters in Belarus: Belarus 1 TV Channel, Belarus 2 (targeting youth audience), Belarus 3 (social and cultural), Belarus 5 (sport), National Television (ONT) and Capital City Television (CTV). A **regional TV channel** Belarus 4 is available as of September 2015. The channel provides a platform for all the regions of the country. In each region the

channel offers an original TV product with a different label for each region: Belarus 4. Mogilev, Belarus 4. Gomel and so on...

The broadcasting of the international satellite TV channel Belarus 24 was launched in 2005. Today it broadcasts 24/7 for 270,000,000 viewers in 100 countries. The main TV content is the news and analysis on major events in the country and the world, interesting TV projects, high-quality films, and, of course, a lot of programmes on Belarus: the unique **history** and **culture** of the country, the main **attractions** and tourist destinations, Belarusian **cuisine**, famous **brands**, outstanding **people**. The programmes are aired in Russian and Belarusian languages. The channel also provides online broadcasting on the Internet. Over 200 of the international channels, including Euronews, BBC, Eurosport are broadcast via cable TV. By June 2015 Belarus completed the switch from analogue to digital broadcast television. Today digital broadcasting is available practically to 100% of the population.

Mass Media Legislation in Belarus

The Constitution of the Republic of Belarus guarantees the freedom of thought, belief and expression and prohibits the monopolisation of the media and censorship.

The Law “On Mass Media” formalises the basic principles of mass media’s activity: accuracy, equality, respect for human rights and freedoms, diversity of views; protection of morals; observance of the norms of journalist’s professional ethics.

The law is the basis for introducing the elements of self-regulation in the media field in Belarus. To this end, the Public Coordination Council on the Media was set up. It consists of representatives of mass media, journalism organisations and experts.

Adapted from belarus.by



b. Make a short summary of the text. Add the information of the interview you listened to at the beginning of the lesson. Compare your short summary with your partner’s.

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

1. How do you usually get your news (newspaper, TV, specific website)? Why?

2. Do you often watch TV? Why (not)?

3. Which programmes do you prefer (the news, talk shows, reality shows, animal and wildlife programmes, game shows, films, soaps, sitcoms, DIY programmes, music programmes...) Explain why.

b.   Listen to the conversation and say what programmes Nastia watches and enjoys watching?

c. Make a list of your most and least favourite TV / online programmes. Compare it with your partner's. Choose the ones you both mentioned. Discuss why you like/don't like these programmes.

d. Choose one programme that is different from your partner's. Recommend that he / she should (not) watch it.

Useful language box

You should watch ..., Why don't you watch..., If I were you, I'd ..., You'd better..., You'd be crazy (not) to ..., I'd certainly recommend you watching..., You must watch..., Try watching...

OR: If I were you I wouldn't..., You'd better not to..., On no account should you...

LESSON 5. Housing in Belarus

Communicative area: speaking about different types of houses in Belarus

1. Answer the questions:

1. What type of house do you live in?

2. What other types of houses can you find in the neighbouring area?

3. Do you think it is more comfortable to live in a block of flats or a detached house?

2. a. Read the text and answer the questions: What kind of house does Thomas Warner, a British teacher, live in? What houses does he like most and why?

b. Read the text again and say what unexpected problems Thomas has because he is not accustomed to living in a block of flats.

My worthless opinions about housing in Belarus

By Thomas Warner

I arrived in Belarus at the end of August, and have since learnt many things about the place and its people. I have discovered these truths by exploring the city and by interacting with its inhabitants. But like you, dear reader, I must sometimes return home to rest. So I get on the bus, travel a few stops and at the appropriate moment I get off and walk the short distance to my front door. Perhaps also like you, I live in what is referred to as a “block”. My particular block has nine floors and twelve separate entrances. It (probably) contains hundreds of individual flats, which are (probably) all very similar to the one that I live in. There are two bedrooms, a hall, a bathroom and a kitchen. It is a comfortable and cosy arrangement, and serves my purposes very well. As a result of the concentration of people and of the lessons learnt over centuries of Belarusian winters, the flat is always very warm – to the extent that I often choose to sleep with the window open, even when the outside temperature seems intimidating (to my English eyes, at least).

As I live on the 8th floor, it is necessary for me to use the lift when I leave or return to my flat. For me this is rather novel, as indeed is the experience of living in a flat more generally. Before coming to Minsk, I had lived almost exclusively in houses and used lifts very infrequently. For this reason, I sometimes worry that I am not following the proper lift etiquette on those occasions when I have to share the journey with a stranger. The questions; “Should I start a conversation?” “What should I be looking at?” and “Am I standing too close?” dance around my mind as me and my new companion stand awkwardly in our little box.

From my observations, it seems that most Minskians live in a similar style of accommodation to mine. All over the city there are blocks: tall ones, short ones, pink ones, green ones, ones in

strange shapes, blocks that look like they were finished yesterday and ones that look ancient. And so much construction! In every direction, Minsk seems to be expanding. I'm told that certain parts of the city, ones with higher concentrations of blocks, are known as "sleeping areas", though it seems to me like a curious term for these places. I believe that the expression is something similar to a commuter suburb in English, but referring to them as "sleeping areas" seems to relegate the importance of some of the pleasant things in life, like taking one's children to school or eating some delicious kasha for breakfast. Perhaps it is a reflection of the planned nature of Minsk, that there are specific working and sleeping areas.

There are areas of Minsk however, which are not "planned" in that sense. I am referring to the charming, colourful little houses which can be found clustered in small groups all around the city. I have been told by friends that these houses are rather more attractive from the outside, than they are from the inside. They have antiquated heating systems, are difficult to maintain and are even more difficult to sell at a profit. Nonetheless, I feel a great sense of comfort on those occasions that I find myself walking through a patch of these delightful old relics. Blocks may be necessary to fulfil the city's housing shortage, and they're certainly more economical – but the sight of smoking chimneys on an old cottage surely does more to warm the heart on a cold winter's morning.

Well, reader, its time for me to stop telling you about housing in your own country, but I do hope I haven't bored or annoyed you with anything I've written. If for some reason you are annoyed, you already have some clues about where I live – I shall expect a visit! It's not a bad area of the city, there's a big Rublyovski and there are beautiful, icicled old houses sitting harmoniously next to the apartment blocks. I sincerely hope that even in the future, when the city is covered in these blocks, that there are still some areas where people can see real houses and can feel as jolly as I do when I'm strolling past a row of them on a lazy Sunday afternoon.

c. Talk to your partner. One of you is Thomas. Argue that blocks of flats are not only necessary in big cities but also comfortable to live in. Find at least three reasons.

3. a. Look at the pictures and guess the meaning of the following words:

cobblestoned, slanted ceiling, enclosed porch



1



2



3

b.   Listen to Theresa speaking about her apartment and arrange the pictures in order of appearance.

c. Say which plan corresponds to the text.



1



2

d. Describe the rooms in Theresa's apartment as close to the text as possible. Use the plan.

4. Compare your accommodation with either Thomas's or Theresa's. Find both similarities and differences.

5. Write about your accommodation, stressing typical features and showing what makes it different from other houses or apartments.

Flat (*Br. E.*) – a set of rooms for living in, usually on one floor of a large building; American word is apartment



LESSON 6. Fairs and exhibitions

Communicative area: speaking about visiting exhibitions

Active grammar: plurals of nouns

1. a. Talk to your partner and answer the questions:

1. Do you often visit exhibitions?
2. What kind of exhibitions do you prefer? (art, books, animals...)
3. Do you read exhibition reviews in the press or on the Internet?

b. Read the article about Minsk International Book Fair and say:

1. What country did Theresa Suslov represent at the Minsk International Book Fair?

2. What American writers were chosen to represent the country and why?

3. Have you read any of these books?



Annual Minsk International Book Fair

by Theresa Suslov

For the last twenty years, the city of Minsk has held an international book fair. This event allows **people** in Minsk and surrounding **areas** to browse and purchase **books**, mingle with like-minded people, listen to poetry read by both Belarusian **poets** and those from abroad, and finally, meet with people from all around the world and learn about their cultures.

The book fair was held inside the large BelExpo exhibition hall. Inside were over one hundred **booths** which housed **representatives** exhibiting and discussing literature from their native countries. Some of the larger booths were occupied by representatives from France, Iran, Russia, Germany and of

course, Belarus. Other countries represented at the fair were Cuba, Poland, Italy, India and many more.

I was honoured to have been asked to help represent the United **States** of America at the book fair. The theme and title of our exhibit was *The Eighty Eight **Books** That Shaped America*. These eighty eight books were chosen by the Library of Congress as having been influential in the shaping of American identity.

Books at this exhibit spanned two **centuries**, offering literature from the birth of the nation through present day. The books chosen and exhibited were a combination of fiction and non-fiction. Some **examples** of the fiction represented were books by Mark Twain, such as *Huckleberry Finn*, John Steinbeck who wrote *The Grapes of Wrath*, and Zora Neale Hurston, the author of *Their **Eyes** Were Watching God*.

The fiction transported readers to various **times** in the history of the United States. John Steinbeck wrote about the Depression Years of the 1930s. Ms Zora Neale Hurston also lived and wrote during that time, an era dubbed the Harlem Renaissance when black writers and artists in the United States were becoming recognised for their phenomenal **talents**.



Non-fiction books allowed **readers** a window into many of the nation's social issues and civil movements. For example, there was the writing of Frederick Douglass, a former slave who had taught himself to read and write. He wrote a moving chronicle of the daily horrendous struggles of those caught in the web of slavery.

Other non-fiction works touched on timeless **themes** such as **ways** to effectively manage money, women's health and ways to combat alcoholism.

The book fair provided three wonderful days for book **lovers** to experience the world in one convenient place.

2. a. Read the text again and analyse the words in bold. Talk to your partner and recollect what you remember about plural forms of nouns. Use the examples from the text and any additional examples if necessary.

b.  Read the rules on page 219/235 and check your ideas.

3.   Get a handout from the teacher and sort out the nouns according to the ways they form plurals. Write the plural forms of the words.



4. a. Read the story and say what impressed the writer at the exhibition.

Last Sunday we went to Marc Chagall's exhibition in the National Art Museum in Minsk. My mum took her two (1. nephew), my (2. cousin) with us. The trip was a great fun! It took three (3. hour). There were many (4. person) on the train – (5–7. man, woman, child) and even two (8. baby). As we discovered later two more (9. family) had planned similar (10. trip) as we met them in the museum.

The weather outside was beautiful! We clung to the window and were watching (11. house) with different (12. roof) and (13. tree) with (14. leaf) changing their colour to yellow and red. We saw (15–17. stork, goose, and duck). We even saw (18. deer)!

At last, we arrived in Minsk. I like the two tall (19. tower) which welcome visitors arriving in Minsk by the railway.



At the museum we learnt a lot of new things about Chagall. He was not only one of the best (20. painter) of his time, he was also a printmaker, an illustrator and a poet.

The Exhibition “Marc Chagall: Life and Love” presented the artist’s book (21. illustration). It showed a close bond between his art and the (22. book) illustrated by him. He illustrated his childhood (23. memoir) in the autobiographic book “My Life” and (24. people) from Vitebsk would immediately recognise the town. His illustrations to Gogol’s Dead (25. Soul) and La Fontaine’s (26. Fable) show remarkable unrepeated variety of (27. character), wonderful colour (28. idea) and expression of (29. design). I was surprised that he had also illustrated the Bible. He did not only show the deep knowledge of the subject but also his own interpretation of the traditional characters.

b. Read again and fill in the blanks with plural form of the nouns.


c. What do you think about Mark Chagall’s works of art?

5. Share your impressions of the exhibition or fair you have recently visited.

LESSON 7. The art of conversation

Communicative area: sharing personal news, learning to be a good conversationalist

1. a. Discuss in pairs. What do you need to be a good conversationalist?

b.   Listen to Paul Sloane, a writer and professional speaker, giving advice. What are the main tips for a good conversation?

c.   Listen to a conversation. Do the friends use any tips for a good conversation?

2. a. Read the conversation and find questions and phrases used to show interest and surprise.

Kate: Hi John! Haven't seen you for ages! Where have you been?

John: Hello Kate! I've just come back from Belarus.

Kate: Really? How interesting! What did you do there?

John: I attended the International Youth Scientific Conference.

Kate: Did you? What was the theme of the conference?

John: We discussed environmental problems of the 21st century. I've been doing research into plastic pollution for two years.

Kate: Have you? I didn't know you were into the environment. Did you see any places in Belarus?

John: Well, I spent just two days there, so I wasn't able to go sightseeing.

Kate: Weren't you? That's a pity.

John: Yeah, but I'm going to visit my new Belarusian friend in summer. He's got a farm not far from Minsk. Actually, he raises snails there.

Kate: He raises what?

John: Snails. His business brings him good money.

Kate: His business?

John: Yes, he supplies the capital's restaurants and hotels with snails.

Kate: Does he? He must be a millionaire!

John: Not really. But he's going to expand his business and use snails in cosmetics, pharmaceuticals and other spheres.

Kate: Is he? Can I join you on your summer trip? I'm crazy about snails.

John: Sure! I think we'll have an unforgettable experience!



b.  Complete the rule.



Tag questions are often used to express interest, concern, surprise, anger, or other reactions, depending on the intonation. Their most common use is just to show that we are listening.



- I learnt to play ice-hockey there.
- **Did** you?
- She's not going to university this year.
- **Isn't** she?

Echo questions contain: **an auxiliary verb** (do, can, have, is, are...) and **a ...**.

We use ... echo questions in reply to positive statements.

We use ... echo questions in reply to negative statements.

c. Work in pairs. Take it in turns to make statements which are true for yourself. Your partner will reply with an echo question. A further remark must follow naturally.

Example: – *There aren't many languages you can learn at the Language School.*

– *Aren't there?*

– *Yeah, only French and English.*

1. I can't ... swim / keep secrets under wraps / spread rumours
2. I have never been to ... Britain / Madrid / the Canary Islands
3. I went to ... Australia / South Africa / Chile ... last year.
4. I don't like ... pop music / football / taking pictures
5. I am often ... late for school / hungry between meals / embarrassed to speak in public
6. I am ... not keen on surfing the Internet / not interested in fashion / not into rock music
7. I was ... at the cinema / busy studying / very tired ... yesterday.
8. I suffer from ... travel sickness / food allergy / terrible headaches
9. I have to ... do my homework for hours / get up at 6 o'clock / practise more English... .
10. I don't mind ... working in summer / walking in the rain / gossiping /
11. I didn't ... meet anyone amusing at the party / find anything interesting at the market / buy anything at the sales
12. I find horror films ... amusing / disgusting / exciting / boring

13. I ... made a stupid mistake last night.../ forgot an appointment with the dentist yesterday / had a very good time last weekend

14. I used to ... play the piano / do karate / have a dog /

15. I'm used to ... tidying my room at weekends / eating cornflakes every morning / visiting my granny every week

16. I've just bought a new ... mobile / video camera / laptop... .

17. I wouldn't like to be ... a millionaire / a celebrity

18. I can ... write with both hands / touch my toes without bending my knees / move my ears

3. a. Study the Useful language box.

Useful language box

How to show that you are listening

Showing attention		Right. Sure. Yes. Yeah. Uh-huh.
Echo questions		Did you? Are they? Was it? He did what? You saw who?!
Echo words		Six months? Lost your passport?
Wh- questions		So what happened? Why was that, then? How did you feel?
Personal response	Interest	Really? That sounds interesting. How interesting!
	Pleasure	Really! Fantastic! Great! How sweet! That's amazing! How incredible!
	Agreement	Exactly. Of course. Sure. Right. I see. I know what you mean. I guess so.
	Sympathy	How awful. That's too bad. That's a shame/pity! Oh no/dear! Oh man!
	Surprise	No way! My goodness! Good heavens! Oh, my God! / Oh my gosh! Excuse me? PARDON!? No kidding? You don't say so! I don't believe. Oh, please! What are you talking about?
	No surprise	Hmm... I'm not surprised. (Sarcastic tone) What a surprise!

b. Work in pairs. Expand one of the sentences into a mini dialogue where they respond to the follow up question. Take it in turns to ask and answer.

1. I've just been on an eco-friendly holiday in the Belarusian countryside.

2. My friend isn't fond of modern art.

3. I'm looking forward to visiting Brest Fortress.

4. My dad forbade me to use the Internet yesterday.

5. I want to go hiking in summer.

6. We're having a maths test tomorrow.

7. I didn't tell you the truth yesterday.

Example: – I've just been on an eco-friendly holiday in the Belarusian countryside.

– Really? How interesting. What was it like?

– Well, it was fantastic – beautiful scenery and lots of open space and fresh air... It was also a great adventure. You know one day a bear attacked the village we were staying in.

– Did it? NO kidding?

– Yes, everyone was really scared.

– I guess so.

– ...



c. Act out your dialogue to the class.

LESSON 8. I love Belarus

Communicative area: listening and writing about Belarus, expressing feelings about the country



1. Discuss with your partner.

1. What attracts you when you visit new places? (nature, architecture, people...)

2. What in your opinion attracts people to Belarus? Range in order of priority (people, nature, culture, food, sport...)

3. Do you still remember the first impression you had when you visited a new place?

4. What impressions might people have when they come to Belarus for the first time?

2. a.   Listen to the story of an Indian, Yoga teacher and businessman. Answer the following questions:

1. What is his name? 2. Why did he come to Belarus? 3. When did he come to Belarus?



b.   Listen again and say whether these statements are true or false.

1. Bihash Nahar came to Minsk 26 years ago.
2. He finds Belarus very cosy and welcoming.
3. Belarusians and Indians are very different.
4. Bihash Nahar is married to an Indian woman and has two sons.
5. He loves Minsk and other towns of Belarus.
6. He has never been to Slavianski Bazaar.
7. He loves the circus most of all.
8. Bihash Nahar is a citizen of Belarus.

3. Read the following sentences from the text. Find the words in bold and say what grammar rules we are going to analyse. Recollect the rules and show examples which you have found in the exercise. Give more examples.

1. At the age of 13 I finished school with flying **colours**.

2. As a student I was quite good at chess and very often I took part in various **competitions** where I met a lot of nice young **people** from the USSR.

3. We made **friends**, and thus I got interested in the Russian language and culture.

4. My first **impressions** of the city were unbelievable!

5. I had never expected it to be so bitterly cold – about 30 **degrees** below zero!

6. In fact, the **Belarusians** and **Indians** are very similar. Both the **nations** take pride in their history, deeply respect their parents and their Motherland.

7. My wife is Belarusian and my **children** were born here.

8. I sell Indian **goods** and in the evenings I teach yoga.

9. I'm proud to have 65-year-old **ladies** in my Yoga club.

10. My wife and I often cook national Belarusian and Indian dishes.

4. a. Think of at least three things you love about Belarus. Write them down and compare with your partner and then with the rest of the class. Use your ideas to make an outline for the essay "Why I Love Belarus".

b. Discuss with your partner what you can say to describe each outline item. Share your ideas with another pair.

5. Write an essay "Why I Love Belarus". Write about 150 words.



LESSON 9. Welcome to Belarus

Project

Communicative area: making a promotional video about Belarus

BEFORE THE PRESENTATION LESSON

1. Split into pairs or groups. Your task is to make a promotional video about Belarus to be shown on an Internet site.

2. Think of a good slogan for your video.

3. Choose three things that are positive about Belarus and would be of interest to visitors.



4. In the columns below write a few notes about the three things. Make sure they're only writing notes, and not full sentences.

Slogan:		
1 ...	2 ...	3 ...

5.  Start writing the script for your promotional video.

6. Using the notes each student practises talking through the script. They should have enough time until they are confident to be recorded. The time limit is up to 3 minutes.

It would be nice if the student speaking could stand in front of a map of the country, or the flag, or a large picture. Perhaps making a poster could be part of the project. The speaker can point to the pictures as they speak. You may decide only to show video pictures they have collected / drawn and speak without being seen (as a voice-over).



7. Use the tips below for video recording.

- You can easily do this with a digital camera or mobile phone. Make sure that the head and shoulders of the speaker can be clearly seen.

- Turn off anything in the room that's making a noise to avoid a buzzing sound in the background: the air conditioning, computer fan, fridge etc. Turn off your mobile phones.

- If you're using a microphone, make sure that it's not too close to the speaker's mouth. 20–30 cm is probably a good distance.

- You can do your recording outside, just avoid disturbing background noise like traffic or people chatting. The speaker will probably need to talk a little louder.

- The speaker should be as natural and relaxed as possible, so practise a lot before starting. Remember that speaking fluently is better than worrying about making mistakes.

At the presentation lesson:

1. Show your promo video in class.

2. After watching each video, write three things you liked about it and explain why.

3. Use your notes and discuss the videos.

LESSON 10. Culture corner.

The country of castles

1. a. What castles and palaces in Belarus do you know?

b. Read the article about the architecture of Belarusian castles and palaces. Fill in the missing parts.



In the Middle Ages, more than a hundred castles and other buildings of this kind existed in the lands of Belarus. That's why it was called the “country of castles”. (1. ...) Although very few castles survived numerous war conflicts, and are mostly in ruins, they still remain true Belarusian gems.

In Belarus, the word “castle” is often used to describe a fortified place which served to protect the town against enemies. (2. ...)

The fortified architecture of Belarus is divided into stone and wooden architecture, according to the type of materials used in their construction. (3. ...)

The castles are also divided into two groups, depending on their location. The first group includes those built on steep hills. These older fortifications, which had appeared before the 15th century, impress by their height and strength. (4. ...) Gothic features present in the architecture of many castles of the 14–16th centuries.

In the 16–17th centuries, the typical castle architecture of Belarus combined a strong fortification system of earth ramparts, deep moats, fortress walls and towers with the majestic inner palace design. (5. ...)

By the 18th and the first half of the 19th centuries, magnificent constructions in the Belarusian lands had revealed a high level of the architectural skill. (6. ...)



a) Stone and wood were often combined within one construction. Unfortunately, the wooden fortifications have not survived.

b) The palaces of that time and a great number built in the second half of the 19th century, truly belong to the architectural heritage of Belarus.

c) The other group are the castles of a later period dating back from the 16th century. They were the feudal castles located in the lowlands and surrounded by fortified walls topped with towers.

d) The fact that vast trade routes were running across these lands became the reason for constructing so many fortifications¹.

e) However, the term “castle” refers mainly to the fortified residences of the feudal [ˈfjuːdəl] lords of the 16th and 17th centuries, which were both palace and castle complexes quite often.

f) The palace and castle complexes of the 16th and 17th centuries demonstrate a great variety of architectural compositions.

¹ **fortifications** – strong buildings, walls, towers etc., built around a place in order to defend it

c. What do the adjectives below describe?

Numerous, majestic, steep, typical, strong, feudal, wooden, magnificent.

d. Act out a conversation between a tourist and a guide. Ask and answer the questions about the architecture of Belarusian castles. Then swap the roles and work in new pairs.

2. a. Work in pairs. Read about Lida Castle and give a subtitle to each paragraph. Compare your ideas with other students'.

Lida Castle is a historic, medieval castle in Lida, Grodno Region, western Belarus. Lida Castle or Gediminas Castle is the oldest castle in Belarus which dates back to the 14th century. This citadel ['sɪtədel] is one of the best-preserved in Belarus. Lida Castle was built at a confluence of the Lida and Kamenka rivers



by order of Duke Gediminas to defend his lands from the expansion of the Crusaders. From the north, the two rivers were linked by a 20 m width moat, creating an impression of an island castle. The modern town of Lida grew up around the ramparts of the castle.

Since the 14th century, the castle has suffered many attacks and invasions. After the Crusaders, the Anglo-Germans tried to capture the castle. During the attack of the British, the locals burnt their houses themselves and hid with the treasures in the castle. In the 15–16th centuries the castle survived the attacks of the Crimean Tatars, Duke Svidrigailo and the troops of Yuri Svyatoslavovich.

Lida Castle looks very massive: huge walls, inaccessible towers and small window-loopholes. The walls of the castle are made of red brick and stone. Lida Castle was built in the “brick gothic” style which was very popular in Europe at that time.

During the 20th century, a travelling zoo or circus often occupied Lida Castle and



loophole

every December a Christmas tree was placed within the walls. Significant restoration of the castle was launched in 2010 when Lida hosted the traditional agriculture festival “Dazhynki-2010”.

Today historical reconstructions and knight tournaments are held in Lida Castle. Every tourist can feel the incredible atmosphere of the Middle Ages at the annual Lida Castle Sword festival which gathers knights from Belarus, Russia, Lithuania, and Ukraine. The event usually starts with a theatrical performance telling the story of Lida Castle followed by medieval tournaments and battles. The programme of the festival also includes the medieval music show, blacksmiths and pottery workshops in the town of craftsmen, a children’s playground, medieval games and dances. In the evening, Lida Castle hosts the final individual and team competitions and a concert of a famous band. The festival is wrapped up by spectacular fireworks.



There is a famous legend about the heroic defence of the castle from the Crusaders. The frost covered the surrounding waters with ice which helped the enemies to get as close as possible to the massive walls. According to the legend, in 1394 Duke Dmitri Koribut decided to leave the castle at night through the secret passage with the majority of his men. Only a few soldiers stayed to defend the castle to the last man and gloriously died in battle. For seven centuries, their ghosts have been wandering around the Lida Castle scaring its visitors.

b. Read again and explain why:

1. Lida Castle was built; 2. The castle looks massive; 3. Its restoration started in 2010; 4. Knights gather in the castle every year; 5. The Crusaders got very close to the castle in 1394; 6. Some visitors might get scared there.

c. Prove that:

1. Lida Castle has a heroic past; 2. It is worth visiting; 3. The Lida Castle Sword festival is a spectacular event.

d. Be a tourist guide and speak about the castle. Follow the plan. Answer the tourists' questions.

- Location / Date;
- Owners / Architects;
- Architectural peculiarities;
- Historic / Interesting facts.

3. What castles in Belarus and other countries have you visited? What impressed you most of all?

LESSON 11. Speaking club. **I'm proud of Belarus**

Communicative area: discussing the pages of the prospectus about Belarus

1. Work in pairs or groups of 3. Discuss the pages of the prospectus "I'm proud of Belarus".

I'm proud of Belarus



...



...



3

...



4

...



5

...



6

...



7

...



8

...

Student A:

Take a card with a number and “open” the corresponding page in the prospectus.

Show the page of the prospectus “I’m proud of Belarus” to your foreign friend and comment on it.

Speak for 1 minute on the topic shown in the picture.

Say some general facts, the achievements of Belarusians in this field, perspectives and share your own experience and opinion.


Finish your speech with “I’m proud of Belarusian ... because ...”

Answer Student B’s questions.

Student B:

Listen to Student A's speech on the topic shown in the picture.

When Student A finishes their speech, ask three questions on the topic.

- a.  Get a set of cards with numbers from 1 to 8 and shuffle them.
 - b. Think of 2–3 sentences to write a caption for the picture.
 - c. Swap the roles after discussing each page.
 - d. Compare your captions with other groups' ideas.
2. Work in new groups. What other pages would you include in the prospectus "I'm proud of Belarus"?

LESSON 12. Progress check

Communicative area: revising the material of Unit 9

I. READING

1. Read the information from the prospect about Belarus and say in 2–3 sentences what it is about.

Khatyn memorial

Until 1943, Khatyn was a usual Belarusian village to the north-east of Minsk. But on 22 March, 1943, the occupying German forces encircled the village. All the inhabitants were taken to a barn and burnt alive. 149 people, including 75 children, died. Only a few people miraculously survived in this terrible tragedy. Half of the people killed in Khatyn were children under 16 years old. Khatyn is not the only village that

disappeared, but it's one of the 629 Belarusian villages destroyed by Nazis during the Great Patriotic War. 186 of these villages have never been rebuilt.

The Khatyn memorial complex was officially opened on 5 July, 1969 to honour the memory of almost three million Belarusians who died during the Great Patriotic War. Khatyn memorial has become one of the most significant places in Belarus. The memorial is located 54 km north-east of Minsk in the Minsk region of Belarus. At the entrance to the complex, there is a six-metre bronze sculpture of an old man with a boy in his arms. The old man is one of a few Khatyn's survivors whose son tragically died. To the right of the sculpture there is a black plate resembling the roof of the burnt barn in which the fascists burnt the villagers. The memorial has 26 chimneys with bells – one for each of the houses in the village – which ring out every hour. Each chimney has a sign remembering the family members who died. At the entrance to the courtyard of each house, there is an open gate, a symbol of the hospitality of the villagers. In place of former wells there are their copies made of stone.



Further into the memorial is the only village cemetery in the world which is often called the “ghost village”. 185 Belarusian villages like Khatyn were not reconstructed after the war, and have disappeared from the world map. On each grave there is the name of the village and the area of its former location, as well as a piece of soil brought from every place of the tragedy. The Wall of Sorrow near the cemetery represents the memorial slabs with the names of 66 largest death camps in which a huge number of innocent people died.

Brest Fortress

Brest Fortress dates back to the 19th century and became a key symbol of Soviet resistance in the Great patriotic War.

It was built at the meeting-point of the rivers Bug and Mukhavyets. During its construction, the entire town was relocated to a new position 2 km away. It earned the title of Hero Fortress for the courage shown by Soviet soldiers when the German army attacked our country in 1941.

The entrance of the fortress represents a huge star cut into a concrete block. As you walk up to the centre of the fortress you see “Thirst”, a large monument depicting a wounded soldier trying to get some water from the river. The monument reflects the bravery of the last remaining soldiers who defended the Fortress for many days without food or water.

The Bayonet Obelisk, 100 m high, is linked to the Courage monument by three rows of gravestones. The Courage monument is 33.5 m high and symbolises the heroism of the defenders. “We’d rather die than surrender” were the words they inscribed on one of the fortress walls. The Eternal Flame reminds us of that heroic and tragic page in the history of Brest Fortress.



2. Find the extract about a historic event and read it aloud.
3. What can you see in each of the memorial?
4. Why are war memorials important?

II. LISTENING

1.   Listen to the guide speaking about the Great Patriotic War museum and answer the questions below.

1. Why is the Great Patriotic War museum unique?
2. What does the new building look like?
3. What sights are located around the museum?

III. SPEAKING

1. Why are you proud of Belarus?
2. What Belarusian souvenirs would you buy for your British friend?
3. Ask a tourist about their impressions of Belarus.
4. Recommend a tourist Belarusian sights which are worth visiting.
5. “East or West, home is best” says the proverb. Do you agree with it?



GRAMMAR REFERENCE (RUSSIAN)



UNIT 5

Past Perfect Continuous – Прошедшее совершенное продолженное время

Временная форма **Past Perfect Continuous** указывает на действие, которое началось в прошлом и продолжалось в течение некоторого времени до какого-то другого момента в прошлом. Данное действие могло завершиться непосредственно перед этим моментом либо все еще продолжаться.

Можно сказать, что **Past Perfect Continuous** является аналогом **Present Perfect Continuous**, но в прошедшем времени. В обоих случаях длившиеся какое-то время действия заканчиваются к указанному моменту: для **Present Perfect Continuous** – к настоящему моменту, а для **Past Perfect Continuous** – к некоторому моменту в прошлом.

Сравним:

Past Perfect Continuous	Present Perfect Continuous
<i>By that time he had been experimenting with Cubism for some time.</i>	<i>I have been experimenting with Cubism for some time. Look at my new work.</i>
	



Определенный момент в прошлом может быть обозначен точным временем (*by 7 o'clock yesterday*) или другим действием (*by the time / when / before / after / till / until + V₂*). Длительность действия может указываться словосочетаниями типа *all day long*, *all night* или словосочетаниями, образованными с помощью предлогов *for*, *since*.

By 1937 Picasso had been experimenting with Surrealism and Cubism for ten years.

Picasso had been experimenting with Surrealism and Cubism for ten years when he was commissioned to create a painting for the Spanish Republic's pavilion at the 1937 Paris World Fair.

В отличие от **Past Perfect**, когда важно подчеркнуть завершенность действия и его результат, **Past Perfect Continuous** делает акцент на длительность процесса.

Сравним:

Past Perfect Continuous	Past Perfect
<p><i>By that time Michelangelo had been sculpting for half of his life.</i> (что делал? – занимался скульптурой)</p>	<p><i>By that time Michelangelo had already earned fame for his sculptures.</i> (что сделал? – заработал славу)</p>
	

Past Perfect Continuous может также обозначать действие, которое длилось в течение какого-то периода времени в прошлом и завершилось с определенным результатом.

Сравним:

Past Perfect Continuous	Past Perfect
<p><i>The man was tired (effect) because he had been running (cause).</i> (что делал? – бегал)</p>	<p><i>The man was tired (effect) because he had run 15 km (cause).</i> (что сделал? – пробежал 15 км)</p>

Как и все временные формы группы Continuous, **Past Perfect Continuous** не употребляется с глаголами состояния (e.g. *be, know, etc*). С такими глаголами вместо **Past Perfect Continuous** используется **Past Perfect**.

✓ *It **had been there** for three and a half centuries before they decided to protect the sculpture from the elements.*

* *It **had been being there** for three and a half centuries before they decided to protect the sculpture from the elements.*

Обе временные формы **Past Continuous** и **Past Perfect Continuous** описывают действие, которое продолжалось в прошлом. Однако **Past Continuous** акцентирует внимание на том, что это действие совершалось именно в указанный момент в прошлом, **Past Perfect Continuous** подчеркивает длительность совершения этого действия.

Сравним:

Past Perfect Continuous	Past Continuous
<i>By that time Michelangelo had been sculpting for half of his life.</i>	<i>At that time Michelangelo was working at his new sculpture.</i>

Past Perfect Continuous образуется с помощью вспомогательного глагола **to be** в **Past Perfect** (*had been*) и смыслового глагола с окончанием **-ing** (*Participle I*).

had been V + ing

+	?	-
<i>He had been doing it.</i>	<i>Had he been doing it?</i>	<i>He hadn't been doing it.</i>

UNIT 6

Future Continuous – Будущее продолженное время

Глаголы в форме будущего продолженного времени выражают действие, которое будет происходить в определенный момент или отрезок времени в будущем.

Future Continuous образуется с помощью вспомогательного глагола **to be** в будущем времени (*will be*) и причастия настоящего времени смыслового глагола **Present Participle**:

will + be + V – ing

We'll be expecting you at 5. – Мы будем ждать вас в 5 часов.

Next month they will be repairing the school. – В следующем месяце они будут ремонтировать школу.

This time on Sunday I'll be bathing in the sea. – В это время в воскресенье я буду купаться в море.

+ *She will be sleeping.* – *She will not be sleeping.*

Will she be sleeping? Yes, she will. No, she will not. (No, she won't.)

Будущее продолженное время, как правило, употребляется в следующих ситуациях:

- при выражении действий, которые будут происходить в будущем в какой-то определенный момент. Обычно для этого используются слова и словосочетания типа *завтра в 6 часов* и т.п., а также конкретные определения либо придаточное предложение с использованием глагола-сказуемого в настоящем неопределенном времени:

We'll be holding a meeting at 5 o'clock tomorrow. – Завтра в 5 часов мы будем проводить собрание.

He will be presenting his report when I come to the University. – Когда я приду в университет, он будет читать доклад.

- при выражении действий, которые будут происходить в будущем в течение значительного периода времени:

The auto industry will be increasing the production of new cars from year to year. – Из года в год автомобильная промышленность будет увеличивать выпуск новых машин.

Narrative Tenses – Времена, используемые при повествовании

I. Past Simple – простое прошедшее время в английском языке.

Прошедшее неопределенное время широко используется в повествовании для описания последовательных событий прошлого:

- если действие произошло в прошлом и никак не связано с настоящим. Следует обратить внимание на слова-маркеры: *yesterday* (вчера), *last month* (в прошлом месяце), *5 years ago* (5 лет назад), *in 1999* (в 1999):

My brother was born in 1987. He moved to the capital 7 years ago. – Мой брат родился в 1987 году. Он переехал в столицу 7 лет назад.

- если необходимо пересказать череду действий в прошлом:

He wrote the letter, put it in the envelope, left it on the table and went out. – Он написал письмо, положил его в конверт, оставил на столе и ушел.

- если необходимо показать, что упоминаемое действие было обычным и неоднократно происходило в прошлом в течение какого-либо периода времени:

From 1995 to 2000 he worked as a manager. – Он работал менеджером с 1995 по 2000 г.

II. Past Continuous – длительное прошедшее время в английском языке.

Отличие этого времени от предыдущего заключается только в том, что в этом случае действие прошлого показано в процессе. Момент, в который протекает данное действие, часто бывает обозначен другим коротким действием в **Past Simple**:

- если речь идет о действии, которое происходило в определенный момент в прошлом:

She was drinking coffee when I came in. – Она пила кофе, когда я пришел.

- если необходимо дать характеристику человеку, делая при этом речь эмоционально окрашенной:

My mother was always hiding sweets from me when I was a kid. – Когда я была ребенком, мама постоянно прятала от меня конфеты.

III. Past Perfect и Past Perfect Continuous – совершенное прошедшее время и совершенное длительное прошедшее время в английском языке.

Простое совершенное время употребляется для выражения действия, которое уже свершилось до определенного момента времени в прошлом. **Past Perfect** представляет собой «пред-прошедшее» время, поскольку оно выражает прошедшее действие по отношению к моменту времени, также являющемуся прошедшим:

- если необходимо выразить действие, которое закончилось до определенного момента в прошлом:

Malfoy had done the work by the time his friend returned. – Малфой закончил всю работу к тому времени, как вернулся его друг.

- если необходимо показать два действия, одно из которых было в процессе, а второе завершилось к его началу:

The rain had stopped and the stars were twinkling on the dark sky. – Дождь закончился, и на темном небе сверкали звезды.

Past Perfect Continuous необходимо употреблять тогда, когда действие в предложении начнется до определенного момента в прошлом и продолжится до него же (или включая его):

Tim was a man she had been searching for all her life. – Тим был именно тем мужчиной, которого она искала всю жизнь.

IV. Использование инверсии с наречиями *hardly / scarcely* ... *when*, *no sooner* ... *than*.

Если подлежащее ставится после сказуемого, то такое расположение главных членов предложения называется обратным порядком слов или инверсией.

Обратный порядок слов употребляется в главной части сложноподчиненных предложений, начинающихся наречиями **hardly / scarcely** (едва), **no sooner** (как только, едва) и др. В этих предложениях перед подлежащим стоит вспомогательный глагол, входящий в состав сказуемого, или глагол-сказуемое, и все предложение подчеркивает эмоциональный характер выраженной в нем мысли.

Если главное предложение начинается наречием **scarcely / hardly**, в придаточном предложении употребляется союз **when**, если же главное предложение начинается наречием **no sooner**, то в придаточном предложении употребляется союз **than**:

Hardly had he finished his work when somebody knocked at the door. – Едва он окончил свою работу, как кто-то постучал в дверь.

No sooner had we reached the town than we learnt the news. – Не успели мы добраться до города, как узнали новость.

UNIT 7

Prefixes

Prefix	Meaning	Examples
Anti-	against	<i>Anti-war, anti-social</i>
Auto-	of or by yourself, working by itself	<i>Automobile, autograph, automatic</i>

Prefix	Meaning	Examples
Co-	together	<i>Coeducation, co-pilot, coexist</i>
Em-	making something or be in a particular state or have a particular quality	<i>Embellish, empower</i>
Homo-	same	<i>Homogeneous, homograph, homonym</i>
Hetero-	different	<i>Heterogeneous, heterosexual</i>
Hyper-	more than usual, especially too much; beyond the usual size or limits	<i>Hyperactive, hypertension</i>
Inter-	between	<i>Interactive, inter-city</i>
Mega-	Extremely; also – a million (with the units of measurement)	<i>Megabyte, megawatt</i>
Mid-	among or in the middle	<i>Midday, mid-January</i>
Over-	above, more than, etc.	<i>Overlook, overcharge</i>
Out-	beyond, bigger than ..., better than ...	<i>Outnumber, outperform</i>
Post-	after	<i>Post-election, post-revolution</i>
Pre-	before	<i>Prehistoric, pre-war</i>
Pro-	in favour of	<i>Procommunist, pro-democracy</i>
Re-	again, back to a former state	<i>Rewrite, reconsider</i>
Semi-	half	<i>Semi-finals, semi-detached.</i>
Sub-	under	<i>Sub-Saharan, subtract</i>
Super-	below, less, almost	<i>Supermodel, superconductor</i>
Trans-	across	<i>Transatlantic, translation</i>
Under-	not enough	<i>Undercook, underestimate.</i>
Up-	making something higher, closer to the higher / better part	<i>Upscale, upmarket</i>

UNIT 8

Reported (Indirect) Speech – Косвенная речь

Прямая речь – это дословное цитирование говорящего или пишущего, его высказывание, которое в предложении заключается в кавычки. Вводная часть предложения с прямой речью поясняет, чья речь передается:

Tom said: “I’m going to award myself with a cup of leisurely coffee after this hard work”. – Том сказал: «Я собираюсь наградить себя чашечкой неспешного кофе после этой тяжелой работы».

Косвенная речь – это передача говорящим или пишущим чужой речи с сохранением ее основного содержания. Синтаксически косвенная речь представляет собой **придаточное предложение** [subordinate clause], которое передает чужую речь – повествование, вопросы, просьбы / приказы – в составе сложноподчиненного предложения. **Главное предложение** [main clause] поясняет, чью речь, чье высказывание передает говорящий:

Tom said (говорящий цитирует речь Тома – то, что сказал Том) *that he was going to award himself with a cup of leisurely coffee after that hard work* (содержание речи Тома).

Главное и придаточное предложения соединяются с помощью различных союзов и союзных слов. Схема сложноподчиненного предложения выглядит следующим образом:

(Main clause)  Conj. [subordinate clause].

(She asked me)  why [I hadn’t come in time].

Чтобы передать чье-либо высказывание, выраженное утвердительным или отрицательным повествовательным предложением:

- необходимо ввести косвенную речь, используя в главном предложении один из следующих глаголов:

- say (says, said), answer(-s, -ed), add(-s, -ed), report(-s, -ed), stress(-es, -ed), write (writes, wrote) *that / why / where ...*
- tell (tells, told) *smb*, inform(-s, -ed) *smb that / why / where ...*
- let (lets, let) *smb know that / why / where ...*
- explain(-s, -ed) *to smb, wrote to smb that / why / where ...*

- если в главном предложении используется глагол, вводящий косвенную речь, в настоящем времени – **Present Simple**, то в придаточном предложении времена, использованные в прямой речи, необходимо оставить без изменения в косвенной речи, например:

Mary always says: “I do my homework every day, but yesterday was an exception. I didn’t have any free time at all”.

Mary always says that she does her homework every day, but yesterday was an exception. She didn’t have any free time at all.

My friend immediately says to me: “I am going to the cinema with you tomorrow”.

My friend immediately tells me (that) he is going to the cinema with me tomorrow.

- необходимо обратить внимание на *личные и притяжательные местоимения* и заменить их по смыслу:

I (do) my (homework) – she (does) her (homework), I (didn’t have) – She (didn’t have), I (am going) – he (is going), (with) you – (with) me.

- необходимо обратить внимание на *согласование подлежащего со сказуемым* в косвенной речи, что требует изменения форм глаголов:

I do – she does, I am going – he is going.

- если в главном предложении используется глагол, вводящий косвенную речь, в прошедшем времени – **Past Simple**, то в придаточном предложении, т.е. в косвенной речи, необходимо осуществить сдвиг времен в прошлое в соответствии с правилом согласования времен **Sequence of Tenses**:

Время в предложении с прямой речью	Время в предложении с косвенной речью
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	Past Perfect
Future Simple (<i>will V</i>)	Future Simple-in-the-Past (<i>would V</i>)
can	could
may	might
must / had to	had to

• необходимо изменить наречия времени и места, а также указательные местоимения:

Наречие / указательное местоимение в предложении с прямой речью	Наречие / указательное местоимение в предложении с косвенной речью
today / tonight	that day / that night
now	then, at that moment
this (morning)	that (morning)
tomorrow	the next day
yesterday / (three days) ago	the day before / (three days) before
last (week)	the (week) before
next (week)	the following (week)
here	there
this / these	that / those

I regularly repair my garage. – He said (that) he regularly repaired his garage.

I am repairing my garage now. – He said (that) he was repairing his garage.

I have already repaired my garage. – He said (that) he had already repaired his garage.

I repaired my garage yesterday. – He said (that) he had repaired his garage the day before.

I have to do this job. – He said (that) he had to do that job.

I won't have time to do the work tomorrow. – He said (that) he wouldn't have time to do the work the next day.

Не всегда нужно изменять время глагола, когда он используется в косвенной речи:

• если сообщается о какой-либо ситуации и предполагается, что она все еще существует, например:

Mark said: "Rome is more beautiful than Paris". – Mark said that Rome is more beautiful than Paris. (Он все еще так думает.)

Diana said: "I want to be a movie star". – Diana said that she wants to be a movie star. (Она до сих пор хочет стать кинозвездой.)

Diana said that she wanted to be a movie star.


Изменение глагола на прошедшее время будет тоже правильным. Но использовать прошедшее время необходимо, если к моменту разговора ситуация изменилась.


Чтобы задать **косвенный вопрос**, необходимо:

- определить:
 - в каком времени стоит вопрос в прямой речи;
 - какой это тип вопроса – общий, альтернативный или специальный:
 - ввести косвенный вопрос, используя в главном предложении один из следующих глаголов:
 - **ask(-s, -ed), wonder(-s, -ed)**
 - **want(-s, -ed) to know / to learn / to hear / find out**
 - **am (is, are) / was (were) interested to know / to learn / to hear / find out**
 - поставить союз:
 - **if, whether** – для общих и альтернативных вопросов;
 - **what, who, when, why, where, how**, и т.д. – для специальных вопросов;
 - изменить порядок слов в прямом вопросе, чтобы превратить его в повествовательное предложение, одновременно правильно согласовывая подлежащее и сказуемое (если глагол в главном предложении стоит в **Present Simple**) или изменяя его время в соответствии с правилом согласования времен (если глагол в главном предложении стоит в **Past Simple**). Например:

“Do you love me?” the girl asks her boyfriend. (Это общий вопрос в **Present Simple**.)

The girl asks her boyfriend / The girl wants to know. (Выбирается глагол и его время в главном предложении – **Present Simple**):

(The girl wants to know)  **if** (Выбирается союз **if / whether** для общего вопроса.)

(The girl wants to know)  **if** [her boyfriend loves her]. (Вопрос *Do you love me?* заменяется повествовательным предложением.)

(The girl asked her boyfriend) **whether** [he loved her]. (Здесь глагол главного предложения стоит в **Past Simple**.)

He asked her: “What is your favourite colour?” – He asked her what her favourite colour was.

Команда или просьба в косвенной речи выражается инфинитивом с частицей **to: tell / ask / order somebody (not) to do something:**

The teacher says / said: “Don’t miss your classes!” – The teacher tells / told her students not to miss their classes.

The definite article with the names of newspapers and magazines – Определенный артикль с названиями газет и журналов

Невозможно определить одно конкретное правило использования определенного артикля с названиями газет и журналов в английском языке. Названия выбираются и присваиваются газетам компаниями и организациями-учредителями.

Единственный вывод, который можно сделать, глядя на списки газет, состоит в том, что в большинстве названий газет артикль отсутствует.

Лучшие ежедневные газеты Великобритании по среднему тиражу в будние дни (2020 г.): *Metro, The Sun, Daily Mail, Evening Standard, Daily Mirror, The Times*¹, *The Daily Telegraph, Daily Express, Daily Star, i, Financial Times, The Guardian, Daily Record, City A.M.*

Лучшие воскресные газеты Великобритании по среднему тиражу в будние дни (2020 г.): *The Sun on Sunday, The Mail on Sunday, The Sunday Times, Sunday Mirror, Sunday Express, Daily Star Sunday, The Observer, The Sunday People, Sunday Mail, Sunday Post.*

10 ведущих газет США по среднему тиражу в будние дни (2019 г.): *USA Today, The Wall Street Journal, The New York Times, New York Post, Los Angeles Times, The Washington Post, Star Tribune, Newsday, Chicago Tribune, The Boston Globe.*

Лучше всего запомнить названия ведущих газет, употребляемых с определенным артиклем, поскольку большинство других названий газет употребляется без артикля.

¹ The Times, The Daily Telegraph and the Guardian are called the ‘big three’ quality newspapers in the UK.

Носители языка добавляют определенный артикль перед названиями газет, даже если в официальном названии его нет. Например:

The Daily Mail is a British daily middle-market newspaper published in London in a tabloid format. (Wikipedia)

Артикль **the** здесь не является частью официального названия газеты. Он используется:

- из-за имени нарицательного «mail» в названии газеты;
- потому что подразумевается, хотя и не называется прямо популярная газета «Daily Mail», известная многим, – *the popular Daily Mail newspaper*. Точно так же можно объяснить использование определенного артикля в других примерах:

The Financial Times was founded in 1888 by James Sheridan and his brother ... (Britannica)

“In 1982 the company¹ began publishing USA Today, the United States’ first national, general-interest newspaper. In subsequent years the company purchased newspapers in larger cities, including the Des Moines Register (1985), the Detroit News (1986, sold in 2005) ...” (Britannica)

Следует обратить внимание и на то, что названия газет выделяются курсивом, даже если остальной текст прямой.

Названия журналов употребляются без артикля за редкими исключениями. Их нужно запомнить.

Британские журналы: *BBC Top Gear Magazine – a magazine about automobiles; Bella, Chat, Pick Me Up! – magazines for women; Hello!, new!, OK! – magazines about celebrity news; Empire – a film magazine; Inside Soap – a weekly magazine about soap operas; Homes & Gardens, Ideal Home; Radio Times; Vogue – a fashion magazine; What’s on TV; Woman & Home; Shout, Teen Breathe – magazines for teenagers.*

Ho: *The Economist – a weekly newspaper published in a magazine format; The Official Jacqueline Wilson – a magazine for book lovers from 6 to 12; The People’s Friend – a weekly story magazine; The Week – a weekly news magazine.*

Журналы США: *Car and Driver – about automobiles; Aviation Week & Space Technology (AW&ST); Money,*

¹ Gannett Co.

Kiplinger's Personal Finance, Bloomberg Businessweek, Consumer Reports, Consumers Digest, Entrepreneur, Fortune, Forbes, Harvard Business Review – magazines about money and business; *Bon Appétit, Food Network Magazine* – about food and cooking; *Men's Health (MH), Men's Journal* – magazines for men; *Cosmopolitan, Glamour, Self, Woman's Day* – magazines for women; *Highlights for Children, American Girls, Scout Life, Jack and Jill, Lego Magazine, National Geographic Kids Magazine, Sesame Street Magazine, Stone Soup, Zoobooks* – magazines for children.

Ho: **O, The Oprah Magazine (O)** – a magazine for women; **The Comics Journal (TCJ), The Holiday Reporter (THR)** – entertainment magazines.

Что касается иностранных газет и журналов, их названия употребляются так, как в языке их происхождения, например *Pravda* (российская газета), *der Spiegel* (немецкая газета, где *der* – определенный артикль).

UNIT 9

Plural of nouns – Множественное число существительных

Исчисляемые существительные в английском языке имеют два числа – единственное и множественное.

Множественное число образуется с помощью суффикса **-s**: *suggestion* – *suggestions* (предложение – предложения), *umbrella* – *umbrellas* (зонт – зонты).

1. К некоторым словам, которые оканчиваются на **-o, -ch, -s, -ss, -sh, -x**, добавляется **-es**: *box* – *boxes* (коробка – коробки), *bush* – *bushes* (куст – кусты). Однако иностранные слова и аббревиатуры, которые оканчиваются на **-o**, образуют множественное число с помощью добавления **-s**: *piano* – *pianos*, *kilo* – *kilos*.

2. Если существительные оканчиваются на **-f, -fe**, во множественном числе **f** меняется на **v** и добавляется **es**: *leaf* – *leaves* (лист – листья), *knife* – *knives* (нож – ножи), *thief* – *thieves* (вор – воры), *wife* – *wives* (жена – жены).

К существительным, оканчивающимся на **-oof, -ief, -ff, -rf**, во множественном числе чаще всего добавляется **-s**: *roof* – *roofs* (крыша – крыши), *chief* – *chiefs* (руководитель – руководители), *cliff* – *cliffs* (утес – утесы), *scarf* – *scarfs* (шарф – шарфы).

3. Если существительные оканчиваются на -у с согласным перед ним, то во множественном числе -у меняется на -i и добавляется -es: *country – countries* (страна – страны).

4. В составных существительных главный элемент обычно получает окончание -s: *sister-in-law – sisters-in-law* (невестка – невестки). Если ни один из элементов не является существительным, окончание добавляется к последнему слову: *merry-go-round – merry-go-rounds* (карусель – карусели).

Особые формы множественного числа:

1. Существительные *foot – feet* (ступня – ступни); *goose – geese* (гусь – гуси); *louse – lice* (вошь – вши); *mouse – mice* (мышь – мыши); *man – men* (мужчина – мужчины); *woman – women* (женщина – женщины); *person – people* (человек – люди) (но: *people – народ, нация; peoples – народы, нации*); *child – children* (ребенок – дети); *tooth – teeth* (зуб – зубы); *ox – oxen* (бык – быки).

2. Существительные, заимствованные из греческого и латинского языков, сохраняют форму множественного числа, которую они имели в этих языках, и подлежат запоминанию: *medium – media* (средство – средства), *crisis – crises* (кризис – кризисы), *datum – data* (элемент данных – данные), *phenomenon – phenomena* (феномен – феномены), etc.

3. Если первая часть составного существительного содержит слова **man, woman**, то обе части ставятся во множественное число: *Man driver – men drivers* (водитель – водители).

Исчисляемые и неисчисляемые существительные

1. **Исчисляемые существительные** можно посчитать: *six jobs* (шесть работ), *many suggestions* (много предложений). Неисчисляемые существительные не образуют множественного числа. Как и в русском языке, слова *музыка, кровь, вода, золото* (*music, blood, water, gold*) не употребляются во множественном числе. Хотя так же, как и в русском языке, в зависимости от контекста возможны варианты: *воды Атлантики – waters of Atlantic, смешение кровей – bloods mixing*.

2. **Некоторые существительные могут быть и исчисляемыми, и неисчисляемыми.** Этот факт определяется из контекста:

I bought a paper. – Я купил газету. (Газета – исчисляемое существительное. Мы можем газеты посчитать.)

I bought some paper. – Я купил бумагу. (Бумага – неисчисляемое существительное. Бумага – это «материал», который посчитать нельзя, ее возможно посчитать только в листах, рулонах и т.д.)

3. Следующие существительные имеют одинаковую форму единственного и множественного числа: *fish* (рыба – рыбы (но: *fishes* – виды рыб)), *deer* (олень – олени), *sheep* (овца – овцы), *fruit* (фрукт – фрукты (но: *fruits* – виды фруктов)) и др.

4. Есть также существительные, которые употребляются только во множественном числе: *clothes* (одежда), *police* (полиция), *cattle* (скот), *pyjamas* (пижама), *trousers* (брюки), *glasses, spectacles* (очки), *scissors* (ножницы), *goods* (товары, (часто переводится на русский язык в единственном числе – товар)), *holidays* (каникулы (есть и единственное число – *holiday*, но это уже праздник)), *customs* (таможня), *jeans* (джинсы), *tights* (колготки), *shorts* (шорты) и др. (почти как в русском языке).

5. Есть существительные, которые употребляются только в единственном числе: *advice* (совет), *furniture* (мебель), *information* (информация), *trouble* (проблема). Однако некоторые из них в русском языке бывают только во множественном числе: *hair* (волосы).

6. Есть еще несколько слов, которые, несмотря на конечную *-s*, употребляются в единственном числе: *physics, mathematics, optics, phonetics, politics* и им подобные.

News (новости) считается существительным множественного числа (*plural*), но в предложении употребляется как единственное (*singular*). На русский язык переводится по смыслу множественным или единственным числом:

This was news to me. – Это было новостью для меня.

Существует еще несколько подобных слов, у которых единственное число ничем не отличается от множественного (хотя в зависимости от контекста тоже возможны варианты): *means* – средство – средства; *works* – завод, фабрика – заводы, фабрики; *crossroads* – перекресток – перекрестки (но иногда пишется и *crossroad*); *headquarters* – штаб – штабы; *series* – серия – серии; *species* – вид, разновидность – виды, разновидности.

GRAMMAR REFERENCE (BELARUSIAN)



UNIT 5

Past Perfect Continuous – Прошлы закончаны працяглы час

Часавая форма **Past Perfect Continuous** паказвае на дзеянне, якое пачалося ў мінулым і працягвалася некаторы час да нейкага іншага моманту ў мінулым. Дадзенае дзеянне магло завяршыцца непасрэдна перад гэтым момантам альбо ўсё яшчэ працягвацца.

Можна сказаць, што **Past Perfect Continuous** з'яўляецца аналагам **Present Perfect Continuous**, але ў мінулым часе. У абодвух выпадках дзеянні, якія доўжыліся нейкі час, закончаюцца да згаданага моманту: для **Present Perfect Continuous** – да дадзенага моманту, а для **Past Perfect Continuous** – да некаторага моманту ў мінулым.

Параўнаем:

Past Perfect Continuous	Present Perfect Continuous
<i>By that time he had been experimenting with Cubism for some time.</i>	<i>I have been experimenting with Cubism for some time. Look at my new work.</i>
 now	 now


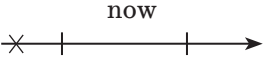
Пэўны момант у мінулым можа быць пазначаны дакладным часам (*by 7 o'clock yesterday*) або іншым дзеяннем (*by the time / when / before / after / till / until + V2*). Працягласць дзеяння можа паказвацца словазлучэннямі тыпу *all day long, all night* або словазлучэннямі, утворанымі з дапамогай прыназоўнікаў *for, since*.

By 1937 Picasso had been experimenting with Surrealism and Cubism for ten years.

Picasso had been experimenting with Surrealism and Cubism for ten years when he was commissioned to create a painting for the Spanish Republic's pavilion at the 1937 Paris World Fair.

У адрозненне ад **Past Perfect**, калі важна падкрэсліць завершанасць дзеяння і яго вынік, **Past Perfect Continuous** робіць акцэнт на працягласці працэсу.

Параўнаем:

Past Perfect Continuous	Past Perfect
<p><i>By that time Michelangelo had been sculpting for half of his life.</i></p> <p>(што рабіў? – займаўся скульптурай)</p>	<p><i>By that time Michelangelo had already earned fame for his sculptures.</i></p> <p>(што зрабіў? – зарабіў славу)</p>
	

Past Perfect Continuous можа таксама абазначаць дзеянне, якое доўжылася на працягу нейкага перыяду часу ў мінулым і завяршылася з пэўным вынікам.

Параўнаем:

Past Perfect Continuous	Past Perfect
<p><i>The man was tired (effect) because he had been running (cause).</i></p> <p>(што рабіў? – бераў)</p>	<p><i>The man was tired (effect) because he had run 15 km (cause).</i></p> <p>(што зрабіў? – прабег 15 км)</p>

Як і ўсе часавыя формы групы Continuous, **Past Perfect Continuous** не ўжываецца з дзеясловамі стану (*e.g. be, know, etc*). З такімі дзеясловамі замест Past Perfect Continuous выкарыстоўваецца Past Perfect.

✓ *It had been there for three and a half centuries before they decided to protect the sculpture from the elements.*

✗ *It had been being there for three and a half centuries before they decided to protect the sculpture from the elements.*

Абедзве часавыя формы **Past Continuous** і **Past Perfect Continuous** апісваюць дзеянне, якое працягвалася ў мінулым. Аднак **Past Continuous** акцэнтуюе ўвагу на тым, што гэта дзеянне здзяйснялася менавіта ў азначаны момант у мінулым. **Past Perfect Continuous** падкрэслівае працягласць здзяйснення гэтага дзеяння.

Параўнаем:

Past Perfect Continuous	Past Continuous
<i>By that time Michelangelo had been sculpting for half of his life.</i>	<i>At that time Michelangelo was working at his new sculpture.</i>

Past Perfect Continuous утвараецца з выкарыстаннем дапаможнага дзеяслова **to be** у **Past Perfect** (*had been*) і сэнсавага дзеяслова з канчаткам **-ing** (*Participle I*).

had been V + ing

+	?	-
<i>He had been doing it.</i>	<i>Had he been doing it?</i>	<i>He hadn't been doing it.</i>

UNIT 6

Future continuous – Будучы працяглы час

Дзеясловы ў форме будучага працяглага часу перадаюць дзеянне, якое будзе адбывацца ў пэўны момант ці адрэзак часу ў будучым.

Future Continuous утвараецца з выкарыстаннем дапаможнага дзеяслова **to be** ў будучым часе (*will be*) і дзеепрыметніка цяперашняга часу сэнсавага дзеяслова **Present Participle**:

will + be + V – ing

We'll be expecting you at 5. – Мы будзем чакаць вас у 5 гадзін.

Next month they will be repairing the school. – У наступным месяцы яны будуць рамантаваць школу.

This time on Sunday i'll be bathing in the sea. – У гэты час у нядзелю я буду купацца ў моры.

+ *She will be sleeping.* – *She will not be sleeping.*

She Will be sleeping? Yes, she will. No, she will not. (No, she won't.)

Будучы працяглы час, як правіла, ужываецца ў наступных сітуацыях:

- для перадачы дзеянняў, якія будуць адбывацца ў будучым у нейкі пэўны момант. Звычайна для гэтага ўжываюцца словы і словазлучэнні тыпу *зайтра ў 6 гадзін* і да т.п., а таксама канкрэтныя азначэнні альбо даданы сказ з ужываннем дзеяслова-выказніка ў цяперашнім няпэўным часе:

We'll be holding a meeting at 5 o'clock tomorrow. – Зайтра ў 5 гадзін мы будзем праводзіць сход.

He will be presenting his report when I come to the University. – Калі я прыйду ва ўніверсітэт, ён будзе чытаць даклад.

- для перадачы дзеянняў, якія будуць адбывацца ў будучыні на працягу значнага перыяду часу:

The auto industry will be increasing the production of new cars from year to year. – З года ў год аўтамабільная прамысловасць будзе павялічваць выпуск новых машын.

Narrative рэдакцыя часы – Часы, якія ўжываюцца пры апавяданні

I. Past Simple – просты мінулы час у англійскай мове.

Прошлы няпэўны час шырока выкарыстоўваецца ў апавяданні для апісання паслядоўных падзей мінулага:

- калі дзеянне адбылося ў мінулым і ніяк не звязана з сучаснасцю. Неабходна звярнуць увагу на словы-маркеры: *yesterday* (учора), *last month* (у мінулым месяцы), *5 years ago* (5 гадоў таму), *in 1999* (у 1999):

My brother was born in 1987. He moved to the capital 7 years ago. – Мой брат нарадзіўся ў 1987 годзе. Ён пераехаў у сталіцу 7 гадоў таму.

- калі неабходна пераказаць шэраг дзеянняў у мінулым:

He wrote the letter, put it in the envelope, left it on the table and went out. – Ён напісаў ліст, паклаў яго ў канверт, пакінуў на стале і пайшоў.

- калі неабходна паказаць, што называемае дзеянне было звычайным і неаднаразова адбывалася ў мінулым на працягу якога-небудзь перыяду часу:

Ад 1995 да 2000 he worked as a manager. – Ён працаваў менеджарам з 1995 па 2000 г.

II. Past Continuous – працяглы прошлы час у англійскай мове.

Адрозненне гэтага часу ад папярэдняга заключаецца толькі ў тым, што ў гэтым выпадку дзеянне мінулага паказана ў працэсе. Момент, у які працякае дадзенае дзеянне, часта бывае пазначаны іншым кароткім дзеяннем у **Past Simple**.

- калі гаворка ідзе пра дзеянне, якое адбывалася ў пэўны момант у мінулым:

She was drinking coffee when I came in. – Яна піла каву, калі я прыйшоў.

- калі неабходна даць характарыстыку чалавеку, робячы пры гэтым гаворку эмацыйна афарбаванай:

My mother was always hiding sweets from me when I was a kid. – Калі я была дзіцём, мама пастаянна хавала ад мяне цукеркі.

III. Past Perfect і Past Perfect Continuous – закончаны прошлы час і закончаны працяглы прошлы час у англійскай мове.

Просты закончаны час ужываецца, каб перадаць дзеянне, якое ўжо адбылося да пэўнага моманту ў мінулым. **Past Perfect** уяўляе сабой «перадпрошлы» час, паколькі ён перадае мінулае дзеянне ў адносінах моманту, які таксама з’яўляецца мінулым:

- калі неабходна перадаць дзеянне, якое скончылася да пэўнага моманту ў мінулым:

Malfoy had done the work by the time his friend вярнуліся. – Малфой скончыў усю працу да таго часу, як вярнуўся яго сябар.

- калі неабходна перадаць два дзеянні, адно з якіх было ў працэсе, а другое завяршылася да яго пачатку:

The rain had stopped and the stars were twinkling on the dark sky. – Дождж скончыўся, і на цёмным небе зіхацелі зоркі.

Past Perfect Continuous неабходна ўжываць тады, калі дзеянне ў сказе пачнецца да пэўнага моманту ў мінулым і працягнецца да яго ж (або ўключаючы яго):

Tim was a man she had been searching for all her life. – Цім быў менавіта тым мужчынам, якога яна шукала ўсё жыццё.

IV. Ужыванне інверсіі з прыслоўямі **hardly / scarcely ... when ... no sooner ... than.**

Калі дзейнік ставіцца пасля выказніка, то такое размяшчэнне галоўных членаў сказа называецца зваротным парадкам слоў ці інверсіяй.

Зваротны парадак слоў ужываецца ў галоўнай частцы складаназалежных сказаў, якія пачынаюцца прыслоўямі **hardly / scarcely** (ледзь), **no sooner** (як толькі, ледзь) і інш. У гэтых сказах перад дзейнікам стаіць дапаможны дзеяслоў, які ўваходзіць у склад выказніка, або дзеяслоў-выказнік, і ўвесь сказ падкрэслівае эмацыйны характар перададзенай у ім думкі.

Калі галоўны сказ пачынаецца прыслоўем **scarcely / hardly**, у даданым сказе ўжываецца злучнік **when**, калі ж галоўны сказ пачынаецца прыслоўем **no sooner**, то ў даданым сказе ўжываецца злучнік **than**:

***Hardly had he finished his work when somebody knocked at the door.** – Ледзь ён скончыў сваю працу, як хтосьці пастукаў у дзверы.*

***No sooner had we reached the town than we learnt the news.** – Не паспелі мы дабрацца да горада, як даведаліся пра навіну.*

UNIT 7

Prefixes

Prefix	Meaning	Examples
Anti-	against	<i>Anti-war, anti-social</i>
Auto-	of or by yourself, working by itself	<i>Automobile, autograph, automatic</i>
Co-	together	<i>Coeducation, co-pilot, coexist</i>

Prefix	Meaning	Examples
Em-	making something or be in a particular state or have a particular quality	<i>Embellish, empower</i>
Homo-	same	<i>Homogeneous, homograph, homonym</i>
Hetero-	different	<i>Heterogeneous, heterosexual</i>
Hyper-	more than usual, especially too much; beyond the usual size or limits	<i>Hyperactive, hypertension</i>
Inter-	between	<i>Interactive, inter-city</i>
Mega-	Extremely, also – a million (with the units of measurement)	<i>Megabyte, megawatt</i>
Mid-	among or in the middle	<i>Midday, mid-January</i>
Over-	above, more than, etc.	<i>Overlook, overcharge</i>
Out-	beyond, bigger than ..., better than ...	<i>Outnumber, outperform</i>
Post-	after	<i>Post-election, post-revolution</i>
Pre-	before	<i>Prehistoric, pre-war</i>
Pro-	in favour of	<i>Procommunist, pro-democracy</i>
Re-	again, back to a former state	<i>Rewrite, reconsider</i>
Semi-	half	<i>Semi-finals, semi-detached</i>
Sub-	under	<i>Sub-Saharan, subtract</i>
Super-	below, less, almost	<i>Supermodel, superconductor</i>
Trans-	across	<i>Transatlantic, translation</i>
Under-	not enough	<i>Undercook, underestimate</i>
Up-	making something higher, closer to the higher / better part	<i>Upscale, upmarket</i>

UNIT 8

Reported (Indirect) Speech – Ускосная мова

Простая мова – гэта даслоўнае цытаванне таго, хто гаворыць або піша, яго выказванне, якое ў сказе заключаецца ў двукоссе. Уступная частка сказа з простаай мовай тлумачыць, чыя гаворка перадаецца:

Tom said: «I'm going to award myself with a cup of leisurely coffee after this hard work». – Том сказаў: «Я збіраюся ўзнагародзіць сябе кубачкам павольнай кавы пасля гэтай цяжкай працы».

Ускосная мова – гэта перадача тым, хто гаворыць або піша, чужой мовы з захаваннем яе асноўнага зместу. Сінтаксічна ўскосная мова ўяўляе сабой **даданы сказ** [subordinate clause], які перадае чужую мову – апавяданне, пытанні, просьбы / загады – у складзе складаназалежнага сказа. **Галоўны сказ** [main clause] тлумачыць, чью гаворку, чыё выказванне перадае той, хто гаворыць:

Tom said (той, хто гаворыць, цытуе мову Тома – тое, што сказаў Том) *that he was going to award himself with a cup of leisurely coffee after that hard work* (змест мовы Тома).

Галоўны і даданы сказы злучаюцца з дапамогай розных злучнікаў і злучальных слоў. Схема складаназалежнага сказа выглядае наступным чынам:

(Main clause)  [subordinate clause].

(She asked me)  [I hadn't come in time].

Каб перадаць чыё-небудзь выказванне, перададзенае сцвярдзальным ці адмоўным апавядальным сказам:

• неабходна ўвесці ўскосную мову, выкарыстоўваючы ў галоўным сказе адзін з наступных дзеясловаў:

- say (says, said), answer(-s, -ed), add(-s, -ed), report(-s, -ed), stress(-es, -ed), write (writes, wrote) *that / why / where ...*
- tell (tells, told) *smb*, inform(-s, -ed) *smb that / why / where ...*
- let (lets, let) *smb know that / why / where ...*
- explain(-s, -ed) *to smb, wrote to smb that / why / where ...*

- калі ў галоўным сказе выкарыстоўваецца дзеяслоў, які ўводзіць ускосную мову, у цяперашнім часе – **Present Simple**, то ў даданым сказе часы, выкарыстаныя ў прастай мове, застаюцца без змены ва ўскоснай мове, напрыклад:

Mary always says: “I do my homework every day, but yesterday was an exception. I didn’t have any free time at all”.

Mary always says that she does her homework every day, but yesterday was an exception. She did not have any free time at all.

My friend immediately says to me: «I am going to the cinema with you tomorrow».

My friend immediately tells me (that) he is going to the cinema with me tomorrow.

- неабходна звярнуць увагу на *асабістыя і прыналежныя займеннікі і замяніць іх па сэнсе:*

I (do) my (homework) – she (does) her (homework), I (didn’t have) – She (didn’t have), I (am going) – he (is going), (with) you – (with) me.

- неабходна звярнуць увагу на *дапасаванне дзейніка з выказнікам* ва ўскоснай мове, што патрабуе змены формаў дзеясловаў:

I do – she does, I am going – he is going.

- калі ў галоўным сказе ўжываецца дзеяслоў, які ўводзіць ускосную мову, у мінулым часе – **Past Simple**, то ў даданым сказе, г.зн. ва ўскоснай мове, неабходна ажыццявіць зрух часоў у мінулае ў адпаведнасці з правіламі дапасавання часоў

Sequence of Tenses:

Час у сказе з прастай мовай	Час у сказе з ускоснай мовай
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	Past Perfect
Future Simple (<i>will V</i>)	Future Simple-in-the-Past (<i>would V</i>)
can,	could
may,	might
must / had to	had to

- неабходна змяніць прыслоўі часу і месца, а таксама ўказальныя займеннікі:

Прыслоўе / указальны займеннік у сказе з прастай мовай	Прыслоўе / указальны займеннік у сказе з ускоснай мовай
today / tonight now this (morning) tomorrow yesterday / (three days) ago last (week) next (week) here this / these	that day / that night then, at that moment that (morning) the next day the day before / (three days) before the (week) before the following (week) there that / those

I regularly repair my garage. – He said (that) he regularly repaired his garage.

I am repairing my garage now. – He said (that) he was repairing his garage.

I have already repaired my garage. – He said (that) he had already repaired his garage.

I repaired my garage yesterday. – He said (that) he had repaired his garage the day before.

I have to do this job. – He said (that) he had to do that job.

I won't have time to do the work tomorrow. – He said (that) he wouldn't have time to do the work the next day.

Не заўсёды трэба змяняць час дзеяслова, калі ён ужываецца ва ўскоснай мове:

- калі паведамляецца пра якую-небудзь сітуацыю і мяркуецца, што яна ўсё яшчэ існуе, напрыклад:

Mark said: "Rome is more beautiful than Paris". – Mark said that Rome is more beautiful than Paris. (Ён усё яшчэ так думае.)

Diana said: "I want to be a movie star". – Diana said that she wants to be a movie star. (Яна да гэтага часу хоча стаць кіназоркай.)

Diana said that she wanted to be a movie star.


Змяненне дзеяслова на прошлы час будзе таксама правільным. Але ўжываць прошлы час неабходна, калі да моманту размовы сітуацыя змянілася.


Каб задаць **ўскоснае пытанне**, **неабходна**:

- **вызначыць**:
 - у якім часе стаіць пытанне ў прастай мове;
 - які гэта тып пытання – агульны, альтэрнатыўны або спецыяльны;
- увесці ўскоснае пытанне, выкарыстоўваючы ў галоўным сказе адзін з наступных дзеясловаў:
 - **ask(-s, -ed), wonder(-s, -ed)**
 - **want(-s, -ed) to know / to learn / to hear / find out**
 - **am (is, are) / was (were) interested to know / to learn / to hear / find out**
- паставіць злучнік:
 - **if, whether** – для агульных і альтэрнатыўных пытанняў;
 - **што, хто, калі, чаму, дзе, how, і г.д.** – для спецыяльных пытанняў.
- змяніць парадак слоў у прамым пытанні, каб ператварыць яго ў апавядальны сказ, адначасова правільна дапасуючы дзейнік і выказнік (калі дзеяслоў у галоўным сказе стаіць у **Present Simple**) або змяняючы яго час у адпаведнасці з правіламі дапасавання часоў (калі дзеяслоў у галоўным сказе стаіць у **Past Simple**). Напрыклад:

“Do you love me?” the girl просіць her boyfriend. (Гэта агульнае пытанне ў Present Simple.)

The girl просіць her boyfriend / The girl wants to know. (Выбіраем дзеяслоў і яго час у галоўным сказе – **Present Simple**):

(The girl wants to know)  **if** (Выбіраецца злучнік **if / whether** для агульнага пытання.)

(The girl wants to know)  **if** [her boyfriend loves her]. (Пытанне *Do you love me?* замяняецца апавядальным сказам.)

(The girl **asked** her boyfriend) **whether** [he **loved** her]. (Тут дзеяслоў галоўнага сказа стаіць у Past Simple.)

He asked her: “What is your favourite colour?” – He asked her what her favourite colour was.

Каманда або просьба ва ўскоснай мове перадаецца інфінітывам з часціцай **to: tell / ask / order somebody (not) to do something**:

The teacher says / said: “Don’t miss your classes!” – The teacher tells / told her students not to miss their classes.

The definite article with the names of newspapers and magazines – Азначальны артыкль з назвамі газет і часопісаў

Немагчыма вызначыць адно канкрэтнае правіла ўжывання азначальнага артыкля з назвамі газет і часопісаў на англійскай мове. Назвы выбіраюцца і прысвойваюцца газетам кампаніямі і арганізацыямі-заснавальнікамі.

Адзіная выснова, якую можна зрабіць, гледзячы на спісы газет, заключаецца ў тым, што ў большасці назваў газет артыкль адсутнічае.

Лепшыя штодзённыя газеты Вялікабрытаніі па сярэдняму тыражу ў буднія дні (2020 г.): *Metro, The Sun, Daily Mail, Evening Standard, Daily Mirror, The Times*¹, *The Daily Telegraph, Daily Express, Daily Star, i, Financial Times, The Guardian, Daily Record, City A. M.*

Лепшыя нядзельныя газеты Вялікабрытаніі па сярэдняму тыражу ў буднія дні (2020 г.): *The Sun on Sunday, The Mail on Sunday, The Sunday Times, Sunday Mirror, Sunday Express, Daily Star Sunday, The Observer, The Sunday People, Sunday Mail, Sunday Post.*

10 вядучых газет ЗША па сярэдняму тыражу ў буднія дні (2019 г.): *USA Today, The Wall Street Journal, The New York Times, New York Post, Los Angeles Times, The Washington Post, Star Tribune, Newsday, Chicago Tribune, The Boston Globe.*

Лепш за ўсё запомніць назвы вядучых газет, якія ўжываюцца з азначальным артыклем, паколькі большасць іншых назваў газет ужываецца без артыкля.

Носьбіты мовы дабаўляюць азначальны артыкль перад назвамі газет, нават калі ў афіцыйнай назве яго няма. Напрыклад:

The Daily Mail is a British daily middle-market newspaper published in London in a tabloid format. (Wikipedia)

Артыкль **the** тут не з'яўляецца часткай афіцыйнай назвы газеты. Ён ужываецца:

- з-за агульнага імя «mail» у назве газеты;

¹ The Times, The Daily Telegraph and the Guardian are called the 'big three' quality newspapers in the UK.

• таму што маецца на ўвазе, хоць і не называецца прама, папулярная газета «Daily Mail», вядомая многім, – *the popular Daily Mail newspaper*. Таксама можна растлумачыць ужыванне азначальнага артыкуля ў іншых прыкладах:

The Financial Times was founded in 1888 by James Sheridan and his brother ... (Britannica)

“In 1982 the company¹ began publishing , USA Today, the United States’ first national, general-interest newspaper. In subsequent years the company purchased newspapers in larger cities, including the Des Moines Register (1985), the Detroit News (1986, sold in 2005) ...” (Britannica)

Неабходна звярнуць увагу і на тое, што назвы газет вылучаюцца курсівам, нават калі астатні тэкст прама.

Назвы часопісаў ужываюцца без артыкуля за рэдкімі выключэннямі. Іх трэба запомніць.

Брытанскія часопісы: *BBC Top Gear Magazine – a magazine about automobiles; Bella, Chat, Pick Me Up! – magazines for women; Hello!, new!, OK! – magazines about celebrity news; Empire – a film magazine; Inside Soap – a weekly magazine about soap operas; Homes & Gardens, Ideal Home; Radio Times; Vogue – a fashion magazine; what’s on TV; Woman & Home; Shout, Teen Breathe – magazines for teenagers.*

Але: *The Economist – a weekly newspaper published in a magazine format; The Official Jacqueline Wilson – a magazine book for lovers from 6 to 12; The People’s Friend – a weekly story magazine; The Week – a weekly news magazine.*

Часопісы ЗША: *Car and Driver – about automobiles; Aviation Week & Space Technology (AW&ST); Money, Kiplinger’s Personal Finance, Bloomberg Businessweek, Consumer Reports, Consumers Digest, Entrepreneur, Fortune, Forbes, Harvard Business Review – magazines about money and business; Bon Appétit, Food Network Magazine – about food and cooking; men’s Health (MH), men’s Journal – magazines for men; Cosmopolitan, Glamour, Self, woman’s Day – magazines for women; Highlights for Children, American Girls, Scout Life, Jack and Jill, Lego Magazine, National Geographic Kids Magazine,*

¹ Gannet Co.

Sesame Street Magazine, Stone Soup, Zoobooks – magazines for children.

Але: **O**, *The Oprah Magazine (O) – a magazine for women; The Comics Journal (TCJ), The Holiday Reporter (THR) – entertainment magazines.*

Што тычыцца замежных газет і часопісаў, іх назвы ўжываюцца так, як у мове іх паходжання, напрыклад *Pravda* (расійская газета), *der Spiegel* (нямецкая газета, дзе *der* – азначальны артыкль).

UNIT 9

Plural of nouns – Множны лік назоўнікаў

Назоўнікі, якія можна палічыць, у англійскай мове маюць два лікі – адзіночны і множны.

Множны лік утвараецца з дапамогай суфікса **-s**: *suggestion – suggestions* (прапанова – прапановы), *umbrella – umbrellas* (парасон – парасоны).

1. Да некаторых слоў, якія заканчваюцца на **-o**, **-ch**, **-s**, **-ss**, **-sh**, **-x**, дабаўляецца **-es**: *box – boxes* (скрынка – скрынкі), *bush – bushes* (куст – кусты). Аднак замежныя словы і абрэвіятуры, якія заканчваюцца на **-o**, утвараюць множны лік з дапамогай дабаўлення **-s**: *piano – pianos, kilo – kilos*.

2. Калі назоўнікі заканчваюцца на **-f**, **-fe**, у множным ліку **f** змяняецца на **v** і дабаўляецца **es**: *leaf – leaves* (ліст – лісце), *knife – knives* (нож – нажы), *thief – thieves* (зłodзей – зłodзеі), *wife – wives* (жонка – жонкі).

Да назоўнікаў, якія заканчваюцца на **-oof**, **-ief**, **-ff**, **-rf**, у множным ліку часцей за ўсё дабаўляецца **-s**: *roof – roofs* (дах – дахі), *chief – chiefs* (кіраўнік – кіраўнікі), *cliff – cliffs* (уцёс – уцёсы), *scarf – scarfs* (шалік – шалікі).

3. Калі назоўнікі заканчваюцца на **-y** з зычным перад ім, то ў множным ліку **-y** мяняецца на **i** і дабаўляецца **-es**: *country – countries* (краіна – краіны).

4. У састаўных назоўніках галоўны элемент звычайна атрымлівае канчатак **-s**: *sister-in-law – sisters-in-law* – (нявестка – нявесткі). Калі ні адзін з элементаў не з’яўляецца назоўнікам, канчатак дабаўляецца да апошняга слова: *merry-go-round – merry-go-rounds* (карусель – каруселі).

Асобыя формы множнага ліку

1. Назоўнікі *foot – feet* (ступня – ступні); *goose – geese* (гусь – гусі); *louse – lice* (вош – вошы); *mouse – mice* (мыш – мышы); *man – men* (мужчына – мужчыны); *woman – women* (жанчына – жанчыны); *person – people* (чалавек – людзі) (але: *people – народ, нацыя; peoples – народы, нацыі*); *child – children* (дзіця – дзеці); *tooth – зубы* (зуб – зубы); *ox – oxen* (бык – быкі).

2. Назоўнікі, запазычаныя з грэчаскай і лацінскай моў, захоўваюць форму множнага ліку, якую яны мелі ў гэтых мовах, і падлягаюць запамінанню: *medium – media* (сродак – сродкі), *crisis – crises* (крызіс – крызісы), *datum – data* (элемент дадзеных – дадзеныя), *phenomenon – phenomena* (феномен – феномены), etc.

3. Калі першая частка састаўнога назоўніка змяшчае словы **man, woman**, то абедзве часткі ставяцца ў множны лік: *Man driver – men drivers* (кіроўца – кіроўцы).

Назоўнікі, якія можна палічыць, і назоўнікі, якія нельга палічыць

1. Назоўнікі, якія можна палічыць: *six jobs* (шэсць работ), *many suggestions* (шмат прапаноў). Назоўнікі, якія нельга палічыць, не ўтвараюць множнага ліку. Як і ў беларускай мове, словы *музыка, кроў, вада, золата* (*music, blood, water, gold*) не ўжываюцца ў множным ліку. Хаця гэтак жа, як і ў беларускай мове, у залежнасці ад кантэксту магчымы варыянты: *воды Атлантыкі – waters of Atlantic, змешванне крыві – bloods mixing*.

2. Некаторыя назоўнікі могуць быць і назоўнікамі, якія можна палічыць, і назоўнікамі, якія нельга палічыць. Гэты факт вызначаецца з кантэксту:

I bought some paper. – Я купіў газету. (Газета – назоўнік, які можна палічыць.)

I bought some paper. – Я купіў паперу. (Папера – назоўнік, які нельга палічыць. Яе магчыма палічыць толькі ў аркушах, рулонах і г.д.)

3. Наступныя назоўнікі маюць аднолькавую форму адзіночнага і множнага ліку: *fish* (рыба – рыбы (але: *fishes –*

віды рыб)), *deer* (алень – алені), *sheep* (авечка – авечкі), *fruit* (садавіна, фрукт – садавіна, фрукты (але: *fruits* – віды садавіны)) і інш.

4. Ёсць таксама назоўнікі, якія ўжываюцца толькі ў множным ліку: *clothes* (адзенне), *police* (паліцыя), *cattle* (скаціна), *pyjamas* (піжама), *trousers* (штаны), *glasses, spectacles* (акуляры), *scissors* (нажніцы), *goods* (тавары (часта перакладаецца на беларускую мову ў адзіночным ліку – тавар)), *holidays* (канікулы (ёсць і адзіночны лік – *holiday*, але гэта ўжо свята)), *customs* (мытня), *jeans* (джынсы), *tights* (калготкі), *shorts* (шорты) і інш. (амаль як у беларускай мове).

5. Ёсць назоўнікі, якія ўжываюцца толькі ў адзіночным ліку: *advice* (парада), *furniture* (мэбля), *information* (інфармацыя), *trouble* (праблема). Аднак некаторыя з іх у беларускай мове бываюць толькі ў множным ліку: *hair* (валасы).

6. Ёсць яшчэ некалькі слоў, якія, нягледзячы на канчатковую *-s*, ужываюцца ў адзіночным ліку: *physics, mathematics, optics, phonetics, politics* і ім падобныя.

News (навіны) лічыцца назоўнікам множнага ліку (*plural*), але ў сказе ўжываецца як адзіночны (*singular*). На беларускую мову перакладаецца па сэнсе ў множным або адзіночным ліку:

This was news to me. – Гэта было навіной для мяне.

Існуюць яшчэ некалькі падобных слоў, у якіх адзіночны лік нічым не адрозніваецца ад множнага (хоця ў залежнасці ад кантэксту таксама магчымы варыянты): *means* – сродак – сродкі; *works* – завод, фабрыка – заводы, фабрыкі; *crossroads* – скрыжаванне – скрыжаванні (але часам пішацца і *crossroad*); *headquarters* – штаб – штабы; *series* – серыя – серыі; *species* – від, разнавіднасць – віды, разнавіднасці.

VOCABULARY

UNIT 5

- artwork** ['ɑ:twɜ:k] (*n.*) – произведение искусства, художественное оформление / твор мастацтва, мастацкае афармленне
- background** ['bækgraʊnd] (*n.*) – задний план, фон / задні план, фон
- brehtaking** ['breθ,teɪkɪŋ] (*n.*) – поразительный, захватывающий / дзіўны, захапляльны
- canvas** ['kænvəs] (*n.*) – холст / палатно
- commission** [kə'mɪʃ(ə)n] (*n., v.*) – заказ (художнику); заказывать / заказ (мастаку); заказваць
- contemporary** [kən'temp(ə)rəri] (*n., adj.*) – современник; современный / сучаснік; сучасны
- decorative** ['dek(ə)rətɪv] (*adj.*) – декоративный / дэкаратыўны
- dome** [dəʊm] (*n.*) – купол / купал
- dominate** ['dɒmɪneɪt] (*v.*) – возвышаться, занимать господствующее положение, доминировать, господствовать / узвышацца, займаць пануючае становішча, дамінаваць, панаваць
- enormous** [ɪ'nɔ:məs] (*adj.*) – огромный / велізарны
- heritage** ['herɪtɪdʒ] (*n.*) – наследие / спадчына
- glory** ['glɔ:ri] (*n.*) – великолепие, слава / веліч, слава
- grand** [grænd] (*adj.*) – величественный, важный, грандиозный, большой / велічны, важны, грандыёзны, вялікі
- iconic** [aɪ'kɒnɪk] (*adj.*) – культовый / культуравы
- listed building** [ˌlɪstɪd 'bɪldɪŋ] (*n. phr.*) – здание, охраняемое государством / будынак, які ахоўваецца дзяржавай
- magnificent** [mæg'nɪfɪsənt] (*adj.*) – великолепный / цудоўны
- majestic** [mə'dʒestɪk] (*adj.*) – величественный, величавый / вялікасны, велічны
- pay homage** ['peɪhɪmɪdʒ] (*v. phr.*) – отдавать дань уважения, воздавать должное / аддаваць даніну павагі, аддаваць належнае
- recognisable** ['rekəgnaɪzəbl] (*adj.*) – узнаваемый / пазнавальны
- recognise** ['rekəgnaɪz] (*v.*) – узнавать / пазнаваць
- stained glass** [ˌsteɪnd 'glɑ:s] (*n. phr., adj.*) – витражное стекло; витражный / вітражнае шкло; вітражны

still life [ˌstɪl ˈlaɪf] (*n.*) – натюрморт / нацюрморт

tomb [tu:m] (*n.*) – могила / магіла

vibrant [ˈvaɪbrənt] (*adj.*) – яркий, полный жизни / яркі, поўны жыцця

UNIT 6

AI [ˌeɪ ˈaɪ] – искусственный интеллект / штучны інтэлект

apply [əˈplaɪ] (*v.*) – обращаться с просьбой, заявлением / звяртацца з просьбай, заявай

available [əˈveɪləbəl] (*adj.*) – доступный / даступны

branch [brɑːntʃ] (*n.*) – отрасль, ветвь / галіна

colleague [ˈkɒliːg] (*n.*) – коллега / калега

contribute [kənˈtrɪbjʊt] (*v.*) – вносить вклад / уносіць уклад

contribution [ˌkɒntrɪˈbjʊːʃən] (*n.*) – вклад (в науку и т.п.) / уклад (у навуку і г.д.)

curiosity [ˌkjʊəriˈɒsəti] (*n.*) – любознательность; любопытство / дапытлівасць; цікаўнасць

cybernetic [ˌsaɪbəˈnetɪk] (*adj.*) – кибернетический / кіберне-тычны

cyborg [ˈsaɪbɔːg] (*n.*) – киборг / кібарг

deadline [ˈdedlaɪn] (*n.*) – крайний срок (для выполнения задания, осуществления проекта) / апошні тэрмін (для выканання задання, ажыццяўлення праекта)

detect [dɪˈtekt] (*v.*) – замечать, открывать (= find); раскрывать, расследовать преступление / заўважаць, адкрываць (= find); раскрываць, раследаваць злачынства

discipline [ˈdɪsɪplɪn] (*n.*) – дисциплина (отрасль знания); дисциплинированность; дисциплина, порядок / дысцып-ліна (галіна ведаў); дысцыплінаванасць; дысцыпліна, парадак

donate [dəʊˈneɪt] (*v.*) – дарить / дарыць

efficient [ɪˈfɪʃənt] (*adj.*) – деловитый, исполнительный / дзе-лавіты, выканаўчы

experiment [ɪkˈspɛrɪmənt] (*n.*) – эксперимент / эксперымент

facilitate [fəˈsɪlɪteɪt] (*v.*) – облегчать / палягчаць

fame [feɪm] (*n.*) – слава / слава

fellow [ˈfeləʊ] (*n.*) – человек, находящийся в равных с Вами условиях, в одной ситуации; партнер (fellow worker, fellow

- student, fellow countryman) / чалавек, які знаходзіцца ў роўных з Вамі ўмовах, у адной сітуацыі; партнёр (fellow worker, fellow student, fellow countryman)
- field** [fi:ld] (*n.*) – область, сфера, поле деятельности / вобласць, сфера, поле дзейнасці
- fortune** [ˈfɔ:tʃən] (*n.*) – удача, счастье, фортуна; большое наследство / поспех, шчасце, фартуна; вялікая спадчына
- function** [ˈfʌŋkʃən] (*v.*) – функционировать / функцыянаваць
- generate** [ˈdʒenəreɪt] (*v.*) – генерировать, производить / генераваць, вырабляць
- invisible** [ɪnˈvɪzəb(ə)l] (*adj.*) – невидимый / нябачны
- lead** [led] (*n.*) – свинец / свінец
- level** [ˈlev(ə)l] (*n.*) – уровень / узровень
- matter** [ˈmætə] (*n.*) – вещество; материя; сущность, содержание; дело, вопрос / рэчыва; матэрыя; сутнасць, змест; справа, пытанне
- misconception** [ˌmɪskənˈsepʃ(ə)n] (*n.*) – неправильное представление / няправільнае прадстаўленне
- object** [ˈɒbdʒɪkt] (*n.*) – объект / аб’ект
- observation** [ˌɒbzəˈveɪʃən] (*n.*) – наблюдение / назіранне
- obvious** [ˈɒbvɪəs] (*adj.*) – очевидный / відавочны
- patent** (*v.*) [ˈpeɪnt, ˈpæ] – запатентовать / запатэнтаваць
- perspective** [pəˈspektɪv] (*n.*) – точка зрения, перспектива / пункт гледжання, перспектыва
- pioneering** [ˌpaɪəˈnɪərɪŋ] (*adj.*) – первопроходческий / першапраходны
- plagiarism** [ˈpleɪdʒəˌrɪz(ə)m] (*n.*) – плагиат / плагіят
- prospect** [ˈprɒspekt] (*n.*) – вид, панорама; вид на будущее, перспектива / краявід, панарама; план на будучыню, перспектыва
- publicity** [pʌˈblɪsəti] (*n.*) – реклама / рэклама
- ray** [reɪ] (*n.*) – луч / прамень
- related** [rɪˈleɪtɪd] (*adj.*) – связанный / звязаны
- research** [rɪˈsɜ:tʃ, ˈri:sɜ:tʃ] (*n.*) – изучение, исследование, изыскание / вывучэнне, даследаванне, пошук
- scientific paper** [ˌsaɪənˈtɪfɪk ˈpeɪpə] (*n.*) – научная работа / навуковая праца
- sense** [sens] (*n., v.*) – чувство, ощущение; ощущать, чувствовать; воспринимать органами чувств / пачуццё, адчуванні; адчуваць, пачуваць; успрымаць органамі пачуццяў

think outside the box (*v., phr.*) – мыслить нестандартно /
мыслиць нестандартна
variety [və'raɪəti] (*n.*) – разнообразие / різноманітність
visible ['vɪzəb(ə)] (*adj.*) – видимый / бачны
X-ray ['eks reɪ] (*n.*) – рентген, рентгеновский (снимок) / рэнт-
ген, рэнтгенаўскі (здымак)

UNIT 7

advanced [əd'vɑːnst] (*adj.*) – продвинутый, передовой / пра-
сунуты, перадавы
ancestor ['ænsəstə, ænsestə] (*n.*) – предок / продак
co-author [kəʊ'ɔːθə] (*n.*) – соавтор / суаўтар
conventional [kən'venʃ(ə)nəl] (*adj.*) – обычный, обыкновенный,
традиционный / звычайны, традыцыйны
descendant [dɪ'sendənt] (*n.*) – потомок / нашчадак
dishonest [dɪs'ɒnɪst] (*adj.*) – нечестный / несумленны
dubious ['djuːbiəs] (*adj.*) – вызывающий сомнения, опасе-
ния, сомнительный; неопределенный, неясный; неодно-
значный / які выклікае сумненні, асцярогі, сумніўны;
нявызначаны, няясны; неадназначны
embody [ɪm'bɒdi] (*v.*) – воплощать собой; изображать, олице-
творять (in); заключать в себе (какую-л. идею) / увасаб-
ляць сабой; адлюстроўваць, ўвасабляць (in); заключаць у
сабе (якую-н. ідэю)
endure [ɪn'djʊə] (*v.*) – выносить, вынести, вытерпеть / выносіць,
вынесці, вытрываць
entrepreneur [ˌɒntrəprə'naɪz] (*n.*) – бизнесмен, делец, предпри-
ниматель / бізнесмен, дзялок, прадпрымальнік
evil genius ['iːvəl 'dʒiːniəs] (*n. phr.*) – злой гений / злы геній
exceptional [ɪk'sepʃ(ə)nəl] (*adj.*) – исключительный / выключны
fad [fæd] (*n.*) – прихоть, причуда; фантазия; конек; преходящее
увлечение чем-л. / капрыз, дзівацтва; фантазія; канёк;
часовае захапленне чым-н.
genius ['dʒiːniəs] (*n.*) – гений, гениальный человек; одарен-
ность; гениальность; талант, склонность / геній, геніяльны
чалавек; адоранасць; геніяльнасць; талант, схільнасць
hardship ['hɑːdʃɪp] (*n.*) – испытание, невзгоды (hardships) /
выпрабаванне, нягоды (hardships)

- have a genius (for)** ['dʒiːniəs] (*v.phr.*) – иметь талант, склонность к чему-л. / мець талант, схільнасць да чаго-н.
- have an impact (on)** ['ɪmpækt] (*v.phr.*) – иметь влияние (на) / мець уплыў (на)
- immoral** [ɪ'mɒrəl] (*adj.*) – аморальный / амаральны
- immortal** [ɪ'mɔːtl] (*adj.*) – бессмертный / бессмяротны
- impossible** [ɪm'pɒsəbəl] (*adj.*) – невозможный / немагчымы
- inattentive** [ɪnə'tentɪv] (*adj.*) – невнимательный / няўважлівы
- interplanetary** [ɪntə'plænɪt(ə)ri] (*adj.*) – межпланетный / міжпланетны
- legacy** ['legəsi] (*n.*) – наследство, наследие / спадчына
- masterful** ['mɑːstəfəl] (*adj.*) – мастерский, искусный / майстэрскі, адмысловы
- mentor** ['mentɔː] (*n.*) – воспитатель, ментор, наставник, руководитель / выхавальнік, ментар, настаўнік, кіраўнік
- mischievous** ['mɪstʃɪvəs] (*adj.*) – озорной; непослушный; вредный / гарэзны; непаслухмяны; шкодны
- notable** ['nəʊtəb(ə)l] (*adj.*) – примечательный, достопримечательный, замечательный (чем-л.); выдающийся, известный; заметный; видный, значительный / характэрны, славуты, выдатны (чым-н.); выдатны, вядомы; прыкметны; бачны, значны
- nurture** ['nɜːtʃə] (*n.*) – воспитание; образование, обучение, тренировка; выращивание; заботы по воспитанию (кого-л.); питание; пища / выхаванне; адукацыя, навучанне, трэніроўка; вырошчванне; клопаты па выхаванню (каго-н.); харчаванне; ежа
- outstanding** [aʊt'stændɪŋ] (*adj.*) – выдающийся / выбітны
- persistence** [pə'sɪstəns] (*n.*) – настойчивость, стойкость, упорство, непоколебимость / настойліvasць, стойкасць, упартасць, непахіснасць
- phenomenal** [fɪ'nɒmɪnəl] (*adj.*) – феноменальный / феноменальны
- poor (student)** [pɔː] (*adj.*) – плохой / дрэнны
- postmodern** [pəʊst'mɒdn] (*adj.*) – постмодернистский / постмадэрнісцкі
- procrastinate** [prəʊ'kræstɪneɪt] (*v.*) – медлить / марудзіць
- prominent** ['prɒmɪnənt] (*adj.*) – выступающий; выдающийся, известный / які выступае; выбітны, вядомы

quest [kwest] (*n.*) – поиски, поиск / пошукі, пошук
question [ˈkwestʃ(ə)n] (*v.*) – подвергать сомнению / падвяргаць сумненню
renowned [rɪˈnaʊnd] (*adj.*) – знаменитый, известный, прославленный / славуы, вядомы, праслаўлены
reprint [ˌriːˈprɪnt] (*v.*) – перепечатать, напечатать заново / перадрукаваць, надрукаваць нанова
show a sign of genius [ʃəʊ ə saɪn əv ˈdʒiːniəs] (*v.phr.*) – демонстрировать признаки гениальности, одаренность / дэманстраваць прыкметы геніяльнасці, адоранасць
society [səˈsaɪəti] (*n.*) – общество / грамадства
solid [ˈsɒlɪd] (*adj.*) – основательный, надежный; солидный, серьезный, веский / грунтоўны, надзейны; самавіты, сур’ёзны, важкі
unbelievable [ˌʌnbɪˈliːvəb(ə)l] (*adj.*) – невероятный / неверагодны
unique [juːˈniːk] (*adj.*) – уникальный / унікальны
unsociable [ˌʌnˈsəʊjəb(ə)l] (*adj.*) – необщительный / нетаварыскі
upbringing [ˈʌpbrɪŋɪŋ] (*n.*) – воспитание / выхаванне

UNIT 8

advertisement [ədˈvɜːtɪsmənt] (*n.*) – рекламное объявление / рэкламная аб’ява
announcement [əˈnaʊnsmənt] (*n.*) – объявление / аб’ява
article [ˈɑːtɪk(ə)l] (*n.*) – статья / артыкул
bring somebody up to date (*v.phr.*) – проинформировать кого-л. по поводу последних событий / праінфармаваць каго-н. з нагоды апошніх падзей
broadsheet [ˈbrɔːdʃiːt] (*n.*) – газета большого формата / газета вялікага фармату
broadcast [ˈbrɔːdˌkɑːst] (*n., v.*) – передача, трансляция; передавать, транслировать / перадача, трансляцыя; перадаваць, трансліраваць
check [tʃek] (*v.*) – проверять, сверять / правяраць, звяраць
compact [ˈkɒmpækt / kəmˈpækt] (*adj.*) – компактный, занимающий мало места / кампактны, які займае мала месца
crime [kraɪm] (*n.*) – преступность, преступление / злачыннасць, злачынства

daily ['deɪli] (*adj., adv.*) – ежедневный; ежедневно / штодзённы; штодня

editorial [ˌedɪˈtɔːriəl] (*n.*) – передовая, редакционная статья / перадавы, рэдакцыйны артыкул

financial [faɪˈnænsj(ə)l] (*adj.*) – финансовый / фінансавы

focus [ˈfəʊkəs] (*on*) (*v.*) – сфокусироваться, сосредоточиться на / сфакусіравацца, засяродзіцца на

feature [ˈfi:tʃə] (*n.*) – передовая статья / перадавы артыкул

find out [ˌfaɪnd ˈaʊt] (*v. phr.*) – выяснить, понять, раскрыть (что-л.) / высветліць, зразумець, раскрыць (што-н.)

go through something [θruː] (*v. phr.*) – внимательно посмотреть, изучить что-л. / уважліва прагледзець, вывучыць што-н.

go on (doing smth) (*v. phr.*) – продолжать (делать что-л.); происходить / працягваць (рабіць што-н.); адбывацца

give up (*v. phr.*) – оставить, отказаться; бросить (что-л.); сдать / пакінуць, адмовіцца; кінуць (што-н.); здацца

headline [ˈhedˌlɑːm] (*n.*) – заголовок / загалолак

hook [hʊk] (*n.*) – приманка, крючок / прынада, кручок

journalistic [ˌdʒɜːnəlɪstɪk] (*adj.*) – журналистский / журналісцкі

keep [ki:p] up (with) (*v. phr.*) – поддерживать, поспевать (за) / падтрымліваць, паспяваць (за)

keep somebody up to date on (*v. phr.*) – держать кого-л. в курсе событий / трымаць каго-н. у курсе падзей

live [laɪv] (*adj.*) – живой (эфир, звук) / жывы (эфір, гук)

look through [ˌlʊk ˈθruː] (*v. phr.*) – просматривать / праглядаць

news [njuːz] (*n.*) – новости / навіны

op-ed [ˌɒpˈed] (*adj.*) (*Am. E.*) – статья, выражающая официальное мнение газеты / артыкул, які перадае афіцыйнае меркаванне газеты

pick [pɪk] up (*v. phr.*) – поднимать, подбирать; забирать кого-л., заезжать за кем-л. / паднімаць, падбіраць; забіраць каго-н., заязджаць за кім-н.

put [pʊt] off (*v. phr.*) – откладывать / адкладаць

scan (through) [skæn] (*v.*) – бегло просматривать что-л. / бегла праглядаць што-н.

sensationalist [sen'seɪʃ(ə)nəlɪst] (*adj.*) – сенсационный, рассчитанный на сенсацию / сенсацийны, які разлічаны на сенсацыю

supplementary [ˌsʌplɪ'ment(ə)rɪ] (*adj.*) – дополнительный / дадатковы

supplement ['sʌplɪment] (*n.*) – приложение / дадатак

subscribe [səb'skraɪb] (*to*) (*v.*) – подписаться (на) / падпісацца (на)

subscriber [səb'skraɪbə] (*n.*) – подписчик / падпісчык

subscription [səb'skrɪpʃ(ə)n] (*n.*) – подписка, абонемент / падпіска, абанемент

stablemate ['steɪb(ə)lmeɪt] (*n.*) – товарищ, однокашник / таварыш, аднакашнік

tabloid ['tæblɔɪd] (*n.*) – таблоид (малоформатная газета со сжатым текстом, обычно бульварного содержания) / таблоід (малафарматная газета са сціснутым тэкстам, звычайна бульварнага зместу)

tend to do something [tend] (*v.*) – иметь тенденцию делать что-л. / мець тэндэнцыю рабіць што-н.

there and then (*id.*) – немедленно, на этом месте / неадкладна, на гэтым месцы

turn [tɜ:n] to smth (smb) (*v.*) – обратиться к чему-л. (кому-л.) / звярнуцца да чаго-н. (каго-н.)

weekly ['wi:kli] (*n., adv.*) – еженедельник, еженедельное периодическое издание; еженедельно / штотыднёвік, што-тыднёвае перыядычнае выданне; штотыдзень

UNIT 9

command [kə'mɑ:nd] (*of English*) (*n.*) – владение (английским языком) / валоданне (англійскай мовай)

curriculum [kə'rɪkjʊləm] (*n.*) – учебная программа / вучэбная праграма

eager ['i:gə] (*adj.*) – страстно желающий / які горача жадае

grant [grɑ:nt] (*n.*) – денежное вознаграждение / грашовае ўзнагароджанне

sufficient [sə'fɪʃ(ə)nt] (*adj.*) – достаточный / дастатковы

vocational [vəʊ'keɪʃ(ə)nəl] (*adj.*) – профессиональный / прафесійны

IRREGULAR VERBS

Infinitive	Transcription	V ₂	Transcri	V ₃	Transcription	Перевод	Пераклад
be	[bi]	was, were	[wɒz], [wɜː]	been	[bi:n]	быть	быць
beat	[bi:t]	beat	[bi:t]	beaten	['bi:t(ə)n]	бить	біць
become	[br'kʌm]	became	[br'keɪm]	become	[br'kʌm]	стать, сделаться	стаць, зрабіцца
begin	[br'gɪn]	began	[br'gæn]	begun	[br'gʌn]	начать	пачаць
bend	[bend]	bent	[bent]	bent	[bent]	гнуть	гнуць
bite	[baɪt]	bit	[bɪt]	bitten	['bɪt(ə)n]	кусать	кусаць
blow	[bləʊ]	blew	[bluː]	blown	[bləʊn]	дуть	дзьмуць
break	[breɪk]	broke	[brəʊk]	broken	['brəʊkən]	ломать	ламаць
breed	[bri:d]	bred	[bred]	bred	[bred]	выращивать, разводить	вырошчваць, разводзіць
bring	[brɪŋ]	brought	['brɔ:t]	brought	['brɔ:t]	принести	прывесці
build	[bɪld]	built	[bɪlt]	built	[bɪlt]	строить	будаваць
burn	[bɜ:n]	burnt, burned	[bɜ:nt], [bɜ:nd]	burnt, burned	[bɜ:nt], [bɜ:nd]	жечь, гореть	паліць, гарэць
burst	[bɜ:st]	burst	[bɜ:st]	burst	[bɜ:st]	разразиться, взорваться	выбухнуць, узарвацца
buy	[baɪ]	bought	['bɔ:t]	bought	['bɔ:t]	купить	купіць
catch	[kætʃ]	caught	['kɔ:t]	caught	['kɔ:t]	ловить, поймать	лавіць, злавіць
choose	[tʃu:z]	chose	[tʃəʊz]	chosen	['tʃəʊz(ə)n]	выбрать	выбраць
come	[kʌm]	came	[keɪm]	come	[kʌm]	прийти	прыйсці
cost	[kɒst]	cost	[kɒst]	cost	[kɒst]	стоить	каштаваць
creep	[kri:p]	crept	[krept]	crept	[krept]	ползти	паўзці
cut	[kʌt]	cut	[kʌt]	cut	[kʌt]	резать	рэзаць
deal	[di:l]	dealt	[delt]	dealt	[delt]	иметь дело	мець справу
dig	[dɪg]	dug	[dʌg]	dug	[dʌg]	копать	капаць

Infinitive	Transcription	V ₂	Trans	V ₃	Transcription	Перевод	Переклад
do	[du:]	did	[dɪd]	done	[dʌn]	делать	рабіць
draw	[drɔ:]	drew	[dru:]	drawn	[drɔ:n]	тащить, рисовать	цягнуць, маляваць
dream	[dri:m]	dreamt, dreamed	[dremt], [dri:md]	dreamt, dreamed	[dremt], [dri:md]	грезить, мечтать	мроіць, марыць
drink	[drɪŋk]	drank	[dræŋk]	drunk	[drʌŋk]	пить, выпить	піць, выпіць
drive	[draɪv]	drove	[drəʊv]	driven	['drɪv(ə)n]	гнать, ехать	гнаць, ехаць
eat	[i:t]	ate	[et]	eaten	['i:tən]	кушать, есть	есці
fall	[fɔ:l]	fell	[fel]	fallen	['fɔ:lən]	падать	падаць
feed	[fi:d]	fed	[fed]	fed	[fed]	кормить	карміць
feel	[fi:l]	felt	[felt]	felt	[felt]	чувствовать	адчуваць
fight	[faɪt]	fought	['fɔ:t]	fought	['fɔ:t]	сражаться, драться	змагацца, біцца
find	[faɪnd]	found	[faʊnd]	found	[faʊnd]	находить	знаходзіць
flee	[fli:]	fled	[fled]	fled	[fled]	бежать, спасаться	бегчы, ратавацца
fly	[flaɪ]	flew	[flu:]	flown	[fləʊn]	летать	лётаць
forbid	[fə'bid]	forbad, forbade	[fə'bæd], [fə'bæd]	forbidden	[fə'bid(ə)n]	запретить	забараніць
forget	[fə'get]	forgot	[fə'gɒt]	forgotten	[fə'gɒtən]	забыть	забыцца
forgive	[fə'gɪv]	forgave	[fə'geɪv]	forgiven	[fə'gɪvən]	простить	дараваць
freeze	[fri:z]	froze	[frəʊz]	frozen	['frəʊz(ə)n]	замерзнуть, замораживать	змерзнуць, замарожваць
get	['get]	got	['gɒt]	got	['gɒt]	получить	атрымаць
give	[gɪv]	gave	[geɪv]	given	[gɪv(ə)n]	дать	даць
go	[gəʊ]	went	['went]	gone	[gɒn]	идти, уходит	ісці, сыходзіць
grow	[grəʊ]	grew	[gru:]	grown	[grəʊn]	расти	расці
hang	[hæŋ]	hung, hanged	[hʌŋ], [hæŋd]	hung, hanged	[hʌŋ], [hæŋd]	висеть, повесить	вісець, павесіць

Infinitive	Transcription	V ₂	Transcr	V ₃	Transcription	Перевод	Переклад
have	[hæv]	had	[hæd]	had	[hæd]	иметь	мець
hear	[hiə]	heard	[hɜ:d]	heard	[hɜ:d]	слушать	слухаць
hide	[haɪd]	hid	[haɪd]	hidden	['hɪd(ə)n]	прятать (ся)	хаваць (цца)
hit	[hɪt]	hit	[hɪt]	hit	[hɪt]	ударить, попасть	ударыць, папасці
hold	[həʊld]	held	[held]	held	[held]	держать	трымаць
hurt	[hɜ:t]	hurt	[hɜ:t]	hurt	[hɜ:t]	причинить боль	прычыніць боль
keep	[ki:p]	kept	[kept]	kept	[kept]	хранить	захоўваць
know	[nəʊ]	knew	[nju:]	known	[nəʊn]	знать	ведаць
lay	[lei]	laid	[leid]	laid	[leid]	класть, положить	класці, пакласці
lead	[li:d]	led	[led]	led	[led]	вести	весці
learn	[lɜ:n]	learnt, learned	[lɜ:nt], [lɜ:nd]	learnt, learned	[lɜ:nt], [lɜ:nd]	учить	вучыць
leave	[li:v]	left	[left]	left	[left]	оставить	пакінуць
lend	[lend]	lent	[lent]	lent	[lent]	одолжить	пазычыць
let	[let]	let	[let]	let	[let]	пустить, дать	пусціць, даць
lie	[lai]	lay	[lei]	lain	[lem]	лежать	ляжаць
light	[laɪt]	lit, lighted	[lɪt], ['laɪtɪd]	lit, lighted	[lɪt], ['laɪtɪd]	осветить	асвятліць
lose	[lu:z]	lost	[lɒst]	lost	[lɒst]	терять	губляць
make	['meɪk]	made	['meɪd]	made	['meɪd]	делать	рабіць
mean	[mi:n]	meant	[ment]	meant	[ment]	подразумевать	разумець
meet	[mi:t]	met	[met]	met	[met]	встретить	сустрэць
mistake	[mɪ'steɪk]	mistook	[mɪ'stʊk]	mistaken	[mɪ'steɪkən]	неправильно понимать	няправільна разумець
mis understand	[,mɪs,ʌndə'stænd]	mis understood	[,mɪs,ʌndə'stʊd]	mis understood	[,mɪs,ʌndə'stʊd]	неправильно понимать	няправільна разумець

Infinitive	Transcription	V ₂	Transcri	V ₃	Transcription	Перевод	Переклад
pay	[peɪ]	paid	[peɪd]	paid	[peɪd]	платить	плаціць
put	['pʊt]	put	['pʊt]	put	['pʊt]	класть	класці
read	[ri:d]	read	[red]	read	[red]	читать	чытаць
ride	[raɪd]	rode	[rəʊd]	ridden	['rɪd(ə)n]	ездить верхом	ездзіць верхам
ring	[rɪŋ]	rang	[ræŋ]	rung	[rʌŋ]	звонить	званіць
rise	[raɪz]	rose	[rəʊz]	risen	['rɪzən]	подняться	падняцца
run	[rʌn]	ran	[ræn]	run	[rʌn]	бежать, течь	бегчы, цячы
say	['seɪ]	said	['sed]	said	['sed]	говорить, сказать	гаварыць, сказаць
see	['si:]	saw	['sɔ:]	seen	['si:n]	видеть	бачыць
seek	[si:k]	sought	['sɔ:t]	sought	['sɔ:t]	искать	шукаць
sell	[sel]	sold	[səʊld]	sold	[səʊld]	продавать	прадаваць
send	[send]	sent	[sent]	sent	[sent]	послать	паслаць
set	[set]	set	[set]	set	[set]	устанавливать	устанаўліваць
sew	[səʊ]	sewed	[səʊd]	sewed, sewn	[səʊd], [səʊn]	шить	шыць
shake	[ʃeɪk]	shook	[ʃʊk]	shaken	['ʃeɪkən]	трясти	трэсці
shine	[ʃaɪn]	shone, shined	[ʃɒn], [ʃaɪnd]	shone, shined	[ʃɒn], [ʃaɪnd]	светить, сиять	святціць, ззяць
shoot	[ʃu:t]	shot	[ʃɒt]	shot	[ʃɒt]	стрелять, давать победы	страляць, даваць парасткі
show	[ʃəʊ]	showed	[ʃəʊd]	shown, showed	[ʃəʊn], [ʃəʊd]	показывать	паказваць
sing	[sɪŋ]	sang	[sæŋ]	sung	[sʌŋ]	петь	спяваць
sink	[sɪŋk]	sank	[sæŋk]	sunk	[sʌŋk]	тонуть	тануць
sit	[sɪt]	sat	[sæt]	sat	[sæt]	сидеть	сядзець
sleep	[sli:p]	slept	[slept]	slept	[slept]	спать	спаць

Infinitive	Transcription	V ₂	Transcr:	V ₃	Transcription	Перевод	Переклад
smell	[smel]	smelt, smelled	[smelt], [smeld]	smelt, smelled	[smelt], [smeld]	пахнуть, нюхать	пахнуць, нюхаць
speak	[spi:k]	spoke	[spəuk]	spoken	['spəukən]	говорить	гаварыць
spend	[spend]	spent	[spent]	spent	[spent]	тратить, проводить	марнаваць, праводзіць
spread	[spred]	spread	[spred]	spread	[spred]	распростра- няться	распаў- сюджвацца
stand	[stænd]	stood	[stud]	stood	[stud]	стоять	стаяць
steal	[sti:l]	stole	[stəul]	stolen	['stəulən]	украсть	украці
stick	[stk]	stuck	[stʌk]	stuck	[stʌk]	уколоть, приклеить	укалоць, прыклеіць
strike	[straɪk]	struck	[strʌk]	struck	[strʌk]	ударить, бить, бастовать	ударыць, біць, страйкаваць
strive	[straɪv]	strove	[strəʊv]	striven	['strɪvən]	стараться	старацца
sweep	[swi:p]	swept	[swept]	swept	[swept]	мести, промчатся	месці, прамчацца
swim	[swɪm]	swam	[swæm]	swum	[swʌm]	плыть	плыць
take	[teɪk]	took	[tuk]	taken	['teɪkən]	взять, брать	узяць, браць
teach	[ti:tʃ]	taught	[tɔ:t]	taught	[tɔ:t]	учить	вучыць
tear	['teə]	tore	['tɔ:]	torn	['tɔ:n]	рвать	ірваць
tell	[tel]	told	[təuld]	told	[təuld]	рассказывать, сказать	расказваць, сказаць
think	['θɪŋk]	thought	['θɔ:t]	thought	['θɔ:t]	думать	думаць
throw	['θrəʊ]	threw	[θru:]	thrown	['θrəʊn]	бросить	кінуць
understand	[,ʌndə'stænd]	understood	[,ʌndə'stud]	understood	[,ʌndə'stud]	понимать	разумець
wake	[weɪk]	woke, waked	[wəʊk], [weɪkt]	woken, waked	['wəʊkən], [weɪkt]	просыпаться, будить	прачынацца, будзіць
wear	[weə]	wore	[wɔ:]	worn	[wɔ:n]	носить (одежду)	насіць (адзежу)
win	[wɪn]	won	[wʌn]	won	[wʌn]	выиграть	выйграць
write	['raɪt]	wrote	[rəʊt]	written	['rɪt(ə)n]	писать	пісаць

(Название учреждения образования)

Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Оценка учащемуся за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			

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С электронным приложением

**В 2 частях
Часть 2**

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