

Student's book 2

ENGLISH



11

PREFIXES

Prefix	Meaning	Examples
<i>anti-</i>	against	anti biotic, anti body, anti ceptic, anti war, anti depressant, anti social
<i>auto-</i>	self	auto biography, auto mobile, auto correct
<i>bi-</i>	two	bi lingualism, bi culturalism, bi annual
<i>co-</i>	joint	co -founder, co -owner, co operative, co existence
<i>counter-</i>	against	counter -argument, counter -example, counter -proposal
<i>ex-</i>	former	ex -chairman, ex -hunter, ex -husband, ex -girlfriend
<i>hyper-</i>	extreme	hyper inflation, hyper surface, hyper market
<i>inter-</i>	between	inter action, inter change, inter national
<i>mal-</i>	bad	mal function, mal treatment, mal nutrition
<i>mis-</i>	wrong	mis conduct, mis fortune, mis management
<i>mini-</i>	small	mini -publication, mini -theory, mini van
<i>pre-</i>	before	pre historic, pre -war, pre view
<i>post-</i>	after	post -war, post -graduate, post glacial
<i>re-</i>	again	re organisation, re assessment, re -examination
<i>semi-</i>	half	semi circle, semi -darkness, semi final
<i>sub-</i>	below	sub marine, sub division, sub conscious, sub way
<i>super-</i>	more than, above	super man, super natural, super powers
<i>ultra-</i>	beyond	ultra sonic, ultra violet, ultra marine
<i>under-</i>	below, too little	under pay, under development, under graduate
<i>vice-</i>	deputy	vice -president, vice -principal, vice -mayor

VERB PREFIXES

<i>mis-</i>	<i>dis-</i>	<i>de-</i>	<i>en-</i>
misbehave miscalculate misconduct misdiagnose misinform misinterpret mislead misjudge mispronounce misspell mistake mistrust misunderstand	disagree disinfect disintegrate distrust disobey disapprove disbelieve dissatisfy disrespect disconnect disappear disarm disqualify discourage discontinue dislike disorder distract	deactivate decode decompose deconstruct decontaminate decrease deflate deform defrost dehydrate derail detach	enable encircle enclose endanger enlarge enlighten enrich enroll ensure
			<i>em-</i>
			embody embrace empower

<i>re-</i>	<i>over-</i>	<i>under-</i>	<i>un-</i>
reconsider redo refresh reload remake remove rename reorder replace review rewrite	overact overcharge overcook overestimate overfeed overheat overload overreact	underachieve undercharge undercook underestimate underfeed underlie underload undertake	unbutton uncover undo undress unfasten unload unpack unwrap

NEGATIVE PREFIXES OF SOME ADJECTIVES

un-

unable	uneven	unpopular
unanswered	unexciting	unpractical
unattractive	unexpected	unqualified
unavoidable	unfair	unreal
unbearable	unfaithful	unreasonable
unbecoming	unfavourable	unrecognisable
unbelievable	unfortunate	unreliable
unborn	unfriendly	unrequired
uncertain	unfulfilling	unrewarding
unclean	unhappy	unseen
uncoloured	unimportant	unspoiled
uncomfortable	uninjured	unstable
uncommon	uninteresting	unsuccessful
uncomplimentary	unknown	unsuitable
unconscious	unlike	untaught
uncountable	unlimited	untidy
uncreative	unlocked	untrained
undisciplined	unlucky	unusual
uneasy	unmarried	unwanted
uneducated	unmistakable	unwell
unemotional	unnatural	unwilling
unemployed	unnecessary	unwrapped
unequal	unpleasant	

<i>in-</i>		<i>im-</i>
<i>in</i> accurate	<i>in</i> dependent	<i>im</i> material
<i>in</i> active	<i>in</i> different	<i>im</i> mature
<i>in</i> adequate	<i>in</i> direct	<i>im</i> mobile
<i>in</i> advisable	<i>in</i> distinct	<i>im</i> modest
<i>in</i> attentive	<i>in</i> effective	<i>im</i> moral
<i>in</i> capable	<i>in</i> efficient	<i>im</i> mortal
<i>in</i> competent	<i>in</i> expensive	<i>im</i> measurable
<i>in</i> complete	<i>in</i> experienced	<i>im</i> patient
<i>in</i> comprehensible	<i>in</i> formal	<i>im</i> perfect
<i>in</i> conciderate	<i>in</i> frequent	<i>im</i> personal
<i>in</i> convenient	<i>in</i> human	<i>im</i> polite
<i>in</i> correct	<i>in</i> secure	<i>im</i> possible
<i>in</i> curable	<i>in</i> significant	<i>im</i> practical
<i>in</i> decent	<i>in</i> tolerant	<i>im</i> proper
<i>in</i> decisive	<i>in</i> visible	
<i>in</i> definite		

<i>il-</i>	<i>ir-</i>	<i>dis-</i>
<i>il</i> legal	<i>ir</i> radiant	<i>dis</i> abled
<i>il</i> legitimate	<i>ir</i> rational	<i>dis</i> agreeable
<i>il</i> literate	<i>ir</i> regular	<i>dis</i> connected
<i>il</i> logical	<i>ir</i> relevant	<i>dis</i> contented
	<i>ir</i> reparable	<i>dis</i> graceful
	<i>ir</i> resistible	<i>dis</i> honest
	<i>ir</i> responsible	<i>dis</i> interested
		<i>dis</i> passionate
		<i>dis</i> trustful

АНГЛИЙСКИЙ ЯЗЫК

АНГЛІЙСКАЯ МОВА

Учебное пособие для 11 класса
учреждений общего среднего образования
с белорусским и русским языками обучения
(повышенный уровень)

В двух частях

Часть 2

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Условные обозначения / Умоўныя абазначэнні



Use the Internet



Write



Listen



Grammar



Project time



Электронное приложение к учебному пособию размещено на ресурсе lingvo.edu.by / Электронны дадатак да вучэбнага дапаможніка размешчаны на рэсурсе lingvo.edu.by



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Правообладатель Вышэйшая школа

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5

UNIT



CANADA AND THE USA

LESSON 1. "O Canada!"

Communicative area: talking about the geography, history and political system of Canada

1. a. Work in pairs. In four minutes complete as many gaps as you can.

	The UK	Australia	Canada
1. Geographical position
2. Political system
3. Official languages
4. Administrative districts
5. National emblem
6. National animal
7. National dish

b. Check your answers on page 245. Which facts do you find most surprising?

2. a. Complete the facts about Canada with missing words.

1. Canada is situated between three ...
2. Canada is the world's second-... country.
3. Canada was explored by British and French settlers at the beginning of the ... century.
4. There were four ... colonies that formed Canada.
5. Canada became an ... country in 1931.
6. The head of Canadian government is ...
7. Ottawa is the ... city.

b.   **Listen to the travel TV program¹ about Canada and check your guesses.**

c. Read the report based on the program. Find and correct four mistakes.

Canada is a country in the south of North America. It extends from the Pacific to the Atlantic Ocean. Its territory is about 10 million km², which makes Canada the world's second-largest country. Canada is a federal parliamentary democracy under a constitutional monarchy. It means that the British monarch is officially the head of the state, but it's the Prime minister who represents him / her in the country.

Canada was formed by four colonies and was dependent on the UK for approximately a hundred years. It became an independent nation around 90 years ago in 1931.

The population of Canada is about 35 million people who speak two official languages: English and French. Canadian national symbol is a huge yellow maple leaf that you can see on its flag.

d.   **Listen to the program again and check.**

3. a. Read the article *Maple leaf vs Canadian beaver* and say which symbol is older.

Maple leaf vs Canadian beaver

Some people may question why the maple leaf was chosen as the symbol used on Canada's flag, particularly given that the sugar maple, used as the model for the maple leaf design on Canada's national flag, is found only in Eastern Canada. Besides, the majority

¹ American spelling through the unit

of Canada's maple trees are, in fact, only found east of Manitoba (one of the Canadian provinces). By contrast, the beaver, a symbol of industriousness, and one of the reasons for Canada's prosperous fur trade in the 1800s, is found widely across the country.

After the early Europeans explorers had realized that Canada was not the spice-rich Orient, the main financial attraction was the beaver population numbering in millions. In the late 1600s and early 1700s, the fashion of the day demanded fur hats, which needed beaver pelts. As these hats became more popular, the demand for the pelts grew. The trade of beaver fur turned out to be so successful that in 1678 the Governor of New France suggested the beaver as a suitable emblem for the colony. Despite all this recognition, the population of beavers had been almost destroyed by the mid-19th century. There were around six million beavers in Canada before the start of the fur trade. During its peak, 100,000 pelts were being shipped to Europe each year; the Canadian beaver was in danger.



Luckily, about that time, Europeans took a liking to silk hats and the demand for beaver fur disappeared. In 1849, when famous Canadian engineer Sandford Fleming was asked to design Canada's first postage stamp, he chose to portray a beaver building a dam near a waterfall.

However, there are several reasons why the maple leaf was a more appropriate choice. For one thing, the maple leaf is simply easier to draw. For another, the maple leaf is red, one of Canada's national colors (the other is white). Finally, the fur trade is a part of Canada's historical past, and the image of the beaver no longer resonated with Canadians in the same manner that it would have in the 19th century.

Further to these arguments, historically speaking, the image of the maple leaf has frequently been used as a symbol of Canada. To cite a few examples, *The Maple leaf forever* which had been written a year before 1867 was chosen as a song for Confederation of the colonies that formed Canada. By 1901 the maple leaf had been featured on all Canadian coins; today, the maple leaf is found on the penny.



In 1904, Canadian athletes competing in the Olympic Games wore shirts displaying the maple leaf. What is more, the maple leaf was displayed on soldiers' caps, badges, and military equipment during World Wars I and II.



As a result of it all today, around the world, the maple leaf is normally associated with Canada.


b. Read the article again and answer the questions. Use the article to prove your answers.

1. Which is more widely spread in Canada: maple trees or beavers?
2. Why did European explorers earn so much money selling beaver fur?
3. Why did the Governor of New France choose the beaver as a symbol of his area?
4. When did the beaver fur business stop? Why?
5. What was shown in the first Canadian postage stamp?
6. Where can people see the maple leaf?

4. a. Work in two groups. Read the instructions below and get ready for a debate with another group.

Group A: Imagine you are Canadians. Your government has decided to change the national symbol and get back to the beaver. You support the idea. Together with your partners make the list of reasons why the beaver should become the national symbol again. Use the article you've read and your own ideas.

Group B: Imagine you are Canadians. Your government has decided to change the national symbol and get back to the beaver. You are against this idea. Together with your partners make a list of reasons why the maple leaf should stay the national symbol. Use the article you've read and your own ideas.

b.  Write a short paragraph on what you think should be on Canada's flag supposing that you are a Canadian.

LESSON 2. I went to Canada and I saw...


Communicative area: talking about the sights and places to visit in Canada

Active vocabulary: to cheer oneself up, to have one's own charm, hectic, magnificent, multicultural, spectacular, star attraction, to treat oneself to smth

- a. Look at the logo in the picture below. What do you think it is?**
- b. Read the information below.**

Lonely planet is the largest travel guide book publisher in the world. The company was owned by BBC Worldwide. You can find useful information and tips for travelling to almost any place in the world on its pages. It helps people to explore the planet.



- a.**  Listen to the radio show. Two people went to Canada using *Lonely planet* tips. What places have they been to? How did they feel about their trips?
- b. Look at the pictures. Who took them, Emma or Phil?**



The Parliament Hills and the Peace Tower



The castle of Casa Loma



3

Niagara Falls
and the Maid of the Mist



4

Famous blue raincoats



5

CN Tower



6

The Rideau Canal





7

Little India



8

Traditional Beaver's Tail
pastry


c.   Listen again. Take notes about the places mentioned in the show.

d. Work in pairs. Tell your partner what you remember about every picture that was mentioned in the recording.

e. Look at the phrases from the radio show. Match them with their meanings. Then, use the phrases to describe the Canadian sights in the pictures in ex. 2b.

- | | |
|--|---|
| 1. treat yourself to something; | a) the main sight or activity that tourists visit / do; |
| 2. has its own charm; | b) do smth to start to feel happier; |
| 3. the star attraction; | c) have a special power to attract or please people; |
| 4. magnificent; | d) full of people and different activities; |
| 5. several ways to experience something; | e) to pay for something that you will enjoy and that you do not usually have or do; |
| 6. spectacular view; | f) including people of several different cultures; |
| 7. a multicultural city; | g) different ideas on how to try / feel new things; |
| 8. crowded and hectic; | h) very good, beautiful, or deserving to be admired; |
| 9. cheer yourself up. | i) a sight that is very exciting to see. |

f. Work in pairs. Rank the Canadian sights from 1 to 8 where 1 is the place you would most like to visit. Explain why.

3. a.  Use the Internet. Prepare a three-day tour around Canada. Choose the sights you would like to visit, get ready to explain why they are worth seeing. Use the vocabulary from ex. 2d.



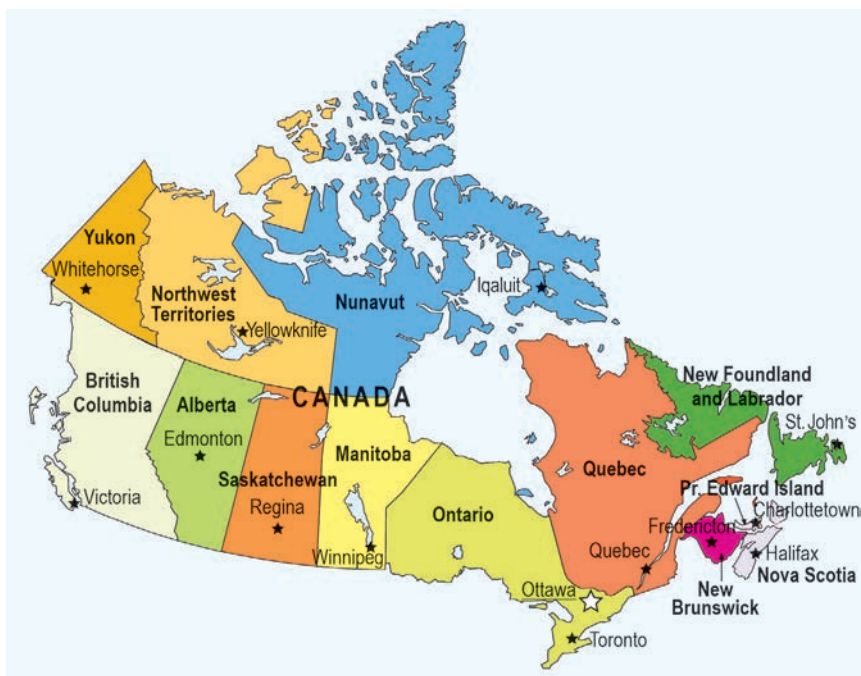
b. Present your tour to your groupmates. Choose the tour you would most like to have.

LESSON 3. Proud to be a Canadian

Communicative area: talking about the area you live in

Active vocabulary: breathtaking, cobblestone, to get a fair share of something, folksy, laid-back, to run into smb, varied; suffixes *-an, -ian, -ese*

1. Look at the map of Canada. Which of the places have you heard of? What do you know about them?



2. a. Read and say what each person likes and dislikes about living in Canada. Who has the most positive and the most negative opinions?

A group of people in Canada organized a project called “Proud to be a Canadian”. Here are some blog posts that people living in Canada sent to the project webpage.



kiplingsummer: 25.04.202..., Pickering, Ontario

Having been born and raised in Canada there is nothing I can say except that we have a country of great diversity, including people, weather and geography. We are as **varied** and interesting as any country on the planet.

I live in the South East of Ontario region and enjoy our four seasons unlike up north where they have two seasons 😊 the snow and the heavy snow season. This is a great place to live. It's a fairly small Canadian city with a population of 90,000, yet close to Toronto. In my area there are many small towns, villages and wide open spaces. It is very quiet and **laid-back**. People will stop their cars or tractors in the middle of the road to talk to friends and neighbors, it is still very **folksy**. People are polite and considerate, and you know most of your neighbors.

Summer here can get pretty hot and humid, but we have **brehtaking** autumns, the colors are beautiful as we have tens of thousands of maple trees. Winters are not too cold – they are crisp and crunchy – you are almost sure to get a “white” Christmas here! We can ski and ride our snowmobiles here and our children can skate.



shady: 20.05.202..., Quebec City, Quebec

I am from Ukraine originally, but I came to live in Canada thirty years ago, and I love it here. Quebec City is a lovely place as far as natural beauty is concerned. It is located in the St. Lawrence River valley, on the north bank of the Lawrence River near its meeting with the St. Charles River. As it used to be a French province its French heritage, architecture and language make it appear more like a charming European village. No wonder it's a treasure of UNESCO World Heritage. Walking along the **cobblestone streets** of the Old City you can discover numerous historical buildings and sites like the Citadel. The city offers cozy cafés and nice tiny shops.

Overall I wouldn't choose to live anywhere else, but it is not a perfect place... It's really unfortunate, but you can easily **run into someone** that is either rude or extremely arrogant. It happened even more often before I could speak French.



Atom boy: 17.07.202..., Whistler, British Columbia

I'm from Austria and I first came to Canada in 2010 as a participant of the Olympic Games. And I fell in love with this place. As Vancouver is situated between the Coast Mountains and the Pacific Ocean it presents a natural playground where people can swim in the ocean, rollerblade through scenic parks and snow ski in the mountains all in one day. That's what attracted me most. Now I live in a resort village called Whistler. Whistler is a two-hour trip from Vancouver along Canada's most scenic drive, the Sea-to-Sky Highway. Although the road from Vancouver to Whistler is so beautiful it's really tiring to travel there and back almost every day, and you feel you're wasting a lot of time. Also, it's quite a cold place. Whistler **gets its fair share of** snow and cold. Winter temperatures are about 0 °C and summer days can be quite warm, with temperatures reaching the high 20 °C. But it means there's always snow on the mountain peaks and I can practice all the year round.

b. Read and match the sentences and the author. Find the evidence in the posts.

- | | |
|--|---|
| 1. I'm a foreigner. | 7. You should speak two languages here. |
| 2. I'm a sportsman. | 8. You can do lots of different things in one day here. |
| 3. People in Canada are very different. | 9. The place took after French towns. |
| 4. People are snobbish. | 10. We get snow at Christmas. |
| 5. People are very friendly. | 11. It snows a lot here. |
| 6. The place where I live is peaceful and relaxed. | |

c. Look at the posts again. Would you like to visit the three places? Why (not)?

d. Replace the underlined parts of the sentences below with the words in bold from the text.

1. We have a country of great diversity. We are as different and interesting as any country on the planet.

2. My place is very quiet and relaxed. It is still very traditional and simple.

3. My city / town / village is a lovely place as far as natural beauty is concerned.

4. Walking along the streets covered with rounded stones of the Old City you can discover numerous historical buildings and sites.

5. You can easily meet someone by chance who is not very polite.

6. Here we enjoy our four seasons. We have a lot of snow and cold in winter and enjoy exciting and impressive summers.

7. We almost always get a “white” Christmas here.

8. Overall I wouldn't choose to live anywhere else.

e. Are the sentences in ex. 2d true or false for the place where you live? Change the false sentences so that they are true for you.

3. Look at the names of nationalities in the box. Answer the questions.

Austria – Austrian ♦ Canada – Canadian ♦
China – Chinese

1. What suffixes are used to form the names of nationalities in the box?

2. Can you think of more examples of nationalities with these suffixes?

3. Where else can these suffixes be used?

Use suffixes -an, -ian, and -ese to form new words from the words below.

Africa; Asia; Australia; Belarus; Brazil; Germany; Italy; Japan; Mexico; Nepal; Russia; Venezuela; Vietnam; Mars; politics; electricity; vegetable.

4. a.  Imagine you were asked to write a post for a website about Belarus. Write a 180 word post about what you like and dislike about living in your country.

b. Read your classmates' posts. Which one do you like best? Why?

LESSON 4. National sport

Communicative area: talking about national sport, describing some kinds of sport

Active vocabulary: amateur, elbow pads, goal, net, pitch, puck, rink

1. a. Make a list of five most popular sports in the world. Compare with your partner.

b. In pairs, discuss the questions below.

1. Which sport from your list is popular in Canada? Explain your choice.

2. Which sport is the most popular in Belarus? Explain your choice.

2. a. Look at the two pictures. What kinds of sport do they present? What are the rules? What equipment do you need to play?



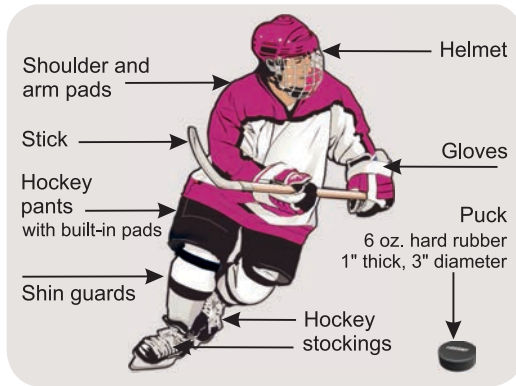
b. Work in two teams. Team A read the information about ice hockey on page 16. Team B read the information about lacrosse on page 17. Answer the questions below.

1. Who plays the game today? 2. How many players are there in a team? 3. What equipment do they need? 4. Where do you play the game? 5. When was the sport started? Where? 6. When did it appear in Canada? 7. Has it had any changes? What were they? 8. Is it popular in Canada today?

Text A

Ice hockey is a team sport played on ice in which skaters use sticks to shoot a hard rubber hockey puck into their opponent's net to score points. A team usually consists of five members who skate up and down the ice trying to take the puck and score a goal against the opposing team. Each team has a goaltender who tries to stop the puck from going into the goal.

Hockey or ice hockey is most popular in areas of North America (particularly Canada and northern parts of the United States) and Europe. For instance, North American National Hockey League (NHL) games are watched by millions and millions of fans around the world. Ice hockey is the official national winter sport of Canada, however nowadays, it's losing its popularity.



Since ice hockey is a full contact sport, injuries are a common thing. Protective equipment is obligatory for all the players. This includes a helmet for head protection, shoulder pads, elbow pads, mouth guard, protective gloves, special shorts (also known as hockey pants) and shin guards. As for the other equipment you shouldn't forget your skates, a stick and a puck.

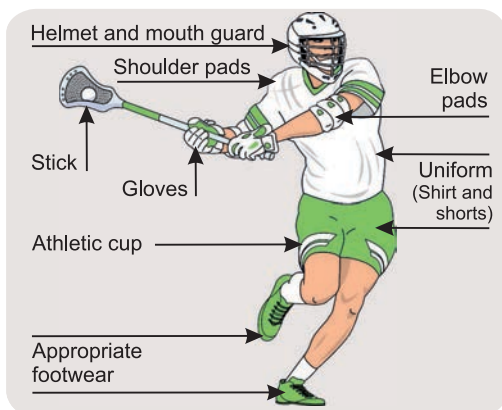
Stick-and-ball games date back to pre-Christian times. In Europe, these games included numerous versions played in Ireland and Scotland, mentioned in Icelandic sagas and Viking myths. British soldiers and immigrants to Canada brought their stick-and-ball games with them and played them on the ice and snow of Canadian winters. For example in 1825, John Franklin wrote that

“The game of hockey played on the ice was the morning sport” on Great Bear Lake during one of his Arctic expeditions. By 1893, there were almost a hundred teams in Montreal alone; in addition, there were leagues throughout Canada. As the popularity of ice hockey as a spectator sport grew, earlier rinks were replaced by larger rinks. And gradually the sport itself became more professional. Professional ice hockey has existed since the early 20th century. In 1910, the National Hockey Association (NHA) was formed in Montreal. The NHA would further change, for example dividing the game into three 20-minute periods. After re-organizing as the National Hockey League (NHL) in 1917, the league expanded into the United States. Professional hockey leagues developed later in Europe. One of the first was the Swiss National League, founded in 1916. Today, professional leagues have been introduced in most countries of Europe.

Today ice hockey is played by professionals and amateurs, men and women in different countries uniting people of the world.

Text B

Lacrosse is a team sport of Native American origin. To play it you’ll need a small rubber ball and a long-handled stick called a crosse or lacrosse stick. The head of the lacrosse stick has a loose net designed to catch and hold the lacrosse ball. It is a contact sport which involves a lot of pushing, so it is required to have elbow and shoulder pads that protect a player from injuries. And of course a player has to wear a helmet to protect the head.



The aim of the game is to score by shooting the ball into an opponent's goal, using the lacrosse stick to catch, carry, and pass the ball to do so. The opposing team's task is to keep you from scoring and to get the ball using a stick.

Lacrosse today is a very popular team sport in North America, especially in Canada. It was started by Native American Indians and was originally known as stickball. The Native American games were seen as major events, which took place over several days. These lacrosse games lasted from sunrise to sunset for two to three days and were played over huge open areas between villages and the goals, which might be trees for example. They were played as a kind of symbolic ritual to give thanks to the God. The games involved any number of players, sometimes a team consisted of about 100 to 1,000 men on a field that stretched from about 500 meters to 3 kilometers long.

By the 17th century, settlers from Europe took up this game. As a result, it has undergone many modifications since that time. In 1856, William Beers, a Canadian dentist, founded the Montreal Lacrosse Club. In 1867, Beers reorganized the game, shortening the length of each game and reducing the number of players to 12 members per team. Also, lacrosse pitches became smaller. Since then lacrosse was spreading all over North America attracting more players and fans. It's played professionally as well as in colleges and schools across Canada and the USA. Lacrosse has also crossed the ocean and is now played in Europe.

c. Work in pairs. One student is from team A and the other is from team B. Use the questions in ex. 2b. and find out what things the two sports have in common.

3. a. Work in pairs. Look at the list of words below. Are they connected with ice hockey or lacrosse?

Pitch; rink; elbow pads; ball; puck; goal; net; skates.

b. Think of other sports where these things can be used.

Example: They play football on a football pitch.

c. Discuss the questions below.

1. Have you ever played ice hockey or lacrosse? When? Did you like it?
2. If not, which sport would you like to try? Why?
3. Do you know any ice hockey amateur or professional players? Who are they?
4. What new facts have you learned about the two sports?

d. Think of two kinds of sport that are popular in Belarus. Say what you know about them.

1. Where do people do this sport?
2. What sport equipment do they need?
3. When did people start doing this sport? When was it started in Belarus?
4. Why do you think it's popular in Belarus?

LESSON 5. The patchwork of American culture

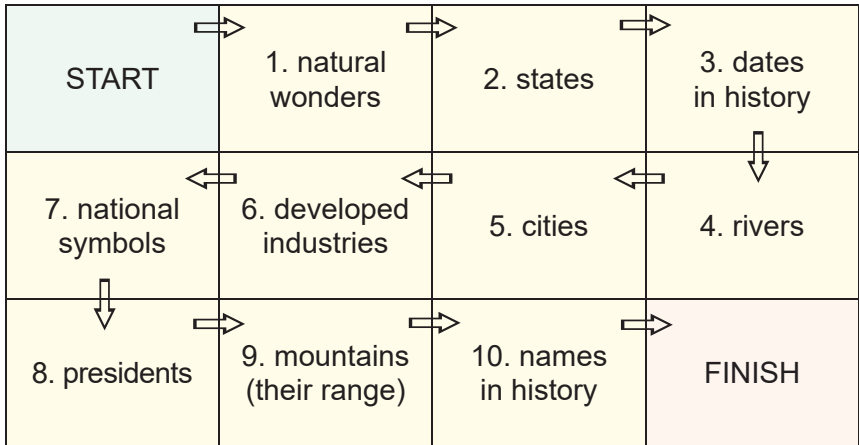
Communicative area: speaking about culture of the USA: defining aspects, discussing issues, comparing American and Belarusian realities

1. Look at the words and phrases in the word cloud. How are they connected with the USA?



2.  You already know a lot about the USA. Work in pairs.

Flip a coin – heads – one move; tails – two moves. Give three examples for each category you land on. If you can't name three, go back to the previous square.



3. a. Which aspect of life is missing in ex. 2?

History Geography Culture
Economics Government

b. Choose the best definition of **culture**. If not satisfied, make your own.

- a) it's the way we do things;
- b) a system of beliefs, values and norms shared by people;
- c) the way you have been conditioned in a society to think, feel, interpret and react;
- d) the collective programming of the human mind;
- e) all you need to know and believe to be accepted in a society;
- f) a collective experience passed on from generation to generation.

c. Match the examples of American culture (a–h) with the categories (1–18).

1. housing	7. architecture, art	13. theater
2. TV, mass media, movies	8. work and jobs	14. sports, recreation
3. consumer goods, gadgets	9. clothing	15. music, pop music
4. science and technology	10. food	16. family and gender issues
5. attitudes, values, beliefs	11. dance, ballet	17. national holidays
6. education	12. language, literature, folklore	18. ethnic / religious traditions

a) Americans are optimistic. They believe they can succeed in their lives. “I can do it!” is the life motto for millions of Americans.

b) American children are usually the center of their family’s attention. However, when they turn 18 years old most children leave their parents’ home and live independently.

c) Whether it’s improving our health or harnessing clean energy, protecting our security or succeeding in the global economy, our future depends on announcing America’s role as the world’s engine of scientific discovery and technological innovation. – *Barack Obama*

d) *USA Today* is a national American daily newspaper published since 1982. It is distributed in all fifty states, Canada and the UK. Its average daily circulation is about 2 million copies. Since 2010 *USA Today* has been focusing from print to digital platforms like *usatoday.com* and mobile applications (apps).

e) In the USA, they celebrate Christmas as well as Chinese New Year, Diwali (Hindus), Hanukkah (Jews), Kwanzaa (Africans) and Ramadan (Muslim).

f) Do not judge your neighbor until you walk two moons in his moccasins. – *Cheyenne*.

g) For American women, career is just as important as for American men; equal professional opportunities are necessary for both genders.

h) According to the latest figures released by the U.S. Bureau of Labor Statistics (BLS), as of May 2022, the number of self-employed people in the U.S. is at over 10 million.

d. Give more examples of American culture manifestations: say names, places, dates, facts, or simply express your opinion.

Example: The American nation is a mix of different cultures. In the USA, they all can celebrate their ethnic and religious holidays.


4. a. Think and say which American beliefs, values and attitudes are close to your own.

Some American...

beliefs: • Each person is unique and special. • Leisure is a reward for hard work. • Open society treats everyone equally. • Competition brings out the best in any individual.

values: • Freedom of religion guarantees to all Americans the right to practice any religion they choose, or to practice no religion at all. • The individual is more important than a group. • I have a “right” to be well off and physically comfortable.

attitudes: • Live to work. • I can change the world. • America is the land of opportunity.

b.  Use the Internet. Find some more information about American beliefs, values and attitudes and make a list of them. Compare them to Belarusian ones. Present your research findings to the class.



LESSON 6. Diversity: the art of thinking independently together

1. a. Work in pairs. Discuss possible reasons behind the fact.

Communicative area: speaking about what makes the American nation's character; dealing with facts; making speculations and deductions about different aspects of American culture (diverse religions, ethnic groups, immigration waves, food)

Grammar revision: modal verbs for expressing facts, speculations and deductions

In an average American English dictionary, there are more than 100 words that have *self-* as a prefix.

self-confidence	self-respect	self-deception
self-esteem	self-importance	self-improvement
self-discipline	self-sacrifice	self-interest
self-restraint	self-control	self-criticism

b. Read and see if any of your guesses were right. To you, is the text in any way eye-opening about American beliefs, values and attitude?

In the United States, a person can take credit only for what they have achieved by themselves. Americans get no credit at all for having been born into a rich family – in the United States, that would be considered “an accident of birth.” The “self-made man or woman” is still very much the ideal in 21st-century America. The American social system has, of course, made it possible for Americans to move, relatively easily, up the social ladder.

2. a. Here are some statements of other people who tried to answer the question in ex. 1a. Are the statements below **deductions** (they are almost sure) or **speculations** (they think it is possible)?


1. Such a large number of “self” words in American English makes me think that Americans might like themselves a lot.

2. In the dictionary at *wiktionary.org*, there are 109 entries in the category *English words prefixed with self-*.

3. Over a hundred words with *self-* might have made their way into the language to reflect the Americans' attitude to individual success through self-improvement.

4. Any people with the focus on an individual must have a lot of "self" words in their language.

5. Over a hundred English *self-* words couldn't have made it into the language in one day.

b.  **Match the meaning with the grammar structures. Use the sentences in ex. 2a to help.**

- | | |
|---|--|
| 1. fact, no other options (100%); | a) must + Infinitive; |
| 2. deduction based on past evidence (90%); | b) could / may / might + Perfect Infinitive; |
| 3. possibility for present or future (under 50%); | c) Past / Present / Future, Simple / Continuous / Perfect, Active / Passive; |
| 4. logically impossible, about the past (99%); | d) must + Perfect Infinitive; |
| 5. deduction based on present evidence (90%); | e) couldn't / can't + Perfect Infinitive; |
| 6. possibility for past (under 50%); | f) could / may / might + Infinitive; |
| 7. logical improbability about the present (99%). | g) can't + Infinitive. |

c. Answer the questions.

1. Which non-fact sentences in ex. 2a refer to the present? What goes after the modals of deductions / speculations?

2. Which non-fact sentences in ex. 2a refer to the past? What goes after the modals of deductions / speculations?

3. Which non-fact sentences in ex. 2a mean that we are sure something didn't happen in the past?

4. In whose mind – the speaker's or reader's – does the modality happen? Is it objective or subjective?

5. Does the modality refer to the moment of speaking or is it true at all times?

d. After modal verbs we use the infinitive form of the verb. Look at the situations below. What is the difference between the patterns **modal verb + V** and **modal verb + V_{ed} / V₃**?

I am waiting for Katie with another friend, Rick. He is almost sure Katie is on the bus now.

I ask: "Where is Katie?" Rick guesses:


1. She **must be** on the bus.
2. She **might come** soon.
3. She **could be** lost.
4. She **may be** looking for us in the wrong room.
5. She **can't be** at home.

Rick and I speak about yesterday.

I ask: "Where was Katie last night?" Rick guesses:

6. She **must have forgotten** about our date.
7. She **might have worked** late.
8. She **could have taken** the wrong bus.
9. She **may have felt** ill.
10. She **couldn't have stayed** at home.

e.  Go to p. 184 / 211 and check your ideas.

3.  Work in pairs. Read the Internet post headlines and guess what the posts could be about. Use modals of **deduction** and **speculations** in your statements.

1. Ohio hospital can force chemo on Amish girl;
2. Asian Americans: a mosaic of faiths;
3. Life expectancy narrows between blacks and whites;
4. Most Americans admit to knowing almost nothing about Mormonism;
5. Mardi Gras parade is postponed in DC due to cold temperatures, snow and sleet;
6. Redskins: to change or not to change the name of the football team?
7. Join the effort to make English the official language;
8. Big brands target Hispanic consumers;
9. Native American colleges offer tribal culture education along with academics;
10. The 5 types of Russian American;
11. How immigrants contributed to the portrait of our nation.

Example: The post "Ohio hospital can force chemo on Amish girl" must be about the Amish group of people not letting the chemo therapy for a girl from their community who has

cancer. I know that the Amish people are very religious and they don't use almost any modern technologies. If the community insist on no chemo for the girl, she might die without the treatment she needs.

4. a.  In pairs, play American foods speculating game.

Step 1. In turn, make statements about the American foods listed below, for example *It is a kind of chips* or *It could be a dessert* or *It must have originated in Italy* or *It can't have originated in the U.S.*, *it looks like Indian food*. Take notes of how many points you “bet” for each statement.

10 points for facts
7 points for “must”
4 points for “might / may / could / can't”



brownies



corn dog



California roll



clam chowder



ginger ale



BLT



beef jerky



jambalaya



fortune cookies



root beer



nachos



caramel apple



jelly beans



fajitas



carrot cake



Buffalo wings

Step 2. (photocopiable) Find out if your ideas were right. Your teacher will give you some information about the dishes above. Share it with your classmates. If your idea was correct add as many points as you bet on it. If you were wrong, subtract the points.

b. What would you call the national dish of the USA? Why?

LESSON 7. You have the right not to remain silent

Communicative area: learning about the freedom of speech; learning more history through quotes from speeches of outstanding Americans; assessing the problems of modern America; looking for possible solutions

Active vocabulary: to censor any media, equal rights, to express their political views, to hold a peaceful assembly, in a peaceful manner, to speak for smth / smb

1. Look at the name of the lesson. Have you heard this phrase before? What does it mean?

2. a. Discuss in pairs. How do you think Americans can use them?

freedom of the press freedom of peaceful assembly
freedom of speech

b.  Listen and check.

c. Match the phrases to their meanings.

- | | |
|-----------------------------------|---|
| 1. in a peaceful manner; | a) have a meeting or public statement by people who strongly disagree with a policy, law, etc.; |
| 2. hold a peaceful assembly; | b) do something without any violence; |
| 3. express their political views; | c) say what they think about the actions of the government; |
| 4. speak for smth / smb; | d) say smb's opinions or protect smb or smth; |
| 5. equal rights; | e) rights that are the same for all people; |
| 6. censor any media. | f) to remove parts of someone's speech, statement or written work because it is considered harmful or improper for publication. |

d. Are the sentences true or false?

1. It's a new government's job to write a new U.S. Constitution after the election.

2. In the U.S. they censor only the governmental media.

3. Since Columbus, all people of America have always had equal rights.

4. Nobody in America believes that the U.S. Constitution guarantees what it says.

5. Every U.S. citizen who earns money has to pay taxes.

6. To participate in elections is the right and responsibility of every American citizen.


7. Any American can publish anything online unless it's not about sex, politics or religion.

e.  Listen and check. Correct the false statements.

3. a. Look at the photos of famous Americans. What are their names? What makes them important for American history and culture? Use the modals of speculation and deductions in your answer.

*Example: This must be the president of the USA.
I don't remember his name. It might be Kennedy.*



b.  Go around the classroom. Ask your classmates what they know about the people in the photos.

c. The people in ex. 3a were also great speakers. In pairs, match the parts of quotes they once said.

1. "I don't dream at night. I dream at day..."
2. "I don't like to lose at anything..."
3. "This country cannot afford to be..."
4. "That's one small step for a man, one..."
5. "Your time is limited, so don't waste it living someone else's life. Don't live with the results of other people's thinking. And most important, have..."
6. "Real integrity (goodness) is doing the right thing, knowing that nobody's going to..."

a) ...materially rich and spiritually poor." – *J.F. Kennedy, 35th U.S. president; Annual Message to the Congress, 1963*

b) ...giant leap for mankind." – *Neil Armstrong, American astronaut; first words after he made his first step on the moon's surface, 1969*


c) ...yet I've grown most not from victories, but setbacks." – *Serena Williams, American professional tennis player*

d) ...know whether you did it or not." – *Oprah Winfrey, American actress and TV talk show host; interview for Good Housekeeping magazine*



e) ...the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary." – *Steve Jobs, American entrepreneur, marketer, inventor, co-founder of Apple Inc.; address to Stanford University graduates, 2005*

f) ...I dream all day: I'm dreaming for living." – *Steven Spielberg, American film director, producer, and screenwriter*

d. Which of the quotes do you: a) find interesting? b) disagree with? c) not understand fully?

4. a.   **Listen to the speech from the film *The Newsroom*. What title goes better with it?**

1. America is the best country in the world.
2. America isn't the best country in the world.
3. America has never been the best country in the world.

b.   **Listen again and say what these numbers stand for in the speech.**

207

180


7

49

3

4

26

- c.  Listen again and make a list of positive and negative things the journalist mentions.
- d. Work in groups. Discuss which of the things mentioned in ex. 4c are true for Belarus. How are the others different?

LESSON 8. The secret life of Walter Mitty

Communicative area: writing a short story

1. a. Read the dictionary entry. What would you call such a person in your language?

Walter Mitty ['wɔ:lɪtə 'mɪtɪ] (*n., informal*) – a person who imagines that their life is full of excitement and adventures when it is in fact just ordinary.

He's a bit of a Walter Mitty character.

- b. The name was taken from a short story written by James Thurber in 1939. Have you ever read the story? What do you think it is about?

2. a. Read the extract from the story. What do you think Walter Mitty does for a living?

The secret life of Walter Mitty

“We’re going through!” The Commander’s voice was like thin ice breaking. “Throw on the power lights! Rev her up to 8,500! We’re going through!” The pounding of the cylinders increased: ta-pocketa-pocketa-pocketa-pocketa-pocketa. “Switch on No. 8 auxiliary!” he shouted. “Switch on No. 8 auxiliary!” repeated Lieutenant Berg. “Full strength in No. 3 turret!” shouted the Commander. “Full strength in No. 3 turret!” The crew, bending to their various tasks in the huge, hurtling eight-engined Navy hydroplane, looked at each other and grinned. “The Old Man’ll get us through,” they said to one another. “The Old Man ain’t afraid of Hell!”...

“Not so fast! You’re driving too fast!” said Mrs. Mitty. “What are you driving so fast for?”

“Hmm?” said Walter Mitty. He looked at his wife, in the seat beside him, with shocked astonishment. “You were up to fifty-five,” she said. “You know I don’t like to go more than forty. You’re tensed up again,” said Mrs. Mitty. “It’s one of your days. I wish you’d let Dr. Renshaw look you over.”

Walter Mitty stopped the car in front of the building where his wife went to have her hair done. “Remember to get those overshoes while I’m having my hair done,” she said. “I don’t need overshoes,” said Mitty. “We’ve been all through that, you’re not a young man any longer. Why don’t you wear your gloves? Have you lost your gloves?” Walter Mitty reached in a pocket and brought out the gloves. He put them on, but after she had turned and gone into the building he took them off again. He drove around the streets aimlessly for a time, and then he drove past the hospital on his way to the parking lot.

...“It’s the millionaire banker, Wellington McMillan,” said the pretty nurse. “Yes?” said Walter Mitty, removing his gloves slowly. “Who has the case?” “Dr. Renshaw and Dr. Benbow, but there are two specialists here, Dr. Remington and Dr. Pritchard-Mitford.” A door opened down a long, cool corridor and Dr. Renshaw came out. “Hello, Mitty,” he said. “We’re having the devil’s own time with McMillan, the millionaire banker and close personal friend of Roosevelt. Wish you’d take a look at him.” “Glad to,” said Mitty.

In the operating room there were whispered introductions: “Dr. Remington, Dr. Mitty. Dr. Pritchard-Mitford, Dr. Mitty.” “I’ve read your book on streptothricosis,” said Pritchard-Mitford, shaking hands. “A brilliant performance, sir.” “Thank you,” said Walter Mitty. A huge, complicated machine, connected to the operating table, with many tubes and wires, began at this moment to go pocketa-pocketa-pocketa. “The new anesthetizer is giving way!” shouted an intern. “There is no one in the East who knows how to fix it!” “Quiet, man!” said Mitty, in a low, cool voice. He sprang to the machine, which was now going pocketa-pocketa-queep-pocketa-queep. He pulled a faulty piston out of the machine and inserted the pen in its place. “That will hold for ten minutes,” he said. “Get on with the operation.” Renshaw said nervously: “If you would take over, Mitty?” Mitty looked at him. “If you wish,” he said. They slipped a white gown

on him; he adjusted a mask and drew on thin gloves; nurses handed him shining...

“Look out for that Buick!” Walter Mitty jammed on the brakes. “Wrong lane” said the parking-lot attendant, looking at Mitty closely. “Gee. Yeh,” muttered Mitty. He began cautiously to back out of the lane marked “Exit Only.” Mitty got out of the car. The attendant got into the car and put it where it belonged.

Walking along Main Street he kicked at the slush on the sidewalk. “Overshoes,” he said to himself, and he began looking for a shoe store.

adapted from newyorker.com

b. Discuss the questions below with a partner.

1. What kind of person is Walter Mitty? What about his wife? Do you think they are happy together? Why (not)?
2. Where do you think Walter got the ideas for his fantasies?
3. What makes him start daydreaming?
4. Do you think he has always been such a person or something might have changed him? If so, what could that be?

c. A lot of reviews say that Walter Mitty is an example of another American culture feature **escapism. Read the definition and say if you think the problem is relevant for your country. How can it be dealt with?**

Escapism is the tendency to seek distraction and relief from unpleasant realities, especially by looking for different kinds of entertainment or engaging in fantasy.

3. a. Read the tips to writing a short story. Find examples in the text in ex. 2a.

A short story is a fictional story usually written from a first point of view or a third point of view. A short story normally has three logical parts.

1. **Beginning** – gives information about the main characters and the setting of the story (time and place); aims to attract the reader’s attention by:

- starting with a mysterious or dramatic opening;
- a quote of one of the main characters;
- a hint to what is going to happen in the story.

2. **Middle** – describes the main events. To make it more gripping for readers:

- use direct speech of characters;
- report their speech with different verbs to create emotional atmosphere;
- use questions to make your reader keep reading for the answers;
- use the words that appeal to all kinds of senses (feelings, sounds, tastes, etc.);
- use short dramatic sentences.

3. **End** – either concludes the story or finishes with an open ending to let the reader guess what happened.

b. Read the statements. Which tips in ex. 3a do they illustrate?

1. But it was too late.
2. “Don’t make a sound,” he whispered.
3. The room was filthy with old wallpaper hanging down from the walls, and it smelled as if an animal died somewhere there.
4. He knew that was just the beginning of the chase.
5. They had been looking for the stolen Royal jewels for a week when they finally got a hint from an anonymous caller.
6. She knew the room was empty, what was making the terrible screeching sound, then?

c.  Rewrite the sentences below using ex. 3a.

1. We didn’t know what made the machines start the attack.
2. They were walking through a night forest.
3. She told us not to move.
4. Nick knew he wasn’t safe anymore because he heard as the men were approaching him and loading their guns.
5. “No!” he said in a loud voice.
6. In the future, in 2077 nobody knew how to communicate in person anymore.

d.  Write a short story *A journey across the USA* for a competition.

- Decide who your main character is;
- Where and when the story takes place;
- Decide what happens and how the story ends;
- Write a story of minimum of 200 words.

LESSON 9. A virtual tour

Project 

Communicative area: talking about the sights of North America

BEFORE THE PRESENTATION LESSON

1. a. Look at the pictures. Can you recognize the places? Where are they located? Check your answers on page 246.



1



2



3



4



5

b. Work in pairs, try to guess what it is like to visit the places in ex. 1a.

*Example: It must be freezing cold in Wapusk national park.
It can't be cheap to get there.*

2. A lot of places are still unavailable due to COVID-19 restrictions or other reasons. Luckily, many of them provide virtual tours, so you can still admire the wonders of nature; see historic sites and world-famous works of art. Get ready to take your classmates on a virtual tour. Follow the steps below.



1. Work in pairs or small groups. Choose the place / places you would like to see yourself and share your experiences with others.

2. Use the Internet. Find if the sight has its own website and provides virtual tours, if not, collect photo / video to create a tour of your own.

3. Plan your tour: what you are going to show, how you are going to attract and hold the attention of your "tourists", how you are going to comment the photos and videos.


4. Think of some extra ideas that can create the atmosphere (music, smells, sounds of nature / animals, maybe even get some treats!)

5. Practice your presentation from the first line to the last one. Stick to the timing. You mustn't finish in the middle or "steal" the time of other groups.

6. Try to predict the questions your tourists might ask you.

IN THE PRESENTATION LESSON

1. a. Present your virtual tours. Vote for the best one. Explain what you liked about it.

b.  Write a paragraph (180 words) about one of the tours you were taken on.

LESSON 10. Culture corner. When in Rome

Communicative area: talking about customs and rules in different countries

1. Read the saying. What do you think it means?

When in Rome, do as the Romans do.

2. a. Read the statements. Decide if they are **true** or **false**.

1. In the United States, it is common to have a chat with a waiter.

2. You shouldn't tip anyone but for people working in restaurants and cafés.

3. If there isn't anyone to accept your payment at a national park, you may enter for free.


4. You have to pay for bus rides.

5. You should give up your seat on a bus for an elderly person or a pregnant woman.

6. If people want to hug or kiss you, you must let them, because it's considered polite.


7. You shouldn't bring up such topics as health issues, money and politics the first time you meet people.

8. Don't come to people's houses uninvited.



b.   Listen to the program. Check your ideas in ex. 2a. Correct the false statements.

c. Which of the ideas in the program are similar to Belarusian culture? How are the others different? What would you add to the list for someone who is visiting Belarus?

3. a.   Listen to the conversation. What did Alex do right and what did he do wrong?

- b.   Listen again. Tick the phrases in the box you can hear in the recording.

Asking for advice	Giving advice
<i>What should I do ...? Do I need to ...?</i>	<i>If I were you, I'd ... / Yes, you should. / No, it's not necessary.</i>
Asking for permission	Giving permission
<i>Is it OK if I ...? Would you mind if I ...?</i>	<i>Sure, go ahead. No, of course not. Be my guest.</i>
	Refusing
	<i>Actually, I'd rather you didn't. / You'd better not, it's considered a bit rude.</i>
Apologizing	Accepting an apology
<i>Sorry about that. I didn't know ... Apologies. I didn't realize ...</i>	<i>It's fine. You really don't have to ... / That's alright. / No worries.</i>

- c. Role-play visiting your classmate's home. Use the phrases in ex. 3b.
4.   Use the Internet. Write a guide for people visiting Canada for the first time.

LESSON 11. Speaking club

Communicative area: revising the material of the unit

1. a. Play the alphabet race. In three minutes try to write words associated with Canada that start with all the letters of the alphabet.

Think of geographical names, national symbols, famous people, etc. Compare your results with other pairs. You get one point for every original word (that other pairs don't have).

Example: A – Alberta, B – Beaver...

b. Repeat the game for the USA.

2.  Play Sphere selector game.

Draw a sphere on the board. Divide it into five sectors. Split the group into teams of three or four. Choose a sector and try to hit it with a ball. If you can, then you choose the question from this sector. If you hit another one you have to answer a question from that sector. If you miss the sphere, you miss a turn. There are five questions of different value. Question for one point is the easiest one; question for three points is the most difficult. Even if you don't know or don't remember the correct answer, try to guess. Try to win as many points as possible.

3. Discuss the questions below.

1. Where is Canada located?
2. How is Canada different from most other countries?
3. Describe the national flag of Canada. What does it look like?
4. Which place(s) in Canada would you like to visit? Why?
5. Do you think Canada is a good place to live? Why (not)?
6. What sports are popular in Canada? Do you like these sports?
7. Compare Canada and the United States.
8. What famous Americans do you know? What are they famous for?
9. What are the two most commonly used languages in the U.S.?
10. Which places(s) in the U.S. would you most like to visit? Why?
11. What do you know about American Constitution?
12. How was the U.S. different 100 years ago?
13. How will the U.S. be different 100 years in the future?

6

UNIT



BELARUS

LESSON 1. Where is Belarus?

Communicative area: giving general information about Belarus (geography, population, symbols, and anthem)

Active vocabulary: anthem, canvas, rectangular, sovereign, sovereignty

1. a. With your class, brainstorm answers to the following questions.

1. What can you tell foreign visitors about your country?
2. What makes it unique in the world?
3. What national symbols (official and unofficial) do you know?



b. Choose the best answer to each of the questions above.

2. a. Read and suggest your own way of explaining where Belarus is located. Work in pairs. Choose the better one to present for the rest of the class.

Surprisingly, one of the most popular searches on the Internet, related to Belarus, is the question “Where is Belarus?” or “Belarus map”. Thinking about it, let us ask ourselves if it is possible or if it is correct to give one definite answer, especially if we bear in mind that our mission is to unveil this terra incognita for tens of thousands, or maybe

hundreds of thousands or perhaps, millions of Internet users. Belarus is a unique phenomenon, and amazingly manifold at the same time, especially its people, who are friendly, tolerant, and hospitable.

b. Can you explain where Belarus is geographically? Listen to each other in pairs.

c.   Listen to the answer (ex. 2b) and see whose explanation was closer to the recorded one.



3. a. Look through the key facts about Belarus and try to guess the missing numbers.

Total land area of Belarus – ... km²

Population (as of 1 January 2022) – ... million

Life expectancy at birth – ... years;

Urban population (people living in cities) – ... %;

Rural population – ... %.

Capital city Minsk – ... million inhabitants

Regional centres of Belarus (as of 1 January 2022):

Brest – ... inhabitants;
Vitebsk – ... inhabitants;
Gomel – ... inhabitants;

Grodno – ... inhabitants;
Mogilev – ... inhabitants.



Ethnicity

Belarusians – ... %;
Russians – ... %;

Poles (Polish) – ... %;
Ukrainians – ... %.

Languages spoken in Belarus are...

National holidays in Belarus are...

b.   Listen and check your guesses.

c.  Read more about the population in Belarus using photocopyable materials and answer the questions in pairs.

1. Are there any facts that surprised you?
2. Are you both of the same opinion?

4. a.  To complete the overall presentation of the country, make up descriptions of the State Flag, State Emblem, and Anthem of the Republic of Belarus. Work in pairs.

Symbols and Anthem of the Republic of Belarus

In accordance with the Constitution of the Republic of Belarus the State Flag, the State Emblem and the State Anthem are symbols of **sovereignty** of the country.

The State Flag of the Republic of Belarus



A rectangular canvas; be made up of; horizontal stripes; a vertical red-on-white Belarusian national pattern; the upper stripe; the lower one; take up; be as large as; one third of the width; two thirds of the width; one ninth of the flag length; be near the flagpole.

*The National Coat of Arms
(the State Emblem of the Republic of Belarus)*

Be made up of; a golden outline; lit by the golden rays; the sun rising over the globe; a five-pointed red star; at the top (of); be encircled by; a wreath of golden ears of wheat; be intertwined with clover flowers on the right and flax flowers on the left; embraced by a red-and-green ribbon; a golden inscription “Republic of Belarus”.



The State Anthem of the Republic of Belarus

The music composed by Nestor Sokolovsky; the lyrics written by Mikhail Klimkovich and Vladimir Korizna.

Keep the musical basis of the Byelorussian Soviet Socialist Republic **anthem**; to be popular; to be respected by; to announce a contest for the words of the State Anthem; to reflect the Republic of Belarus as a **sovereign**; peace-loving country; stress patriotism and diligence; brotherly relations between.

b.   Listen and compare the descriptions.

5. a. Make a mind map to present general information about the country. Work in pairs.

b.  Divide the topics among the group and write the text of the presentation. Choose a topic and work on it individually.

LESSON 2. Governing the country

Communicative area: explaining how the political system in Belarus works

Active vocabulary: to appoint, to approve, to be accountable to, council, court, to elect, executive power, an issue, judge, law, legislative power, to propose, representative, to vote

1. Discuss how power is exercised in Belarus.

2. Study the scheme of the structure of state power in Belarus on page 45 and explain it.

3.  Read the text about the formation of power in the Republic of Belarus. Guess the meaning of the words in bold.

Belarus is a presidential republic. According to the Constitution, the President of Belarus is the country's head of state, who guarantees the rights and freedoms of citizens of the Republic of Belarus.

The current president of Belarus is Alexander Lukashenko. He was **elected** to the post in 1994 and is now serving his sixth term.

The Belarusian President is directly elected by the people of Belarus for a **5-year term of office**. Any Belarusian citizen over the age of 18 can **vote** in the elections.

The National Assembly of the Republic of Belarus consists of two chambers. The deputies of the House of Representatives are all elected by the people of Belarus.

The Council of the Republic is a **regional representative body** with 64 members.

Local Councils elect a total of 56 members: 8 in each region and 8 in Minsk. The Belarusian President selects the final 8 members.

The Belarusian Government – or the **Council of Ministers** – is made up of the Prime Minister of Belarus, his deputies, and ministers.

The **Prime Minister** is **appointed** by the President and **approved** by Parliament.

The Government is **accountable** to the President of the Republic of Belarus and answerable to the Parliament.

Local power is represented by the locally elected **Councils of Deputies and executive committees** of different levels. Deputies are elected for a **4-year term** to deal with local issues and represent the local population in decisions on issues relating to health, education, social welfare, trade, transport within the framework of existing laws.

The court system is represented by:

- the Constitutional Court;
- **universal jurisdiction** [*dʒʊəris'dɪkʃ(ə)n*] courts.

**PRESIDENT
(HEAD OF STATE)**



<p>LEGISLATIVE POWER (законодательная власть / заканадаўчая улада) [ˈlɛdʒɪslətɪv ˈpɹəʊə]</p>	<p>EXECUTIVE POWER (исполнительная власть / выканаўчая ўлада) [ɪgˈzɛkjʊtɪv ˈpɹəʊə]</p>	<p>JUDICIAL POWER (судебная власть / судовая ўлада) [dʒuːˈdɪʃəl ˈpɹəʊə]</p>
<p>National Assembly of the Republic of Belarus Parliament – 2 chambers [ˈtʃɛmbəz]</p> <p><i>House of Representatives</i> [ˌrɛprɪˈzɛntətɪvz] (Палата прадстаўіцель / Палата прадстаўнікоў)</p> <p><i>Council of the Republic</i> (Совет Рэспублікі / Савет Рэспублікі)</p>	<p>Council of Ministers the government</p> <p><i>Prime Minister</i> ministries, customs, State Security Committee (KGB)</p>	<p>Constitutional Court [ˌkɒnstɪˈtjuːʃ(ə)nəl] courts [kɔːts] (суды / суды)</p> <p><i>Presiding Judge</i> ([prɪˈzɑːdɪŋ ˈdʒʌdʒ] (председательствующий судья / старшыinstвуючы суддзя)</p>
<p>Local power / administration</p>		
<p>village, district, city, regional councils of deputies [ˈdɛpjʊtɪz]</p>	<p>regional, city, district executive committees [kəˈmɪtɪz]</p>	<p>district, city, regional, economic, military courts, chairpersons</p>
<p>Constitution the basis of the political system and all laws</p>		

Universal courts in Belarus deal with **civil, criminal, administrative and economic cases** (*дела / sprawy*), as well as cases involving military personnel.

The Constitutional Court is made up of **12 high-level legal experts**.

Six of the judges are **appointed** by the President of Belarus and the other six are **elected** by the Council of the Republic.

The **Presiding Judge of the Court** is directly appointed by the President of Belarus with the approval of the Council of the Republic.

The term of office for a Constitutional Court judge is **11 years**.

The Constitution is to play a key role in modern Belarus. The current Constitution was adopted on 15 March 1994 by the Supreme Council of the Republic of Belarus and it was amended in 1996, 2004, and 2022 in national referendums on Constitution. It is also known as the **Fundamental Law of the State** and is the 5th Constitution in Belarusian history. The main principles of the Constitution are the rule of law, guarantees and respect for human and civil rights, and the democratic procedure of forming public authorities through vote and elections.



4. a. Read the responsibilities and decide which are those of the President, the Constitutional Court, other state bodies and Constitution.

1. • national budget control;
 - home and foreign policy issues;
 - economic and social development programmes;
 - national security;
 - defense.
2. • the regulation of rights and freedoms;
 - the establishment of a new state mechanism;
 - developing new laws.
3. • implementing (*реализация / рэалізацыя*) key principles of home and foreign policy;
 - representing the State of Belarus on the international arena;
 - calling regular and extraordinary Parliament elections;

- appointing the Prime Minister and chairpersons of the principal courts in Belarus;
 - signing bills;
 - granting pardons to convicted prisoners;
 - awarding state honours, ranks and titles.
4. • considering draft legislation;
 - calling presidential elections;
 - approving the President's nomination for the post of Prime Minister;
 - approving or opposing the Government's activities;
 - proposing no-confidence votes where necessary.
 5. • dealing with civil, criminal, administrative and economic cases, as well as cases involving military personnel.
 6. • ensuring that new legislation and statutes are drawn up in accordance with the Constitution.
 7. • approving or declining draft (*отклонение проектов / адхіленне праектаў*) legislation that has been approved by the House of Representatives.

b. Check with the class. Explain your choice. Check the answers on page 246.



5.   **In 2022 the referendum added one more state body – the All-Belarus People's Congress. Read about it in photocopiable materials and make its brief description (10–12 sentences).**

6. a. Take part in a citizen's test.

1. What's the main law of the country?
2. What is Parliament called in the country?
3. Which courts are there in the country?
4. Who is the head of state in the country?

b.  **Write 10 questions for your test.**

LESSON 3. The country's economy

Communicative area: speaking in brief about the economy of Belarus

Active vocabulary: employee, export, fibre, gross domestic product, import, income, industry, to manufacture, per capita, to produce, retiree, to trade, vehicle

1. With your class, take 1–2 minutes to brainstorm the answer to the question: **What is produced in Belarus?**

2. a. Read about the economy of Belarus and compare with your answers in ex. 1.

Any reasonable and maybe ambitious goal of any country is to make the well-being of its people a number one priority.

The well-being of people depends on the economic development of a country. A high-level development of a country's economy makes it possible to offer decent wages to its **employees** and to ensure a high standard of living, medical care, education, and social protection for those who need it.

Social protection refers to childcare, the retirement age, and decent pensions for **retirees** and persons with disabilities. It is also about payments to orphaned children and children deprived of parental care. To provide social care, governments consider measures for reducing / cutting down the number of low-**income** families and providing conditions which make a high standard of living possible for most of the country's population. This, in its turn, means creating additional jobs in modern enterprises and developing new spheres of the economy based on current trends in the development of science and technology.

Belarus follows the concept of a socially oriented market economy. The economy of Belarus has a wide structure, including manufacturing industries, services sector, and agriculture.

The most developed industries of the country include:

- **engineering: producing vehicles**, agricultural machinery, machine tools, electrical equipment, optics, household appliances;

- **electronics** – the **produce** of the industry is used in such economic sectors as agriculture, construction, energy industry, and transport;

- **light industries**: producing **fibres and yarn**; linen, decorative, heat-resistant, synthetic, and other fabrics; sewing bed clothes, underwear, and clothes; making stockings, tights, and socks;

- **food industries** play an important role in the country's food security and exports. The country produces chocolate, confectionary, baby food, preserves, meat, sugar, juices, vegetable oil, poultry, eggs; dairy products – milk, cheese, butter,

- **woodworking**: furniture, pulp, and paper;

- **petrochemical** [ˌpetrəʊ'kemɪkl]: chemical products, coke (кокс / кокс), petroleum derivatives, plastic, and rubber products;

- **pharmaceutical** [ˌfɑ:mə's(j)u:tɪkl]: output of medications;

- **agriculture**: grain, potatoes, sugar beet, vegetables, **flax**, dairy products, meat, eggs;

- **construction**: civil and industrial construction, including housing and roads, factories and plants, sporting facilities and social infrastructure – hospitals, medical centres, schools, kindergartens, etc.;


- **energy industry** is aimed at providing energy security and satisfaction of the country's demand for industrial and households energy supply. It generates electricity, provides fuel and gas supplies.

Belarus has a wide range of services. Some of them are exported.

Export is another important characteristic of any economy. It is understandable that there is not a single country in the world which produces everything for its citizens. Nevertheless, the share of export should be higher than that of **import**.


The most important characteristic of an economy is **GDP** (Gross Domestic Product). GDP is the monetary value of goods and services – all the output – produced in a country and sold to the final user. Other measurements of an economy are **GDP per capita** and **GDP at Purchasing Power Parity (PPP) per capita**. Gross Domestic Product (GDP) per capita shows a **country's GDP divided by the number of its population**.

PPP is a metric which shows a more accurate picture of people's income and cost of living in a country through a "basket of goods" rather than through currency exchange rates.

b.  Look through the text again and explain the meaning of your active vocabulary.

c. Answer the question below in pairs, and then compare with your class.

What new information about the economic development of our country have you learnt from the text in ex. 2a?

3. a.  Read about the factors which define a developed economy, study the photocopiable materials for the lesson, and decide whether Belarus is a developed or a developing country. Work in pairs or in groups. Share your verdict with the rest of the class.

There are different approaches in defining developed economies. For example, with a Human Development Index of 0.823 UN defines Belarus as one of the highly developed countries. Other organisations, the World Bank, for example, use different criteria and define Belarus as a developing country.

The best-known criteria are the following ones:

1. **High income of the citizens.** A high income is defined in terms of per capita income, which varies from institution to institution. For example, the World Bank considers the per capita income of \$12,376 or above as high income.

Upper-middle-income group (2020)					
Rank	Country	GDI ¹	Rank	Country	GDI
55	Romania	12,580	82	Maldives	6,490
56	Panama	12,420	83	Belarus	6,360

2. **High human development rank.** Human Development Index (HDI) was introduced by the United Nations (UN) to measure the quality of life in different countries.

Along with having a good income, citizens of a country should be able to enjoy a better quality of life. Some of the factors to measure it include literacy rates, life expectancy, infant mortality rates, and surely access to healthcare.


3. **Service sector domination.** An economy with a domineering service sector is typical of developed countries, whose economies focus on developing innovative, futuristic, hi-tech products sold

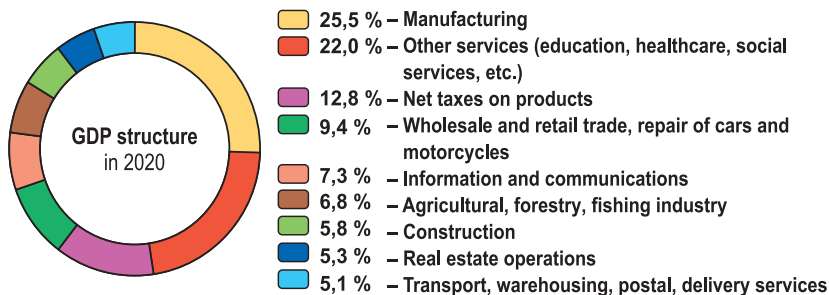
¹GDI – Gross Domestic Income per capita (one person), US dollars

at high value-added prices. Manufacturing industries dominate in developing countries.

4. **Technological advancements.** Developed countries have a skilled workforce. People are well-educated and learn advanced technologies in various fields. They are ready to take risks and have the conditions and favourable business climate for the implementation of their initiatives.

5. **High level of infrastructure development.** Developed countries invest a lot of money in infrastructure development – quality of roads, rail, air, water, and civil infrastructure.

b.  **Speak about the economy of Belarus (15–20 sentences): Is it developed or developing? Use the criteria described in ex. 3a and photocopyable materials.**



c. In pairs or in groups, compare your ideas with the following definition of the International Monetary Fund (IMF). Has your opinion about the development of the Belarusian economy changed?

Developing countries are those countries whose standard of living, income, economic and industrial development remain more or less below average.

According to the IMF definition, there are 152 developing countries with a current population of around 6.62 bn. At 85.22%, this is a considerable proportion of the world's population.

adapted from worlddata.info

4. a. Make a mind map about the economy of Belarus.

b. Speak about the economy of Belarus (20–25 sentences).

LESSON 4. The flagships of Belarusian economy

Communicative area: reading, listening, and speaking
about the flagships of the Belarusian economy

Grammar revision: Present and Past Simple Passive Voice

1. With your class, brainstorm an answer to the question: **What are the best Belarusian enterprises?**

2. Look at the pictures, match them with the names of the plants.
What do the plants produce?

- a) Minsk Tractor Works (MTZ);
- b) Belarusian Autoworks (BELAZ);
- c) Naftan (Novopolotsk);
- d) Amkodor (Minsk);
- e) Grodno Mechanical Plant;
- f) Mogotex (Mogilev).



3. a. Read the text and guess what enterprise it is about.

The enterprise was based on 29 May, 1946. During its history, it became one of the world's largest manufacturers

for agriculture. Its produce reached 3 million units, 500,000 of which were exported to almost 100 countries of the world. Today, 62 models of different kinds of its produce, in more than a hundred assembly options for all climatic and operational conditions, are offered to customers. The new models have a lot of possibilities for attachments made by different manufacturers. Its produce has received international certificates, confirming its European Union standards. Besides that, the enterprise offers a wide range of special purpose vehicles for logging and forest care, loaders, vehicles for municipal services, for work in mines.

b. Analyse the underlined forms. What do they mean? Why are they used?

4. Read about another enterprise and answer the question: What surprises you about the truck?


The world's biggest dump truck with the carrying capacity of 450 tonnes has been created by the Belarusian automobile engineering company OAO BelAZ. The truck was unveiled (shown) for the first time at the testing field of Belarusian Autoworks (BelAZ trademark) on 25 September 2022.

The carrying capacity of 360 tonnes had been the max figure for BelAZ dump trucks before the new truck was developed. At present, five companies make such trucks.

450 tonnes of cargoes can be carried by the mine dump truck BelAZ 75710. It uses an electromechanical transmission, which is powered by alternating current. The vehicle is designed to transport mined rock in deep open pits along temporary roads in various climatic conditions, with the air temperature varying from minus 50 °C to plus 50 °C. The vehicle is powered by two diesel engines. The hydraulic system is one and the same for the dumping mechanism, the steering system, and the braking system. The vehicle's aggregate weight is 810 tonnes. The cabin can seat two people and boasts ROPS¹ safety solutions.

¹ A rollover protection structure or rollover protection system (ROPS) ([ˈroups] or [ˌɑːroupiːs]) is a system or structure intended to protect equipment operators and motorists from injuries caused by vehicle overturns or rollovers.

The driver's seat is adjustable. The cabin meets noise, vibration requirements and requirements concerning the amount of harmful substances and dust in the air. The vehicle uses Michelin's radial tubeless pneumatic tires on eight wheels. The vehicle control system has been borrowed from the 360-tonne predecessor. The vehicle's top speed is 64 km/h.

5. a.  Listen to the information about a modern branch of our economy – ICT – and take down notes to speak about it.

b. Express your opinion about its future. Work in pairs.

6. a.  Write about the development of industry in Belarus (15–20 sentences). Use the keywords and the Passive Voice.

Manufacturing in Belarus



the largest part of the economy; a highly skilled workforce; a high level of economic diversification; modern manufacturing methods; provide 26% of the country's gross domestic product;

be excellent at heavy industry; be one of the world's largest suppliers of mining and quarrying vehicles; to produce a tenth of the world's tractors; to export buses; coaches and lorries around the globe;

to produce semiconductors; electrical goods; optics; and textiles; need foreign investment; to introduce new legislation; to give car manufacturers; relocating the production to the republic; a three-year exemption from all taxes.

b. Add examples of flagship enterprises and speak about the development of the high export industries and services (25 sentences).

LESSON 5. They put us on the map

Communicative area: reading, listening and speaking about outstanding people of Belarus, expressing admiration

Grammar: sentences with impersonal *it*

1. Remember with your classmates how many Belarusians, famous all over the world, you know.

2. a. Look through the information about outstanding people of Belarus and try to guess who is who in the photos below.



- 4 April 1557 – 7 July 1633;
- 25 September 1765 – 15 October 1833;
- 22 July 1895 – 15 September 1975;
- 1110 – 1173;
- 4 or 12 February 1746 – 15 October 1817;
- 20 June 1928 – 14 February 2014;
- 1490 – before 29 January 1552;
- 28 November 1958 – 23 May 1996.

St Euphrosyne of Polotsk is considered the patron ['pɛtrən] saint of Belarus. It is really amazing that being from a noble family, she became a nun at the age of 12 and chose to devote her life to helping the poor and building churches and monasteries across Belarus, serving God.

Francysk Skaryna was a Belarusian humanist, physician, translator, who laid the foundation for the development of the Belarusian language. It is unbelievable, but our countryman was one of the first to develop book printing in Eastern Europe and to translate the Bible ['baɪb(ə)] into Belarusian.

Lev Sapiega, who stood at the head of the Grand Duchy of Lithuania, was one of the main founders of the Statute¹ of the Grand Duchy of Lithuania (1588), which was actually the first European Constitution. It is amazing the Statute of the Grand Duchy of Lithuania, written in the old Belarusian language, was the only full code of laws in Europe from Roman law until the Napoleonic Code, adopted in 1804.

Michal Kleofas Oginski was a brilliant statesman and military leader who became Ambassador to the Sejm (Сейм / Сеім) of Poland at the age of 20 and Head of the Treasury² of the Grand Duchy of Lithuania at the age of 28, as well as Extraordinary [ɪk'strɔ:d(ə)n(ə)rɪ] Ambassador to the Netherlands. It is surprising he is best remembered for his music, inspired by the beauty of traditional Belarusian folk [fɔk] songs. The most popular of his polonaises [ˌpɒlə'neɪzɪz], called A-minor, *Farewell to the Fatherland*, was written in his family estate in Zalessie (Grodno region of Belarus) before he had to leave the country after taking part in Kosciuszko's uprising against the tsarist Russia.

Tadeusz Kosciuszko, born in the village of Merechevshchina, Ivatsevichi district, Brest region, was a political and military figure ['fɪgə] of the Polish-Lithuanian Commonwealth, a leader of the uprising in 1794. It is remarkable that he is a national hero of Belarus, Poland and the USA and an honorary citizen of France.

¹ Statute ['stætʃu:t] – a law passed by a government and formally written down

² Treasury ['trezəri] – noun [singular] the government department responsible for a country's financial matters

Pavel Sukhoi was a Soviet aerospace [¹'eərəʊ,spɛɪs] engineer [¹ˌɛndʒɪ'nɪə], an inventor, a designer of the Sukhoi military aircraft, a founder of the Sukhoi Design Bureau [¹'bjʊərəʊ], one of the creators of supersonic jets¹, a designer of more than 50 original aircraft solutions, more than 30 of which were constructed and tested. **It's really impressive!**

Gavriil Vashchenko, born in the village of Chikalovichi, Gomel region, People's Artist of Belarus, a painter and a pedagogue [¹'pedəgɒɡ], is one of the founders of the monumental [¹mɒnju'ment(ə)l] decorative [¹'dek(ə)rətɪv] art school. He was named *Person of the Year 1992* and *Person of the 20th Century* (1993) by the International Biographical Centre of Cambridge. He became *Person of the Year 1994* according to the American Biographical Institute.

Vladimir Karvat, who possessed the greatest gift of humanity and who sacrificed his life to save the lives of others, is worthy of admiration. When he was flying his training military aircraft *Su-27p* on 23 May 1996, the plane caught fire. Karvat was ordered to eject to safety. But he realised the plane would crash on villages. He steered [¹stɪəd] the plane away until it crashed one kilometre from the settlements of Arabovshchyna and Bolshoye Gatishche in Brest region. On 21 November 1996 Vladimir Karvat was posthumously² awarded the title *Hero of Belarus*.

b.  **Look at the highlighted sentences and answer the questions.**

1. What do they mean?
2. Are they personal or impersonal?
3. What part of speech follows the introductory **It is**?

c.  **Check your answers in Grammar Reference on page 185 / 212.**

d. **Speak about the famous Belarusians. Say 2 sentences: 1 – about the person, 2 – about your attitude to him / her. Work in pairs.**

Example: *St Euphrosyne of Polotsk, who was from a rich family, devoted her life to helping the poor. It's amazing how dedicated she was to serving God and humanity.*

¹ supersonic [¹ˌsu:pə'sɒnɪk] jets – planes that can fly very fast – faster than the speed of sound

² posthumously [¹'pɒstjʊməsli] – given to someone after their death

LESSON 6. Outstanding athletes

Communicative area: reading, listening and speaking about the famous athletes of the country

Grammar revision: sentences with introductory *it*

1. a. Do you know Belarusian athletes? Look at the photos, read the brief information and match it with the photos.



- a) Olga Korbut (16 May 1955);
- b) Maxim Mirny (6 July 1977);
- c) Alexander Medved (16 September 1937);
- d) Victoria Azarenko (31 July 1989);
- e) Vitaly Shcherbo (13 January 1972);
- f) Darya Domracheva (3 August 1986);
- g) Yulia Nesterenko (15 June 1979);
- h) Alexey Grishin (18 June 1979).

A. ...is a legendary gymnast who won four Olympic Gold medals (three of them – in team, balance beam¹ and floor exercise

¹ **balance** ['bæləns] **beam** – бревно / бервяно

events at the Olympic Games in Munich ['mju:nɪk] in 1972 and one in 1976 in Montreal [ˌmɒntrɪ'ɔ:l]).

B. ... is one of the most successful gymnasts of all time, the only male gymnast ever to have won a world title in all eight events (individual all-around, team, floor, horizontal bar, parallel bars, pommel horse, rings, vault¹). He was the most successful athlete at the 1992 Summer Olympics – the XXV Olympic Games in Spain, winning 6 out of 8 events – team, all-around, pommel horse, ring, vault, parallel bars.

C. ... is a freestyle skier, the winner of the country's first gold Winter Olympics medal in Vancouver 2010.

D. ... is an outstanding Belarusian athlete and coach in freestyle wrestling², a three-time Olympic Champion and a seven-time World Champion. He is recognised as the best freestyle wrestler of the 20th century.

E. ... is the most famous Belarusian tennis player. Since 1996 he has won a series of international titles, including numerous victories in the Grand Slam tournaments in Wimbledon, US Open, Australian Open, French Open, and others.

F. ... is a Belarusian biathlete who has been competing in the Biathlon [baɪ'æθlən] World Cup since 2006. At the 2014 Winter Olympics in Sochi she won three gold medals in the women's 10 km pursuit, the women's 15 km individual race and the 12.5 km mass start, the first woman Hero of Belarus.

G. ... is a Belarusian professional tennis player, winner of the major World Tennis Association (WTA) tournaments ['tʊənəmənts] and an Olympic champion, who became WTA World No. 1 in January 2012.

H. ... is a Belarusian sprinter who won the women's 100 metres at the 2004 Summer Olympics in Athens, becoming the first non-US athlete to win the event since the 1980 Summer Olympics.

b.   **Listen and check. What else did you learn about the athlete? Take notes.**

c. **Speak about the athlete you admire. Express your admiration using the phrases in bold from ex. 2a, lesson 5. Work in pairs.**

¹ **vault** [vɔ:lt] – опорный прыжок / апорны скачок

² **freestyle wrestling** ['reslɪŋ] – вольная борьба / вольная барацьба

d. Play a quiz game between two groups.

Each group chooses five one-sentence facts about the athletes from the text and adds three facts about the athletes they know. Groups give their facts in turn. Each correct answer gets a point for the group.

2. Imagine you are invited to make a presentation about Belarusian outstanding people for British teenagers.

a. Read parts of the presentation and number them in a logical order.

A. Along with the widely-known name of Marc Chagall, perhaps the most famous of all people from Belarus, a master of classical avant-garde [*ævɒŋ'gɑ:d*] art, it is worth mentioning other artists.

B. No one can argue that it is the people who make history. Belarusian history is full of outstanding names, going back to early history. **It is so important** to understand the country has deep roots in the past.

C. Our history will remember the name of the first Hero of the Republic of Belarus.

D. We can take pride in our politicians and military leaders, who brought fame to the country.

E. We can be proud of the achievements of our scientists.

F. Life is going on. No doubt, Belarusian people will inscribe new names into the world heritage (*наследие / спадчына*).

G. We cannot help mentioning the names of outstanding athlete – the heroes of modern Belarusian history.

b. Add brief stories about an outstanding person to each part of the presentation.

c. Practise speaking. Don't forget to make your presentation emotional using sentences with an introductory **It.**



LESSON 7. We made the most of it

Communicative area: speaking about the 2014 World Ice Hockey Championship – giving an account and writing a brief summary of past events

Receptive grammar: Present Perfect Passive Voice, Past Perfect Passive Voice

1. With your class, brainstorm the answer to the question: What has to be done to prepare a country for hosting¹ a big sporting event?
2. a. Read the account of a government official about the preparation for the 2014 IIHF World Championship in Minsk on the eve of the opening of the event. Which work did you mention in ex. 1? Which was not mentioned?

Today I can say with confidence that Minsk is ready for the big event – the 2014 World Ice Hockey Championship. Let me give you an account of what has been done.

First of all, we expect a lot of guests.

1. The entry to Belarus for the 2014 IIHF World Championship, from 25 April till 31 May 2014, **has been made** visa-free by the Belarusian authorities.

2. Though the crime rate is low in Belarus and the problem of terrorism in Belarus does not exist, a system of additional security measures **has been created** for the IIHF World Championship.

3. Different-class accommodation² **has been prepared** for meeting guests of the Championship.

4. Two main venues³ **have been constructed** – the Minsk Arena [ə'ri:nə] and the Chizhovka Arena.


¹ host [həʊst] (*v. trans.*) – to organise a special event and provide the area, buildings, equipment, or services needed for it

² accommodation [ə'kɒmə'deɪʃ(ə)n] (*n. uncount.*) – a place for someone to stay, live, or work in

³ venue (for) ['venju:] (*n. count.*) – the place where an activity or event happens

5. Road infrastructure **has also been improved** before the beginning of the 2014 IIHF World Championship in Minsk.

6. Not all residents of Minsk speak foreign languages. That is why volunteers with foreign language skills **have been recruited** by the Ministry of Education in cooperation with youth organisations.

b.  Pay attention to the grammar forms in bold. Answer the questions.

1. What auxiliary verbs are used? Why do they change?
2. What form of the main verb is used?
3. What grammatical tense is it? Why is it used?

3. a. Read *The 2014 Minsk World Ice Hockey Championship Chronicle* ['krɒnɪk(ə)] and add the missing information from ex. 2a instead of the letters (A–F). Before completing the Chronicle, think what tense is necessary in sentences 1–6 and why. Pay attention to the highlighted sentence below. Find sentences with the Past Perfect Passive tense.

One of the most exciting events in our country in 2014 was the World Ice Hockey Championship, which was held from 9 to 25 May. Before the Championship was opened, a lot of work had gone into its preparation.

A. ... The Minsk Arena with 15,000 seats was opened on 30 January 2009. The Chizhovka Arena with the seating capacity of around 10,000 was officially opened on 25 December 2013.



B. ... To be exact, a total of 43 hotels from five-star to one-star and economy-class and 12 halls of residence, including seven of the new complex *Student village* accommodated [ə'kɒmədətɪd] the participants (*участники* / *удзельнікі*) and the guests of the championship.

Official participants of the world championship, teams, referees [ˌrefəˈriːz], IIHF (International Ice Hockey Federation) officials and journalists [ˈdʒɜːnəlɪsts] were accommodated in the hotels Minsk, President Hotel, Europe, Victoria-1, Victoria-2, Victoria-Olimp, Garni, Renaissance, Robinson Club, Narochanskaya, Svisloch and Belarus.



The fans were able to stay in the city's hotels, hostels, halls of residence and the *Fan village*.

C. ... An additional runway had been built at Minsk National Airport. All major (main) international motorways, crossing Belarus, had been made four-lane (*четырёхполосные / чатырохпалосныя*). Four new traffic interchanges had been constructed to ease the traffic near the ice arenas, additional metro stations had been built, and the city commuter train service had been introduced.

Visa requirements had been changed before the 2014 IIHF World Championship in Minsk.

D. ... The visitors to our country during that period had to be an IIHF World Championship ticket holders.

E. ... Security was a joint effort¹ of the Belarusian Ministry of Internal Affairs, the Ministry for Emergency [ɪˈmɜːdʒ(ə)nsɪ] Situations, the Ministry of Healthcare, and the Ice Hockey Federation of Belarus.

F. ... Volunteers were deployed in all public places of the city to help guests and participants of the 2014 World Ice Hockey Championship.

b.   **Listen and check.**

¹ a joint effort [ˈefət] = made together

c. Pay attention to the structure of the Chronicle. How many parts are there? What are their titles?

d. Decipher the titles and compare them with yours.

- | | |
|------------------------------|------------------------------|
| 1. teaD fo het ciamhpohnsip; | 4. aTrnsprot finrastctureru; |
| 2. Mina eenvus; | 5. asVi ureqimenrets; |
| 3. cAcomodomanti; | 6. uSecyrit emasures; |
| | 7. geaLnuga hlep. |

e. Speak about the 2014 Ice Hockey Championship, following the plan. Work in pairs. Take turns speaking. Who is a good chronicle keeper, remembering the details of the event?

4.   Read the interesting facts below about the 2014 Ice Hockey World Championship in Minsk. Use the correct tense. Explain your choice. Listen to check.

In early 2008, the Belarusian Ice Hockey Federation (1. announce) a competition to decide on the best Belarusian 2014 IIHF World Championship logo. The organising committee (2. receive) more than 200 works, but designer Victoria Adamovich's laconic logo (3. win) the competition. The 2014 IIHF World Championship logo was recognisable and popular. The logo (4. use) to make souvenirs and ads for the tournament. One could also see it on public transportation, bills, and billboards.

Preparation for the 2014 IIHF World Championship also (5. include) an open mascot design competition, announced by the Belarusian Ice Hockey Federation for the 2014 IIHF World Championship. As many as 40 design proposals (6. submit). The image of the bison, one of Belarus' symbols, (7. name) the official mascot of the IIHF World Championship in Minsk. The mascot (8. create) by an artist and designer from Minsk Vitaly Ortyukh.



A nationwide contest for the best name and story / biography for the official mascot of the 2014 IIHF World Championship (9. announce) in March 2013. Having studied almost 300 proposals, the competition organisers

(10. give) the mascot the name of Volat, meaning a heroic warrior in Belarusian.

500 days before the competition about 40 Belarusian enterprises (11. begin) manufacturing souvenirs [ˌsu:və'niəz] with the 2014 IIHF World Championship logo. Among the most popular ones were T-shirts, caps, scarves, towels, pucks, hockey sticks (including decorative ones made from cut glass), badges and magnets. These souvenirs were available in shops, at passenger stations and at the National Airport in Minsk.



Three months prior to the tournament the International Ice Hockey Federation (12. get) the souvenir manufacturing rights.

5.  Write *The 2014 Minsk World Ice Hockey Championship Chronicle* in 10 sentences. Use the information from ex. 3a.

LESSON 8. Belarus is worth visiting

Communicative area: having a dialogue about choosing a cultural event to attend in Belarus

1. a. Read the introduction to a brochure about Belarus and give at least five reasons to visit Belarus.

Belarus is yet to be discovered by tourists from Europe and North America. Once you reached Minsk, do not limit yourself only to ice hockey arenas and Minsk's museums, restaurants, and night clubs. Belarus is a very safe country to travel.

Friendliness of people and very low prices will compensate possible problems with communicating in English outside Minsk. Being the only foreigner around will make it an interesting experience. You can enrich your experience and develop a better understanding of the national culture if you go to smaller places and visit the country's historical landmarks.

They demonstrate how the country balances its Soviet heritage and deep European roots.

b. Look through the calendar of the most traditional events in Belarus. Choose the events which you will prefer to attend.

Alexandria gathers friends



Alexandria gathers friends, the Kupala night festival, first started in 2010 in Alexandria, Mogilev region, the homeland of A. Lukashenko, the President of the Republic of Belarus.

The idea to hold festivities in Alexandria appeared because traditionally, all Kupala night events take place on the banks of rivers, and the Dnieper has always connected Belarusians, Russians, and Ukrainians.

In 2011, the festival *Alexandria gathers friends* stepped over the framework of a republican holiday and turned into an international event, attended by tens of thousands of people from all over the country and the Masters of Arts from Belarus, Russia, Ukraine. The central event of the holiday was the gala concert *Night on the banks of the Dnieper* on 6 July 2011, performed by the Masters of Arts from the three neighbouring countries.

Now it is the largest summer folk festival. In 2022, declared the Year of Historical Memory in Belarus, Kupala events in Alexandria are dedicated to the history of the country, its formation and development.

The festival will begin with an opening ceremony at 11.00 on 9 July (Saturday) and will end at 3.00 on 10 July (Sunday) with a night disco. The highlights of the festival are concerts of pop artists, the ceremony of celebrating the best agricultural workers, the final of the *Lord of the village* nationwide competition, and a spectacular musical comedy on the main stage. Alexandria will turn into a huge fair with shopping arcades, game attractions, a circus tent, exhibitions and sales, regional mini pavilions of crafters.



When: 10–11 July

Where: Alexandria agro-town, Shklov district, Mogilev region

Slavyanski bazaar in Vitebsk



Slavyanski bazaar is the biggest and most famous festival not only in Belarus, but also in Eastern Europe. In 2021 the festival marked its 30th anniversary. Every year events are as enjoyable and surprising as before. About 5,000 guests and participants are expected to come to Vitebsk for

this annual, large-scale, and now traditional event.

The highlights of the festival, as usual, will be concerts in the Summer Amphitheatre, solo performances, a jazz evening, theatrical and philharmonic programmes, an opera forum, exhibitions, the *City of craftsmen*, and contests of performers from different countries. There will be dozens of open-air events for young people. Unusual projects and performances will take place in many parts of the city. The *Seven winds* Street Art Festival will give visitors an opportunity to take beautiful pictures and join the *One wish for two* campaign. There will also be an international theatrical laboratory which will gather drama students from Belarus and Russia. Under the guidance of GITIS professors, they will prepare sketches based on the play *Three sisters* by Anton Chekhov and present them on 18 July. Festival visitors will also be able to enjoy a wide range of other events.

The atmosphere of *Slavyanski bazaar* is always unforgettable, and as a rule, Vitebsk almost never sleeps on these days.



When: 13–18 July

Where: Summer Amphitheatre, Vitebsk Concert Hall, Vitebsk streets and squares

c. Have a discussion about going to Belarus to attend the cultural events. Give your arguments. Use the following expressions.

Help box

- We'll have a couple of free days. How can we spend them?
- Let's see what's on in Minsk this summer. ...
- ... sounds great! I love They offer ...
- I'm afraid, I'm not into ... (I'm not a ... fan).
- Hm-m-m... What do you think about ...? We can ...
- It must be exciting / amusing / entertaining. I don't mind going to ... at all!
- Where and when is it on?
- ...
- Isn't it far from ...?
- Not very far, really. We can get there by ...
- Let's try to buy the tickets. Can we buy them on the Internet?
- Sure, we can.

LESSON 9. An astonishing diversity

Communicative area: reading, speaking and writing about cultural life in Belarus

1. How often do you go out or travel around the country? What events do you enjoy?

2. Read about the events in Belarus. Answer the questions.

1. Where do they take place?
2. When do they take place?
3. What sphere (genre) do they belong to?
4. Which of them would you like to attend? Why?

Exhibition project. Chagall. La Bible

The works of the Belarusian world-famous artist are rarely exhibited in Belarus.

The exposition includes 64 lithographic works which illustrate the events of the Old Testament (*Ветхий Завет / Стары Запавет*). Biblical illustrations occupy an important place in Marc Chagall's work. The artist mastered the technique of lithography to create the series. He began his work in the 1930s and finished it after the World War II. The extensive series shows a unique vision of the Bible by the artist, depicting the wisdom of the Holy Scriptures (*Священное Писание / Свяшчэннае Пісанне*).



Biblical texts, accompanying each illustration, allow the exhibition visitors to get an in-depth understanding of biblical plots.

The exhibition traditionally complements the main exposition with the works of Belarusian artists from the National Centre for Contemporary Arts. Visitors can get acquainted with works by Sergey Kiryushchenko, Leonid Khobotov, Mikhail Grobman, Ivan Semiletov, Alexander Solovyov, Vladimir Savich, Valentin Shoba, and others.

Each visitor can complete a thematic quest and get acquainted with the exposition in an enjoyable way. To make the visit to the exhibition even more memorable one can take a photo in special photo zones.

When: 10 June–28 August

Where: Minsk

Medieval Culture Festival 2022 in Mstislavl

The 14th festival of medieval culture – *Knight's fest* – in the town of Mstislavl has a lot to offer this year: thematic interactive games and activities, arts and crafts fairs, historical quests and excursions, concerts of folk groups, master classes, an impressive performance of stilt walkers, a fire show, and certainly, knightly



battles. The festivities will be set in the Sovetskaya, Pirogovskaya, Kalinina and Yurchenko streets, where the guests will see the work of the *City of craftsmen*, attractions, and fairs. The festival will officially open at 12.00 in the central square of the town. The

main action will take place on the historical Castle hill. The fest will feature a theatrical *Hunting in the Grand duchy* programme, a show of stilt walkers, a jousting (*рыцарский / рыцарски*) tournament on foot 3x3 and 1x1, a concert of the folk group *Khmelnoy vir*, a master class in medieval dances, spectacular shows of seizing a banner and protecting the king, mass battles and an archery tournament. The evening programme will present an exciting reenactment *Storming of the castle*. The festival will end with a medieval disco and open-air film screenings which will last almost till dawn.

The festival will create a special atmosphere of medieval life and it will make guests and participants of the events feel part of genuine history.

When: 6–7 August

Where: Mstislavl, Mogilev region

The Belarusian State Circus programme “Vacation without socks?!”



For the long school summer holidays, the Belarusian State Circus prepared a new programme *Vacation without socks?!*

A circus show is always a magical world for both adults and children. It is where they see real superheroes and the smartest animals, capable of understanding human language and doing the most impossible tricks.

The show programme, which lasts for about 2 hours, highlights a clown trio *Without socks*, the winner of many prestigious circus festivals in Hungary, France, Russia, Israel, Spain, and Monte Carlo. They guarantee positive emotions and laughter to tears, as the trio’s actions on the arena are funny and amusing.

The show is packed with humour, exciting music, and incredible tricks performed by aerial gymnasts, tightrope walkers, horse riders, dogs on skateboards, and even boxing kangaroos!

When: 14 May–7 August

Where: Minsk

3. Have a talk with your friend and choose one of the events for visiting.

4. Recommend this event to another friend.

Help box

Let's go to ...

By all means we should attend ...

Why not go and watch ...

There'll be ...

I'm sure it will be amazing ...

5. Analyse cultural life in Belarus (Lessons 8, 9, and your experience). Complete the sentences. Work in pairs.

1. The cultural life of Belarus is extremely diverse. People can attend

2. Culture is represented by all possible forms of art.

3. Theatre has its unsurpassable magnetism. Belarusians can watch

4. You can choose from a variety of music genres:

5. You can enjoy the performance of ... musicians or listen to ... singers.

6. One might spend an unforgettable time, engaging in festivities in ancient castles, such as

7. Choreography will charm you with the gracefulness of its dancers.

8. And last but not least. Going to the circus will not leave you cold either. You can enjoy watching ..., and you will never stop wondering how skilful people can be.

6.  Write your summary of Belarusian cultural life for a tourist guide.

LESSON 10. “What? Where? When?” quiz about Belarus

Project 

1. What new facts did you learn about Belarus in this unit of your textbook? Is there anything you could ask the **What? Where? When?** teams about our country?
2. Organise a **What? Where? When?** quiz about Belarus. The way you will play the quiz is close to the familiar TV format, but not the same.
 - a. Study the rules.

1. Two teams take part in the quiz: “Experts” and “Viewers”.
2. “Viewers” ask questions, and in 30 seconds “Experts” have to answer them.
3. If “Experts” answer the question correctly, they get a point.
4. If “Experts” do not answer the question correctly, the “Viewers” get a point.
5. The “Viewers” who have prepared the question decide if the answer is correct.
6. “Experts” have the right to answer the questions without the 30 seconds for discussing it. In this case, they can use this time for discussing other questions of the game, including the questions of the “Blitz” or “Superblitz” sectors.
7. The game is played till one of the teams – “Experts” or “Viewers” – wins 6 points, which makes the team the winner of the game.
8. The play table is divided into twelve sectors. In each of the sectors, in an envelope there is a question from the “Viewers”.
9. To choose a question, “Experts” spin a top with an arrow and answer the question pointed to by the arrow (questions can be chosen by throwing a dice and placing counters on the corresponding question).
10. One of the sectors on the play table is marked as “Blitz”. Three questions in the “Blitz” round are answered by the whole team of “Experts”. The Game Master asks “Experts” the questions. Answers to each of them should be given by any member of the “Experts” team after 10 seconds of discussion. To gain a point, all three questions must be answered.

11. If the arrow points to the “Superblitz” sector, only one player stays at the play table (the team captain decides who it is). To win the round, the player must answer three questions in 30 seconds.

12. “Viewers” vote for the best player of “Experts” in the game.


13. “Experts” vote for the most interesting and original question of “Viewers” in the game.

b. Split into three groups and prepare five questions on each of their two topics, plus three questions for the **Blitz sector on one of the two topics, plus three questions for the **Superblitz** sector on the other of the two topics:**

Group 1: General information about Belarus (Lesson 1) and Cultural life in Belarus (Lessons 8, 9)

Group 2: The economy of Belarus (Lessons 3–4) and Outstanding people of Belarus (Lessons 5, 6)

Group 3: Governing Belarus (Lesson 2) and Belarusian sport and athletes (Lesson 6)


c.  **Play the **What? Where? When?** quiz about Belarus (in a separate lesson).**



NB: Each of the groups will participate once as “Experts” and twice as “Viewers”. Before the game, each group chooses the questions prepared by one of the other two groups: Group 1 – Group 2; Group 2 – Group 3; Group 3 – Group 1.

LESSON 11. Speaking club. What you know about Belarus

Communicative area: speaking on the spot about the previously discussed topics of the unit

1.  Print out and cut the cards from photocopyable materials.
2. Shuffle the cards and put them with their faces down.
3. Each player takes the card from the top and speaks about it.

- If there is a word from your active vocabulary explain what it means and use it in your own text;
- If there is a picture make up a story about the picture;
- If there is a word cloud make up your story / text using the words from the word cloud.

4. Each of your texts should be minimum five sentences. In this case it scores a player two points.
5. A player can get one additional point for each three additional sentences.
6. Keep count of the points and see who the winner is.

7

UNIT



TOURISM

LESSON 1. Wanderlust

Communicative area: discussing the role of travelling

Active vocabulary: to be exposed to, to crave, to handle, insight, perspective, to recharge, to rejuvenate, relief from, resourceful, at a slow pace, stuck in a rut, to wander

Active grammar: use of the gerund

1. a. The title of this lesson, **wanderlust**, means “a strong desire to travel to different places”. Think of a word connected with tourism and travelling for each letter of the word. Compare your ideas with your partner’s.

b. Look at some reasons for people to travel. Arrange them in accordance with their importance. Compare with the others’ results. What other reasons can you add?

Top reasons people travel

- a) immersing in other cultures;
- b) shopping;
- c) learning about the local food and cuisine;
- d) taking part in learning and educational activities;
- e) visiting historical sites and monuments;
- f) doing business.

2. In pairs, read the sentences and say which of the words and expressions in bold you can use to discuss travelling.

1. If you get **valuable insight** into something, you get the ability to understand and realise what it really is.

2. If something is **a relief from pain**, it ends, pauses, or reduces it.

3. If you do something **at a slow pace**, you do it slowly.

4. If you are having **a rejuvenating vacation**, you are enjoying a holiday that makes you feel young and strong again.

5. If you find yourself in **a natural setting**, you are surrounded by nature and natural scenery.

6. If you want **to have a fresh perspective**, you want to look at the situation from a new viewpoint.

7. If you describe something as a **challenging situation**, you say that it is difficult in an interesting or enjoyable way.

8. If your **mind** or thoughts **wander**, you no longer pay attention to something, especially because you are bored or worried. If you **wander around** some place, you walk around it, usually without a clear direction or purpose.

9. If you're **stuck in a rut**, you are living or working in a situation that never changes, so that you feel bored.

10. If you **crave change**, you have an extremely strong desire for it.

11. If you are **exposed to something**, you are provided with the opportunity to experience new ideas, activities so that you can learn about them.

12. If somebody is **resourceful**, they are good at finding ways to solve problems.



13. If something **works wonders**, it causes improvements or has a very good effect.

14. If somebody **handles opportunities**, they deal with them by behaving in a particular way and making particular decisions.

15. If you **recharge your batteries**, you get back or renew your strength and energy again.



wander [ˈwʌndə] – wonder [ˈwʌndə]

3. a.   Listen to the five speakers and match them to the benefits of travelling (a–g) they are talking about. There are two extra benefits.

- a) Appreciating your life.
- b) Challenging yourself.
- c) Escaping.
- d) Expanding your perspective.
- e) Getting in touch with yourself.
- f) Having an adventure.
- g) Relaxing and rejuvenating.

b. Answer the questions.

1. What kind of holiday should one have to rejuvenate? What is your idea of the perfect rejuvenating vacation?

2. What does travelling help to escape? What can help you to be at peace with yourself?

3. How can travelling help you understand yourself better?

4. How does travelling make you expand your perspective and understanding of the world?

5. What is necessary to understand what you are capable of?

c. Give your own explanation to the two extra reasons to travel. Discuss with your partner.

4. a. Read the following sentences from the recording. Pay attention to the words in bold.

1. Everyone can benefit from **having** a break from our usual work.

2. People look for the freedom of **doing** what they want.

3. **Admiring** masterpieces in the Louvre or **lying** on a Hawaiian beach are wonderful breaks from the regular stress.

4. **Getting** away from home gives you the opportunity to reflect on your life.


5. Every day **travelling** brings a new set of issues and opportunities.

6. **Meeting** people from other places will show you that your world view is not the same as everyone else's.

7. By **being exposed** to new places, people and cultures, you'll develop a wider world view. You are keen on **doing** something exciting and different.

8. Maybe, it's **finding** your way around a busy city or **ordering** a meal when you don't speak the language.

9. **Overcoming** obstacles will bring you joy and energy for future tests.

b.  Choose the right alternative in the explanation of the form and use of the gerund. In ex. 4a find examples to the points given.

Grammar

a) The gerund is formed by adding the suffix *-ing* to the stem of the verb and its grammatical meaning is that of a process / state.

b) Like a noun / verb, the gerund is used after certain verbs, especially verbs used with prepositions.

c) Like a noun / verb, the gerund can be followed by a direct object.

d) Like a noun / verb, the gerund can be followed by a prepositional object.

e) The active / passive indefinite form of the gerund is formed with the auxiliary verb *to be* in its *-ing* form + Participle II of the main verb.

5.  Write a paragraph of 8–10 sentences describing two most important reasons for you to set out on a trip.

LESSON 2. What travelling type are you?

Communicative area: describing one's travelling type

Active vocabulary: appeal, authentic, buff, expose, hectic, insatiable, to pursue, search for, seek, thrill-seeker

1. Look at the pictures on page 79 and say what made these people **hit the road**. Explain your ideas. Which of the pictures could describe your trips?



1



2



3



4



5



6

2. Read descriptions of travelling types. Decide what travelling type you are. Make sure you understand the following words.

Authentic – known to be real and genuine and not a copy: *authentic painting*; true and accurate: *authentic experience of life in the desert*.

Buff – (used in compounds) a person who is very interested in a particular subject or activity and knows a lot about it: *an opera buff*.

Hassle ['hæs(ə)] – a situation that is annoying because it involves doing something difficult or complicated that needs a lot of effort.

Carpe diem! [ˌkɑːpeɪ'di:em] (from Latin) – an expression used when you want to say that somebody should not wait, but should take an opportunity as soon as it appears.

Authentic experienter

You appreciate the beauty of natural and cultural environments. You enjoy using all of your senses when you **explore** your chosen destination and really get to know the places you visit. You quickly **adapt to** personal challenges and risks, easily **figuring out** how to make the most of every situation. You want to be fully **immersed in** your travel experiences and tend to **stay away from** group tours and **rigid** plans.



Personal traits: spontaneous, eco-conscious, independent, open-minded, curious

Cultural explorer

You **seek** constant opportunities to embrace, discover, and immerse yourself in the entire experience of the culture, people and settings of the places you visit. Not satisfied with just visiting historic sites and watch from the sidelines, you want to participate in the modern-day culture as well. You often attempt to converse with locals, attend local cultural festivals, or go off the beaten track to discover how people truly live.

Personal traits: positive, open-minded, curious, energetic, creative, risk-taking

Cultural history buff

When you travel, you are likely to **pursue** a personal interest or hobby, making the experience more rewarding. You strive to **go beyond** your own roots to understand the history and culture of others. Travelling alone or in small groups, you seek the freedom to observe, absorb and learn at your own pace, unhurried by others or **driven by** rigid schedules.



Personal traits: idealistic, independent, detailed, curious, progressive

Personal history explorer

You travel to **gain** a deeper understanding of your **ancestry** and **heritage**. You tend to share your experience, both during

and after the trip. You feel safer when you stay at branded hotels and like to travel in style, comfort and **security**. You like to visit all the important landmarks, so a carefully planned schedule, often as part of a guided tour, ensures experiences of a lifetime.

Personal traits: traditional, ambitious, social, family-oriented

Free spirit

Something of a thrill-seeker, travel satisfies your **insatiable** need for the exciting and the exotic. You like the best of everything and want to be with others who feel the same way. You have a lot of energy and want to see and do everything. It all adds to the fun! Young, or young-at-heart, you travel for the thrill and emotional charge of doing things. Carpe diem!

Personal traits: ambitious, enthusiastic, fun-loving, adventurous, social

Gentle explorer

You like returning to past destinations and enjoy the security of familiar **surroundings**. You seek the most comfortable and **serene** places when you get away from and **avoid** the unknown. Well-organised travel packages and guided tours that take care of all the details **appeal** to you – travel should be fun, not extra work! And if it's fun, chances are you'll be back.

Personal traits: conservative, reliable, traditional, selective, fun-loving

No hassle traveller

As a bit of an escapist [ɪ'skeɪpɪst], you **search** for relaxation and simplicity when you get away. You prefer worry-free travel and spending time travelling with family and friends. Short **breaks** and **getaways** are preferred to long-distance travel. After planning the basics of the trip (accommodations, transportation), you like to fill in the details as you go. Along the way, you hope to see and **expose** your family or travel companions **to** the beauty of natural scenery and different cultures.

Personal traits: flexible, spiritual, careful, energetic, open-minded

Rejuvenator

For you, travel is a chance to totally disconnect and just “get away from it all.” All you want to do is escape, recharge and renew. You usually take short **vacations** to familiar destinations, often for family visits, reunions and celebrations. While you might seek out destinations with a few interesting things to see and do, you don’t want overly-**hectic** schedules of events. After all, travel is meant to be relaxing, not work!



Personal traits: ambitious, relaxed, social

Virtual traveller

Tending not to travel very often, you prefer the comforts of home to the uncertainties of new places or cultures. Often very active locally, you usually find enough to satisfy your sense of exploration within your community. Rather than being **restricted** to the confines of packaged tours, you prefer the flexibility of being able to decide what you want or don’t want to do on your own. Your trips tend to be shorter, closer to home and centred on family events.

Personal traits: community-minded, traditional, cautious, practical, modest

3. a. Match the words from A and B that go together.

A. to tend, to adapt, to gain, serene, rigid, to appeal, immersed, to avoid, to expose, search, familiar, to explore, insatiable, to pursue, restricted, satisfied

B. with just visiting, one’s chosen destination, surroundings, an interest, need, to choose secure journeys, to the confines, somebody to the beauty, places, in travel experiences, for relaxation and simplicity, understanding, plans, the unknown, to somebody, to challenges and risks

b. Give synonyms to the following words. Choose from the words in bold from ex. 2.

To look for; to try; to understand; satisfying / worthwhile; to obtain / acquire / get; a feeling of safety; motivated; go after; busy / active; peaceful; to renew; cultural wealth; people you come from.

4. Complete the questions with the words and expressions from ex. 3a, b. In pairs, ask and answer them.

1. What type of traveller do you think you are? What do you ... from your trips?

2. What ... to you in travelling abroad?

3. Have you ever felt an ... need to go to some place? Did you live your dream?

4. While travelling do you try to ... the unknown, or you are more of a thrill-seeker?

5. Some people ... comfort in travelling, others believe that even a short journey is not ... without adventure and some risk. What “party” do you support and why?

6. Do you tend to make ... plans for your trips and stick to them?

7. Do you happen to know anyone who needs to ..., or, in other words, to rejuvenate? How do they do that?

8. Do you dream to travel to ... places to enjoy the natural beauty and peacefulness or ... places with their busy pace of life appeal to you more?

9. Do you know anyone who is interested in their ... and travels to the places connected with their family’s history?

10. How do you think your understanding of life can change after a trip when you’ve been ... to the beauty, either natural or cultural?

11. What do you think backpackers are ... for when they set out on a journey?

12. How do you feel when you return to familiar ...?

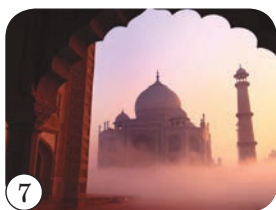
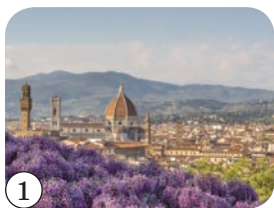
5. Use the information you have got from doing ex. 4 to describe your partner’s travelling type.



LESSON 3. Worth the trip

Communicative area: describing tourist destinations

Active vocabulary: to bury, to devote, entrance fee, folly, glimpse, to glorify, hiking, marvel, the middle of nowhere, offbeat, permit, resort, shrine, to swoon over, temple, trek

1. a. Look at the pictures below. Do you know these famous tourist attractions? Where are they situated (in what country, part of the world)?



b.   Match the pictures to the names of the attractions. Listen to the recording to check.

- a) Angkor Wat, Cambodia;
- b) Grand Canyon, the USA;
- c) Taj Mahal, India;
- d) Festival of Lights, Myanmar;
- e) Machu Picchu, Peru;
- f) Zermatt, Switzerland;
- g) Florence, Italy;
- h) Northern lights, Norway.

c. What type of attraction is each one? Choose from the words below.

historical monument natural geographical feature
 palace festival beach castle ski resort
 theme park temple cathedral

2. a. Look at the adjectives and attributive phrases below. What do they describe?

Affordable; remote; underrated; overrated; expensive; middle of nowhere; offbeat; overcrowded.

b. Which of the words from ex. 2a can be used to describe the tourist attractions in ex. 1a?

c. Read the following descriptions and decide what adjectives and phrases from ex. 2a can be used to describe these destinations. Explain your choice.

1. Tahiti, in French Polynesia, was one of the most disappointing places I visited. I'd never seen anywhere so breathtakingly beautiful, but it's so overdeveloped with all these big multi-storey hotels.

2. These destinations have increasingly come into vogue in recent years. Yes, they are difficult and often expensive to reach. And in some cases, they are uncomfortable upon arrival – mountain sickness is a common barrier to ascending Mount Kilimanjaro, for example. But increasingly, the world's farthest corners are attracting travellers determined to get a new perspective on the globe – in some cases, literally.

3. If you're determined to take a trip this year but don't want to break the bank, we've rounded up (and road tested) seven top-value vacation destinations for this year.

4. To reach Concordia, in northern Pakistan, you must walk for about 10 days, eventually arriving at the foot of K2, the world's second-highest mountain. Easy ways do not exist.

5. Do you mean we have travelled so far just to find ourselves in a place with so many unworthy attractions? It is bright and you can find lots of things to spend your money on, but... I don't want to be just one of the crowd.

6. Makepeace Island was developed in 2009 as a private getaway for owners Richard Branson, founder of Virgin Group, and Brett Godfrey. The island located on the Noosa River in Queensland, Australia became available for exclusive booking. It can accommodate up to 22 people and includes a swimming pool, spa, outdoor cinema and tennis court.

3. a. Read the descriptions of some tourist hotspots. Which description contains a number of foreign words? Why? Can you give their Russian / Belarusian equivalents? Why do you think these destinations may be worth the queues?

Top tourist hotspots

1. **Angkor Wat, Cambodia.** The temple is the heart and soul of Cambodia and a source of its national pride. It's worth joining the crowds of tourists heading there to get a glimpse of this shrine-city's awesome main temple. Angkor Wat, with its lotus-shaped towers and extraordinary bas-reliefs is the world's biggest religious structure. Angkor was made from sandstone between the 9th and 13th centuries to satisfy the egos of several generations of Khmer kings and providing the ancient empire with the grandest capital imaginable. The site contains hundreds of temples besides Angkor Wat. For example, Capitol temple is another must-see there.

2. **Florence, Italy.** The capital of Bella Tuscany can test the endurance of the most hardened traveller. Despite the city's modest size, the choice of things to do there is overwhelming. Its piazzas are filled with tourists from all over the world and the noises of smartphone cameras. Florence is also Italy's Renaissance jewel and few cities can match its classic beauty. Swoon over Michelangelo's *David* in the Academy of Design Gallery, the gorgeous dome of the Brunelleschi-built Duomo, Botticelli's *Primavera* in the Uffizi Gallery and the stunning landscape of the Boboli Gardens, or just sit in a café and watch passers-by. The city is virtually tourist free (and cheaper!) in winter; many restaurants and attractions are closed on Sunday and Monday, so plan accordingly. Each neighbourhood in Florence has its own style, mood, lifestyle vibe. There's a chance for creating your own dolce vita.

3. **Grand Canyon, USA.** The Grand Canyon, located in the northwest corner of Arizona, is a spectacular sight – so grand

that upwards of 5 million people visit each year. It draws by the millions because it is dramatically beautiful, hence, appealing to all personality types. Arizona's desolate back-country is one of the last places you'd expect to get stuck in traffic, but this is typically what confronts visitors to the Grand Canyon. Once your vehicle is parked, however, you can check out one impressive hole in the ground: a 446 km-long channel dug out of the surrounding rock by the Colorado River. The canyon measures 29 km at its widest point and 1500 m at its deepest. Stare into its magnificent depths from up on the South Rim or hike to the canyon floor and back. It also offers options for riding the river's rapids or climbing around on its rocky wonders, thus holding extra appeal for the active and risky among us. Lazy types can use a mule. Mule trips, hiking / camping or rafting the Colorado must be planned well in advance because spaces are limited and fill up quickly. Limits are designed to protect the canyon from overuse. Approximately 30,000 people request backcountry permits yearly, but the park only issues 13,000. Permits for some rafting trips are distributed on a first-come, first-serve basis, others based on a lottery.

4. **Taj Mahal, India.** The Taj Mahal was completed at Agra in 1653 by Mughal emperor Shah Jahan to glorify the beauty of his favourite (but dead) wife. So, is this marvel with its domed mausoleum, white-marble calligraphy and bejewelled inner rooms a romantic dream come true, or is it a lavish folly to which the work of 20,000 people over 22 years should not have been devoted? You be the judge. The story behind the Taj Mahal has already been dealt with on-screen by Bollywood director Akbar Khan. Dine at the Taj Khema hotel during a full moon for unmissable views of the Taj.

5. **Machu Picchu, Peru.** The fabulous stonework of the ruined Inca city of Machu Picchu is nestled high in the Peruvian Andes. It was built in the mid-15th century but abandoned only a century later, around the time Spanish conquerors arrived bearing malice and disease. Archaeologist Hiram Bingham rediscovered the site on behalf of the outside world in 1911 and Peru's tourism bureaucrats are still thanking him. The ruins and the Inca Trail connecting them with Cuzco were becoming buried under tourist numbers and waste until several years ago the number of visitors was limited to a mere 500 per day. Solo

visitors are now banned. Organised treks must be booked 30 days in advance, plus a nonrefundable entrance fee of US \$50.

b.  Write down attributes used to describe the destinations. What groups can you distribute them into? Which group is the most numerous?

4. Answer the questions.

Which of these tourist spots...

1. is the oldest?
2. is / are an icon of the place?
3. is / are the remotest?
4. is / are home for the world's most famous masterpieces in sculpture, art and architecture?
5. has a dome / have domes?
6. was / were revealed to the world not so long ago?
7. has / have limitations on the number of visitors?
8. has / have religious / spiritual value?
9. is / are connected with death?

Where...

10. can you lose your senses over the beauty of the place?
11. can you stay by yourself at least for some time?

5. Which of these tourist destinations are you likely to put on your **must-see list**? Explain your choice.

LESSON 4. New face of package holidays

Communicative area: discussing package holidays

Active vocabulary: package holiday / tour, vacation

1. Look at the picture. What kind of tourists are depicted? What stories does this sculpture tell?



2. a. Read a dictionary definition of the word **package** on page 89. Explain where from the package holiday (*Am.E.* package tour) got its name. What is usually included in the **package**?



1. (especially *Am.E.*) = parcel.
2. (*Am.E.*) a box, bag, etc. in which things are wrapped or packed; the contents of a box etc.
3. a set of items or ideas that must be bought or accepted together.

b. Read the definition of a **package holiday**. Why do you think people go on package holidays? Think of three reasons. Compare your reasons with your partner's.

Package holiday (*Am.E.* also **package tour**) – a holiday / vacation that is organised by a company at a fixed price and that includes the cost of travel, hotels, etc.

3. a.   Listen to Maria who works for a travel agency. What are the reasons she gives for choosing a package holiday? Are they the same as yours?

b.   Listen again and choose the correct answers.

1. How far in advance do tour operators buy accommodation or transport?

- | | |
|----------------|-----------------|
| a) six months; | c) two years; |
| b) one year; | d) three years. |

2. What things will people need money for on a package holiday?

- | | |
|------------------|----------------------|
| a) car hire; | c) buying souvenirs; |
| b) paying taxes; | d) buying drinks. |

4. Read about a number of various package holidays offers from the *Austine Lehman's travel agency*. In what way are they different from a traditional package holiday? Which of the offers appeal to you most?

Adventure vacation and travel packages

Austine-Lehman Adventures is proud to offer adventure travel packages for a variety of different groups and a wide range of activities that will fit any adventurer's wish list. Whether you're looking for

a family adventure vacation, or you're a solo traveller looking to make some lifelong friends, Austin-Lehman will not only accommodate you, but help you to have an adventure of a lifetime. Take a look below at all of our different types of adventure vacation packages.

- **Family vacations.** Austin-Lehman offers family vacations around the world, with a wide variety of activities that are right for the whole family. Nothing brings a family together like some adventure and we are the experts on planning family adventure vacations.



- **Adventure packages for solo travellers.** Solo travellers are welcome on any of our adventure vacations and we'll even try to match you up with other solo travellers on trips. There is no better way to make lifelong friends than on an adventure vacation, whether it's biking through the hills of Tuscany or ziplining in Costa Rica.

- **Custom adventure packages.** Looking for your own custom, exclusive, private, all out adventure vacation? Austin-Lehman Adventures is the specialist – we love designing custom adventure vacations and over the years have built some real beauties. Where ever you want to go, whatever you want to see and do, Austin-Lehman can get you on the path to your next Custom Adventure Vacation Package.

- **Multisport vacations.** You love adventure, but can't choose just one way to experience it? Austin-Lehman's multisport tours are the perfect solution. Whether you want to try some new activities, along with a few favourites, or you just can't decide whether you love hiking, biking, or rafting more, we have the adventure for you. Zip line in Costa Rica, kayak in South Africa, or hike in Utah. Our guides are the best, and multisport tours are their specialities.

- **National park vacation packages.** America's greatest invention! What better way to experience the beauty of America than by visiting one of our National Parks? Our guides are loaded

with local and regional knowledge about our National Parks and love sharing the facts and history about them. Whether you want to visit the world's first National Park, Yellowstone or marvel at the granite walls in Yosemite, discover America's National treasures on one of our National Park Adventure Packages.



5. Mark the following statements as true or false. Explain your choice.

1. Package holidays are very expensive holidays.
2. Package tours are for lazy types.
3. Package holidays are the best choice for holiday-makers with children.
4. If you want to visit several cities, see their sites, visit the museums, package holidays are the best choice.
5. The package holiday got its name from the great amount of things holiday-makers have to pack and take on a trip.
6. With the appearance of the Internet package holidays have no future.
7. Package holiday and an all-inclusive holiday are synonyms.

6. Think of a package holiday you would like to have. Say what you would include and why.

LESSON 5. Holiday with a difference

Communicative area: discussing new trends in tourism


Active vocabulary: captivating, conservation, easy access, ecologically-conscious, locals, mindset, to nurture, pilgrimage, unspoiled

Active grammar: use of gerundial constructions

- 1. a. What comes to your mind when you hear the phrase a holiday with a difference? Have you ever had a holiday that was different? What was it like? What made it different?**

b. Look at the following words and phrases that refer to tourism and travelling. Distribute them into two groups. Explain your choice. Compare with your fellow students. How strong is the border between the groups? What words and expressions can belong to both the groups?

- | | |
|--------------------------|------------------------------|
| 1. action; | 11. museums; |
| 2. adventure; | 12. nature; |
| 3. authentic experience; | 13. resort; |
| 4. backpacking; | 14. risk; |
| 5. beaten tourist path; | 15. socialising with locals; |
| 6. camping; | 16. taking pictures; |
| 7. comfort; | 17. travelling light; |
| 8. entertainment; | 18. uncertainty; |
| 9. hotel accommodation; | 19. writing a travel blog; |
| 10. luggage; | 20. volunteering. |

2. a.  Fiona and Gregory work for a tour operator. They are visiting a large tourism trade fair in order to gather ideas for an **alternative tourism** programme. There are four programmes:

1. Adventure and action;
2. Ecotourism and nature;
3. Escape and enlightenment;
4. Culture and heritage.

b. Which category would each of these words and places be in?

Diving; expedition; gastronomic week; working farm; Mexico; France; volcanoes; biking; cattle ranch; pilgrimage; Antarctica; Costa Rica; white-water rafting; spa and health resorts; horse riding; India; ecosystem; the Caribbean; sea-life

c.   Listen to Fiona and Gregory's conversation at the end of the day and check your answers. Which holiday do they choose for each category?


3. There are different holiday types. Put these holidays with a difference into the four categories (from ex. 2a).

- a) a tour of Scotland visiting historic castles;
- b) mountain climbing;
- c) conservation work helping to repair historical buildings;
- d) windsurfing;
- e) cycling in the mountains and deserts of Mongolia;
- f) a four-week trip to Canada to learn English;
- g) a trip to the Olympics;
- h) whale-watching off the west coast of Australia;
- i) tour to the Yelnya swamp;
- j) a long weekend in Florence to explore the art and history of the Renaissance;
- k) learning survival skills in an expedition to the Belovezhskaya pushcha;
- l) a pilgrimage to Braslav;
- m) a weekend of beauty treatments and relaxation in a country hotel;
- n) mountain skiing;
- o) a weekend break at the Nesvizh Music Festival;
- p) a research trip to collect data on climate change in Iceland.

4. a. Match the words to make compound nouns for different holiday activities. How many different activities can you list?

Example: sightseeing, mountain climbing.

- | | |
|------------------|--------------|
| 1. bird; | a) biking; |
| 2. bungee; | b) boarding; |
| 3. camel; | c) climbing; |
| 4. cliff; | d) diving; |
| 5. heli; | e) gliding; |
| 6. hill; | f) jumping; |
| 7. horse; | g) rafting; |
| 8. jet; | h) riding; |
| 9. mountain; | i) seeing; |
| 10. scuba; | j) skiing; |
| 11. sight; | k) surfing; |
| 12. snow; | l) walking; |
| 13. water; | m) watching. |
| 14. whale; | |
| 15. white water; | |
| 16. wind skate. | |

b.  Look at the following sentences. Mark the gerundial construction. Read about the use of this construction in Grammar reference on page 189 / 216. Use the verbs, nouns, and phrases in box to speak about activities from ex. 4a.

1. There is no reason for your staying at home – the weather is great.

2. I will always remember our staying in that five-star hotel, it was really gorgeous.

3. Their following all the rules makes them very reliable people.

Cannot stand; look forward to; be proud of; be tired of; be excited about; mind; idea of; skill in; opportunity of; plan for; possibility of; interest in; surprise at; by; about.

5. a. Before you read: interview your partner to find out what adventure means for him / her. Share your ideas with others. Read the newspaper article about adventure holidays. Make a list of the new things they can offer in comparison with traditional holidays.

Adventure travel: what's hot

A week on a Caribbean beach or a journey through the tourist capitals of Europe still has its appeal. But how about **embarking on** an African safari, learning about Mayan civilisations, or taking an off-road vehicle, well, off the beaten path. Adventure travel is hot, hot, hot. But some forms of “adventure” are not, not, not.

Adventure travel covers a wide range of activities from camping to mountain biking, wildlife viewings to archaeological expeditions. But it's as much a **mindset, opening yourself up to** new experiences and destinations, says Mariel Clayton, an adventure travel specialist with the Flight Centre in Oakville, Ontario.

“For me, ‘adventure’ means anything that challenges you, that you’ve never done before,” says Clayton. “It’s not about hiking Kilimanjaro, but about the intensity of the experience – doing something you’ll remember for the rest of your life.” Before 2020, there was a 30–40% increase in inquiries about adventure travel.

What explains the appeal? Some explain it partly by a desire for more “culturally authentic” experiences, and trips that satisfy a growing interest in health, wellness and ecology.

Others say tourists are often looking for “soft adventures.” That means getting more in touch with nature, meeting the **locals** and enjoying everything that a destination has to offer, as opposed to just taking the standard package deal offered by travel companies or resorts. There are some adventure travel hotspots out there, with good reason:

Ecotourism: This type of travel – which appeals to the **ecologically-conscious** – has **risen in popularity**. Here, travellers look for locations, such as Costa Rica, where flora, fauna and natural highlights are the prime attractions. Clayton says Costa Rica is sufficiently “Westernised” and close to the rest of the Caribbean that people don’t feel as “out of their depth” as they would be travelling farther from home.



Hiking adventures: with people practising more active lifestyles and desiring more intuitive experiences, it’s no surprise that hiking excursions have grown, says Clayton. She points to Peru’s Inca Trail, with its mix of ruins, mountain scenery, lush forests, and subtropical jungle – all leading to Machu Picchu, known as “the lost city of the Incas”. “It’s like visiting a “living museum,” says Clayton.

Authentic travel: travellers who are looking to **nurture** their mind, body and spirit find that Thailand offers the best of all worlds. Tour operators emphasise the country’s natural beauty, **captivating** culture and affordability. In areas like Phuket, the beaches are gorgeous and **unspoiled**. With easy **access** to surrounding countries like Vietnam, Cambodia and Singapore, Thailand is also a great starting point to explore Asia.



With adventure travel, the possibilities are endless; what really matters to a growing number of adventure travellers, is simply “getting out of your comfort zone”.

b. Work in pairs: make up true and false statements on the new trends in tourism discussed in the text. Use the words and phrases in bold. Ask other pairs to say if your statements are true or false. Which of the trends you would like to try and why?

LESSON 6. Ecotourism

Communicative area: discussing sustainable tourism

Active vocabulary: benefit, fair price, footprint, to recycle, sustainable

1. You are going to listen to the recording about **ecotourism**. Share with your partner what you know about it.

2. a. Complete the definitions below with the given words.

recycle ♦ sustainable ♦ warden ♦ footprints ♦
nature reserve ♦ fair price ♦ carbon dioxide ♦
benefit ♦ handicrafts

1. ... are skilled activities in which things are made in a traditional way with the hands rather than being produced by machines in a factory, or the objects made by such activities.

2. ... is used to refer to a way of using natural products so that no damage is caused to the environment.

3. To ... means to receive or give a helpful or good effect.

4. A ... is an area of land which is protected in order to keep safe the animals and plants that live there, often because they are rare.

5. A ... is a person whose job is to take care of a wildlife park and make certain that members of the public obey particular rules.

6. ... are the marks made by a person's or animal's feet.


7. ... (symbol CO₂) a gas breathed out by people and animals from the lungs or produced by burning carbon.

8. A ... is one which is reasonable and is what you expect or deserve.

9. To ... means to treat things that have already been used so that they can be used again.

b. Match the words to make collocations.

- | | |
|-----------------|-------------------------|
| 1. to conserve; | a) energy; |
| 2. return; | b) animals; |
| 3. recycle; | c) a profit; |
| 4. to benefit; | d) flight; |
| 5. special; | e) sources; |
| 6. to get; | f) the local community; |
| 7. exotic; | g) beauty; |
| 8. precious; | h) the wildlife; |
| 9. to make; | i) the principles; |
| 10. natural; | j) locations; |
| 11. to involve; | k) experience; |
| 12. man-made; | l) the local people; |
| 13. to apply; | m) newspapers; |
| 14. endangered. | n) enthusiastic. |

c.  **Listen to the recording. Check your collocations and write them down in the order you hear them. What is the main idea of ecotourism? Does it differ from the one you used to have about it?**

3. a.  **Listen to the recording again. Answer the questions.**

1. How does a typical holiday often look like? Why do many people look for a different type of holiday?

2. What alternative forms of tourism have been mentioned? Can you explain these names?

3. What ideas does a definition of ecotourism usually include?

4. Give an example of a project which would correspond to such a definition (either of your own or from the recording).

5. Is ecotourism a large-scale type of tourism?

6. What are the main rules of ecotourism? Can you apply them to other types of travelling? Which of them do you already stick to / are going to implement?

7. How important is it to create and maintain the harmony between tourists and the locals? Is it possible at all?

b.  **Complete the excerpts from the script of the recording. Listen to it again to check.**

• Be (1. ...) . Learn about the place that you're going to visit. Find out about its culture and history. Learn a little of the native language, at least (2. ...) like "Please", "Thank you", and "Good morning". Think of your holiday as a / an (3. ...) to learn something.

• Have respect for local culture. (4. ...) clothes that will not (5. ...) people. Always ask (6. ...) before you take a photograph. Remember that you are a visitor.

• Don't (7. ...) resources. If the area doesn't have much water, don't take two showers every day.

• (8. ...) the phrase "Leave nothing behind you except footprints and take nothing away except photographs." Take as much (9. ...) of the places that you visit as you take of your own home. Don't buy (10. ...) made from endangered animals or plants.

• Walk or use other non-polluting forms of (11. ...) whenever you can.

• Be flexible and keep a sense of (12. ...) when things go wrong.

• Stay in local hotels and eat in local restaurants. Buy local products (13. ...) possible and pay a (14. ...) price for what you buy.

c.  **What other rules would you add?**

All people (and not only them) leave a "carbon footprint". What do you think it is? Use the internet to find out the meaning of the phrase.


4. Match the phrases tourists might say to their friends when they return from holidays to the golden rules of ecotourism (above) that they broke.

1. It was so hot that we each had six showers a day.
2. They tried to teach us some words in their silly language, but we were not interested.
3. We found some lovely old stones at the ruins and brought them home with us.
4. The travel agent said the resort was powered by solar energy, but in the end it wasn't true.

5. When we discovered that our hotel room hadn't been booked, I punched the manager.

6. We hired a motorbike and went riding through the forests and on the beaches.

7. The stupid natives got upset when we sunbathed topless.

5.  Write a tweet (280 characters) informing your followers about ecotourism and your attitude to it.

LESSON 7. Challenges on the road

Communicative area: describing travelling problems

Active vocabulary: to come across, compassion, confused, ordeal, to rip off, seasoned

1. Discuss with a partner and share: what problems may arise while people are getting ready for their journeys and when they travel. Share your experiences.



2. You are going to read and discuss the article that provides some advice on what to do and what not to do in travel. Match the words from the article to their definitions.

Boost; compassion; confused; contentment; empathy; gospel; gut; idle; ordeal; perception preconceived; seasoned; spirit; to rip off; to sense; to shut out.

- a) intuition;
- b) (*informal*) to cheat smb, by making them pay too much, by selling them smth of poor quality;
- c) (of a person) having a lot of experience of a particular activity;
- d) (of ideas, opinions, etc.) formed before you have enough information or experience of smth;
- e) (of people) not working hard or without work;
- f) a difficult or unpleasant experience;

- g) a feeling of happiness or satisfaction;
- h) a strong feeling of sympathy for people who are suffering and a desire to help them;
- i) an increase in smth;
- j) courage, determination or energy; a state of mind or mood; an attitude;
- k) one of the four books in the Bible about the life and teaching of Jesus; set of ideas that smb believes in and tries to persuade others to accept;
- l) the ability to understand another person's feelings, experience, etc.;
- m) the way you notice things, especially with the senses;
- n) to become aware of smth even though you cannot see it, hear it, etc.;
- o) to not allow a person to share or be part of your thoughts; to stop yourself from having particular feelings;
- p) unable to think clearly or to understand what is happening or what smb is saying.

3. Read the following tips from an experienced traveller – one tip for one student. Understand it. Mingle with other students to share your tips and to listen to theirs. Don't look into the text while doing this.

Travel DO'S and DONT'S

1. ***DON'T take travel advice to heart.*** There are a lot – A LOT – of voices out there competing for your attention to tell you what to do, where to stay, what to eat, when to go. In any case, advice is just suggestions. No one writing it knows you; don't treat it as gospel. Don't lose your own experience trying to re-live someone else's.

2. ***DO consider the knowledge of other travellers who have gone before you.*** That said, there is plenty of value in what seasoned travellers have to say. You may find some of the advice you come across will save you, and you might follow advice that turns out to be horrible. If you find yourself confused by polarising viewpoints about a particular subject, just remember that the truth generally tends to lie somewhere in the middle. Remember: we never truly learn a lesson without experiencing it firsthand. Let your own reality be your teacher.

3. ***DON'T judge yourself or others on travel style.*** “Are you a tourist or a traveller?” Who cares? People often want to boost their ego by thinking that what they’re doing is somehow more authentic, genuine, real – as if they’re better than anyone else. Worry about yourself, not what others are doing. Everyone has their own path in their travels – find yours, enjoy it, and don't judge others.

4. ***DO listen to yourself and be authentic to what your gut tells you.*** Society these days is “noisy.” We’re being bombarded with information through news, websites, advertisements, social media; pulled in different directions. It can be extremely hard to shut out the static and turn inward, into yourself to listen to what it is that *you* actually want. Go for a run; meditate; do some yoga; take a walk in the forest. Ask yourself questions and sense how your body reacts – your physiological responses like increased heart rate, a “funny feeling in your stomach”, a throbbing in your head. Your body knows before your brain does. Listen to it.

5. ***DON'T judge other cultures.*** It’s pretty much a given that, at some point during your travels, you’ll come across people and cultures who behave in ways that go against your own beliefs. Or at the very least you find strange and hard to understand. Just as you grew up in your environment learning and knowing what you know, they did too.

6. ***DO practice empathy, compassion, and respect.*** I travelled in Vietnam for a month a few years ago. I left that country feeling very bitter towards its people. I felt like I was constantly ripped off and lied to. I also heard from several other travellers who had similar stories. Back then, I never stopped to consider why the tourism industry may have evolved the way it has. I never considered how I might be if I were in their situation. If I changed my perspective while I was there, I would have had a much better experience.

You don’t even have to understand why a certain culture is the way it is, you just need to respect that it is. After all, it’s still your choice that you’re there.

7. ***DON'T stay in your comfort zone.*** The act of travelling is, for most people, something that already gets them out of their comfort zone. Out of their daily routines; out of the known. But

even while travelling it's easy to slip right back in there. For some, it might be surrounding themselves with people just like them; for others it might be never leaving the hostel. It's very difficult to grow as a person in the safety bubbles we insert ourselves.

8. **DO test your boundaries.** They say about fears: find your edge, then live slightly past it. Furthermore, if you live too far beyond your edge you won't be able to process your experiences. In other words, if stepping outside your house is a big challenge for you, it's probably not a good idea to head straight to skydiving. Where does your bubble end?

9. **DON'T feel bad if you want to just relax.** Let's face it: we're taught from a young age to always set goals, to keep progressing. Basically, to never be satisfied. In that kind of environment it's extremely difficult to find contentment. This translates to travelling. You're in a foreign country, an exotic place – can't waste your time being idle! There's always something to see and do.

10. **DO be good to yourself.** Even if your mates are urging you to join them on some “epic” adventure, if your body and your mind and your brain are asking for some rest, listen. If you decide that you need to just sleep or watch series all day long in the hostel lounge, don't be hard on yourself for doing so. Life is about balance. There will always be “epic” adventures to go on.

11. **DON'T go anywhere with preconceived notions.** I love that quote that goes something like, “when you're holding a hammer, everything looks like a nail.” Perception. If you go somewhere expecting to see poverty / rude people / crime, that's what you'll see. This becomes especially dangerous in the hands of travel media producers who go somewhere with a specific intent and close off every other possibility, then pass that off to the general public as the reality.

12. **DO leave your expectations at home.** How can you ever be disappointed when you have no expectations? At the essence of travel is the spirit of exploration. Take things as they come and adapt to the moment. It's far less stressful than having your idea of what is supposed to happen not happen.

Of course, though, if you decide to ignore all this, I won't judge you.

4. Answer the following questions.

1. Have there been any pieces of advice that are in tune with your rules of travelling?
2. Which tips do you find the most useful? Explain why.
3. Which tips are difficult to understand?
4. Are there tips you disagree with? Explain why.
5. Are there any similar tips? What idea unites them?

5. Give three pieces of advice of what **not to do** while travelling in Belarus.

LESSON 8. Travelling blind

Communicative area: describing travelling experiences

Active vocabulary: to appreciate, aware, breakdown, breakthrough, gig, travel bug

1. a. Look at the picture. Do you know what it is? Do you recognise the city?



b. Look at the picture. What do you think this person is doing?



2. a. The title of the story you are going to read is *Travelling blind*.

This remarkable story takes us into the world of Tony Giles, who travels around the world alone, despite being blind since birth.

Think of the challenges people with limited opportunities face if they decide to go on a trip. How do you think they solve the problems that don't even exist for others? Share your opinions.

b. Match the words to their definitions.

1. Gig; 2. travel bug; 3. to short-change; 4. breakthrough;
5. incense.

- a) a performance by a musician or a group of musicians playing modern popular music or jazz, or a performance by a comedian;
b) a very strong enthusiasm for travelling;
c) to give back less than the correct amount of money to smb who has paid for smth with more than the exact price;
d) a substance that produces a pleasant smell when you burn it, used particularly in religious ceremonies;
e) an important discovery or event that helps to improve a situation or provide an answer to a problem.

c. Look at the phrases and sentences that open passages of the story. Can you predict how the passage will develop?

- a) Being blind can break down barriers.
b) Different cities smell differently.
c) My biggest problem is money.
d) My travel breakthrough came when I went to study at a university.
e) I almost always travel on my own.
f) Being blind does mean that I appreciate different things.
g) I got the travel bug.
h) I have to rely on the help of strangers while travelling.

3. Read the text and complete each passage with the right introductory sentence from ex. 2c.

Travelling blind

1. ... from stories my dad told me about his trips with the Merchant Navy. Then one of my friends from school started to go to *gigs* and stay in hostels overnight, so I began to go with him. My first trip was to Norwich of all places. **I knew travelling as a blind person wouldn't always be easy**, but I was brought up with the attitude to be positive. Once my mum got her head

around the fact that she had a disabled son, she wanted to give me as much independence as possible.

2. My friends **arranged** to go to Disneyland after term finished. Mickey Mouse isn't really my thing, so I decided to go to New Orleans on my own instead. Lots of people warned me that it was a dangerous city – but I was **determined**. It was in New Orleans that I became aware of the **immensity** of what I was doing. I got information from the hostel about the direction of the tram-stop I needed for Bourbon Street. I walked out of the hostel, and just froze. My whole body shook with panic. But I said to myself, “This is what you wanted. If you don't want it, go home.” I took a deep breath, turned left, walked down the street and never looked back.

3. In England, the notes are different sizes, but in the States, they're the same. I know that if I get \$100 from the bank, it's usually five \$20s. As long as I remember what I've spent, I'm OK. I've been short-changed in the past – that's just part of travelling.

4. Obviously, I'm not looking at the sunset or the beautiful colours of the flowers. I **appreciate** things through my feet instead, like when I'm walking up a mountain, or through my skin, if I'm walking through jungle, or through my hearing. I can **detect** changes in temperature and space. I'm very **aware of** energy in my **surroundings**. If I'm walking along a path and come into an open field, I can detect that the energy has changed, and a space has opened up. It's the same if I'm walking through a forest, I can tell that the air has become squeezed, and that the space is a lot thinner.

5. Bangkok has a dirty smell of fumes mixed with incense. That's my vision of a country: the sounds and the smell. So places like Istanbul or Bangkok are great if you're visually **impaired**.

6. People in Turkey were particularly helpful: they'd help me back to the hostel or start up a conversation. Big cities in America are difficult, and I found Morocco quite aggressive. Sometimes **the language barrier** can make places feel more unfriendly than they are.

7. ... , especially with women – they like the fact I'm not looking at them as sexual objects. Plus, I'm confident and willing to joke about my blindness, which helps once people **have got over** the shock of seeing a blind person travelling on their own.

8. I like the **challenge**. I have started to travel with my girlfriend, who's blind too. It's great, but does cause problems – I'm more protective. If I walk into things, I'm not **bothered**,

I just bounce [bauns] off (*отскочить, оттолкнуться / адскочыць, адштурхнуцца*) them. When she walks into things, I have a heart attack!

4. a. Among the words in bold find those that mean...

1. a new or difficult task that tests smb's ability and skill;
2. to recognise the good qualities of smb / smth; to be grateful for smth that smb has done; to welcome smth: ... help, support;
3. to discover or notice smth, especially smth that is not easy to see, hear, etc;
4. prevented from using particular ability fully;
5. a difficulty for people communicating because they speak different languages; lang bar;
6. if you are ... about something, it is important to you and you are worried about it;
7. to deal with or gain control of smth, (*syn.:* overcome);
8. the place where someone or something is and the things that are in it;
9. knowing or realising smth; noticing that smth is present, or that smth is happening;
10. if you are ... to do smth, you have made a firm decision to do it and you will not let anyone prevent you;
11. to plan or organise smth in advance;
12. used to emphasise the great size and seriousness of something such as a problem you have to deal with or a job you have to do.

b. Give corresponding nouns to the verbs from ex. 4a.

5. Answer the questions using the words in bold.

1. How did Tony start travelling?
2. Compare your ideas about the challenges blind people face on the road with what Tony says about it. How can you describe his attitude?
3. How does he get around? What does he need on his trips?
4. Most people when asked why they travel would say: "to see new places, sites, people", what do you think Tony would answer?
5. What surprised you in Tony's story most of all?

6. What is the key sentence of the story? Why?

7. Write a paragraph about Tony Giles. Use the words in bold. Find a title for your story. What will you emphasise?

6. How do you understand the words of Robert Frost, a famous American poet: **The best way out is always through**? Do you think it can be used to describe / comment on the story you have read?

LESSON 9. Travelling offers

Project 

Communicative area: describing travelling arrangements, tourist trends

BEFORE THE PRESENTATION LESSON

1. Imagine that you work for a travel company and the company is developing new travelling offers. You would like to have a diverse range of trips for different types of customers. You need to prepare descriptions of your offers. The descriptions should contain...

- a title;
- the description of the target audience: what people this offer is aimed at;
- the destinations you are going to visit;
- activities on the journey;
- details like price, length of the trip, accommodation.

2. Prepare your offers in pairs or groups of three.

IN THE PRESENTATION LESSON

1. Present your business ideas. Choose those that you are going to implement. Explain your choice. Why do you think that this trip is going to be popular among customers?





LESSON 10. Culture corner. Life is a journey

Communicative area: speaking about similarities between travelling and life

1. a. Check if you know these words. If not – consult a dictionary or the teacher. Where can you see all of these words?

Path; crossroads; lake; bridge; route; uphill; to go through; to head; to set out.

b.   Listen to the recording and draw the route on a sheet of paper or in your copybook, you will also have to draw or mark otherwise objects like a bridge, for example. Compare your map with your partner's.



2. a. Look at the following sentences. What can you say about the words in bold? What are they connected with?

1. The baby **arrived** just after midnight.
2. I don't know where I'm **heading**. I'm **lost** after all that has happened.
3. I **set out** to be a doctor, but I liked English so much that I became an English teacher!
4. After school, I was **at a crossroads**, and I didn't know which **way** to go.
5. You want to know where we will go this summer? We'll **cross that bridge when we come to it**; it's only February now!
6. You have to **move on** and forget about what has happened.
7. His life **took an unexpected direction** after he met her.
8. Her parents don't understand her at all. They're **over the hill**!

b. Paraphrase the sentences in ex. 2a to explain the travelling metaphors.

c. Make up three sentences with similar metaphors (to go through life, go a long distance, pass away, depart, on one's way to...). Compare with a partner.

3. Work in small groups. **Life is a journey**, they say. Find as many similarities as possible. Compare with the other groups. How can you interpret the title of the unit?

4. Work in pairs. Take turns to ask and answer the following questions. Don't turn it into a **yes / no session** – find out as much as possible, ask extra questions if needed.

1. What age is “over the hill” for you?
2. Do you know anyone who goes through life with their eyes closed?
3. Has your life ever taken an unexpected direction then?
4. Is it better to plan ahead in life or to cross bridges when you come to them?
5. Have you ever felt you were at a crossroads in life?
6. Have you ever set out to do something in life, but then done something completely different?
7. Have you ever felt that your life was going nowhere?
8. What was a real uphill struggle for you?
9. What travel metaphors for life exist in your language?
10. How natural is to travel for people?

5.  Write a birthday greeting using the travel metaphors.

LESSON 11. Speaking club

Communicative area: speaking about travelling and giving feedback

1. You are to prepare two-minute talks on topics connected with this unit. Prepare topics yourselves. Write them on slips of paper and put into the common pool. Pull out your topic and take seven minutes to prepare.

2. In a circle present your talks. Ask each speaker follow-up questions – questions based on what they have said. Give your feedback: say what ideas appealed to you the most, why; which talk was informative / emotional / inspiring / serious / sensible / surprising.

8

UNIT



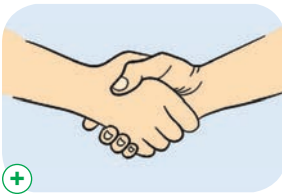
INTERNATIONAL COOPERATION

LESSON 1. Cultural ties

Communicative area: describing cultural ties of Belarus with other countries

Active vocabulary: cooperation, embassy, to gain, grassroots, humanitarian, joint, mutual, favourable

1. a. Look at the picture. What is its message?



b. Work in pairs. Discuss the questions.

1. Why do you think cultural ties between countries are important? 2. How many countries does Belarus have relationships with? 3. What international organisations is Belarus a member of? 4. What are the main forms of cultural exchanges between countries?

2. a. Read the facts below. What do they have in common?

A. City twinning is one of the most effective forms of people's diplomacy that promotes world peace at **grassroots** level by creating a climate of **mutual** understanding, respect and trust. Today Belarusian towns and cities have already established twinning links with 440 towns in more than 43 countries. They have signed agreements on **cooperation** and are involved in various **joint** cultural activities, education support programmes, and **humanitarian** projects.

B. For more than 15 years the international satellite channel Belarus 24 has been telling the world community about modern-day Belarus and projecting a **favourable** view of the country. The channel programmes cover a wide range of issues and are available to viewers in more than 100 countries on four continents.

C. In 2008, the first Belarusian Cultural Centre was opened at the Belarusian **embassy** in Poland. Since then, four more such centres have appeared abroad and now people in Russia, Moldova, Pakistan, and China can **gain** access to relevant information about Belarus and its culture.

b. Which of the words in bold in ex. 2a mean the following?

- a) to get something that is useful or gives you an advantage;
- b) done or felt by both or all people in a group;
- c) relating to or involving ordinary people;
- d) helping to improve the welfare of people;
- e) shared by or belonging to two or more;
- f) positive, suitable to make something happen or succeed;
- g) a group of officials who represent their government in a foreign country, or the building they work in;
- h) a situation in which people or organisations work together to achieve a result that will benefit all of them.

3. a. A student has made notes for a report on Belarusian cultural ties. Complete them with the new words from ex. 2b.

1. Since Belarus (1. ...) its independence it has established relationships with more than 170 countries. Cultural ties are one of the most effective tools that create (2. ...) conditions

for peaceful dialogue between them and help overcome (3. ...) mistrust. The Code of the Republic of Belarus on Culture states the main directions of cultural (4. ...) of the country. Enriching the cultural life of Belarusians with the world cultural heritage is one of them. Others are acquainting the international community with Belarusian national culture and integrating it into world culture and global information space.

2. The main organisers of international cultural interactions are the Ministry of Culture and the Ministry of Foreign Affairs. Belarusian (5. ...) abroad play an important role in promoting Belarusian heritage through organising Days of Belarusian culture.

3. Belarus participates in cultural programmes and projects of many international and regional organisations. UNESCO is an important partner that helps the country integrate into the world community. A lot is being done to preserve Belarusian historical and cultural heritage. Another direction of (6. ...) with UNESCO is connected with libraries and museums. Progress has been achieved, and much experience has been (7. ...) in this field.

4. The Cultural Capital of the CIS programme focuses on (8. ...) cultural events. It also helps create a (9. ...) climate for economic and political cooperation between the CIS countries, the climate in which they can work together for their (10. ...) benefit and progress.

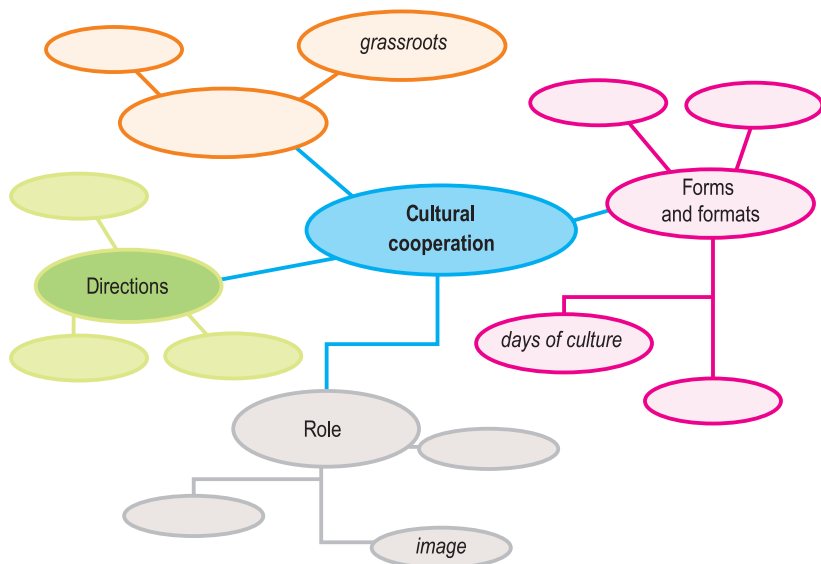
5. One of the oldest and most influential non-governmental organisations (NGOs) that contribute to the international cultural exchange is the Belarusian Society for Friendship and Cultural Ties with Foreign Countries. It includes about 40 friendship societies with different countries that take an active part in cultural, educational and (11. ...) programmes. Its Young Diplomat Club helps its members (12. ...) a broader perspective on international cooperation issues.

6. Relationships based on (13. ...) respect develop not only at state level, but at (14. ...) level as well and include private and public initiatives, contributing to the formation of people's diplomacy.

7. The growth of cultural (15. ...) with other countries and international organisations strengthens the position of Belarus and enables it to create a positive international image.

b.   Listen and check.

4. a. Copy and complete the mind map to organise the notes in ex. 3a.



b. Which of the points in the notes in ex. 3a can relate to the facts from ex. 2a?

c. Which of the directions of cultural cooperation is poorly covered in the notes? What other examples can you give to illustrate the statements in ex. 3a?

5. a. Have a roundtable talk. How is your community (school, town, district, etc.) involved into cultural cooperation with other countries? Use the mind map for help.

b. What else can be done at grassroots level? Enlarge on your ideas.



LESSON 2. International forums

Communicative area: discussing and comparing international cultural events

Active vocabulary: forum, to foster, to introduce, to showcase

1. a. Work in pairs. What international events hosted in Belarus have you attended?

b. Look at the emblem of an international event. Answer the questions.

1. What kind of event is it? 2. What is the name of the event? 3. Where does it take place? 4. How often is it held?



c. Read the information about the event and check your guesses. Would you like to attend the upcoming festival? Why (not)?

It is one of the oldest international **forums** in Belarus where theatre groups from all over the world can gather together to **showcase** their national theatrical traditions and innovations. The **annual** International Theatre Festival *Belaya vezha* in Brest was established in 1996 to **foster** greater understanding between individuals and cultures and has already gained recognition in the international festival community. Actors from 58 countries representing Europe, Asia, Africa, and Southern America have shown about 700 performances, each September producing a fascinating week of cultural activity and celebration. In 2019, the festival included performances by 28 theatre groups from 13 countries given in 9 languages. The festival programme combines classical and **contemporary** drama, puppet shows, various street performances, and dance and modern choreography. In 2018, a nomination for children and youth theatre was **introduced**. Thanks to the *TheatreHD*¹

¹ A project that makes the best plays of the world's theatres accessible to everyone through cinema screenings.

project, spectators also gained access to the best works of the British acting school. *Belaya vezha* is a theatrical event of a competitive nature and grants several awards.

2. a. Study the information about the words below. In what meaning are they used in ex. 1c?

Forum: a) an organised event at which people discuss smth; b) a website where people can express their ideas and opinions; c) a large outdoor public place in Ancient Rome used for business and discussion.

Annual: a) based on or calculated over a period of one year; b) happening once a year.

Foster: a) to take care of a child, usually for a limited time without being the child's legal parent; b) to encourage the development, or growth of ideas or feelings.

Showcase: a) a glass box with objects for people to look at in a shop, at an art show, etc; b) an event that is designed to show the best qualities of smth or smb; c) to show the best qualities or parts of smth.

Contemporary: a) modern, relating to the present time; b) belonging to the same or stated period in the past; c) a person who is the same age as you.

Introduce: a) to put smth into use, operation or a place for the first time; b) to tell smb another person's name when they meet for the first time.

b. Complete the statements with the words from ex. 2a. Which of them are true for *Belaya vezha*? Correct the false statements.

1. The ten-day (...) event is held in early autumn. 2. The mission of the festival is to establish creative contacts and (...) friendship and understanding between different countries. 3. The festival focuses on (...) drama. 4. Throughout its history, the playbill of the theatre (...) has featured about 700 performances. 5. During the festival spectators were (...) to the best Russian ballet performances on the screen of the cinema. 6. One of the principles of the festival is to (...) different genres to all kinds of public.

c. Copy and fill in the table with the information about the festival from ex. 1c.

Name and type	Aim	Where	When	History	Participants and spectators	Interesting facts
...

3. a. Work in three teams. Read the information about the international event assigned to you: Text A, Text B or Text C. Add the information about your forum to the table in ex. 2c.

Text A



Founded in 1994, the Minsk International Book Fair has gained a reputation as one of the largest forums held in the capital. The five-day annual event held in February is a fine showcase for the national book publishing industry and fosters better relations between book publishers from the neighbouring countries and distant foreign countries. It is not just an important marketplace but a significant cultural and social event that attracts both professionals and general public. The programme of the exhibition includes seminars, roundtables, book presentations, meetings with authors, publishers and artists. Each year the number of participants grows and new ideas are added. In 2006, a guest of honour status was introduced. In 2019, 13 Minsk cafés invited readers to try dishes described in bestsellers by outstanding Belarusian and foreign writers. In 2020, the Fair featured about 400 exhibitors from more than 30 countries who gathered to discuss the main trends of the contemporary book market and explore the issues of mutual interest. More than 60,000 people visited the exhibition hall at 14 Pobediteley Avenue. Some were attracted by literary quests and master classes, others by the chance to try their hand at recording audiobooks or get an autograph of a favourite writer.

Text B

The Minsk International Film Festival *Listapad* takes a special place in the contemporary culture of Belarus and not only. In 2003, it was officially recognised as an international festival. Ten years later, it gained a new status and made it onto the list of the world's most prestigious film forums that bring together famous filmmakers, actors and cinema fans. The festival, which takes place every November, was created in 1994 to foster intercultural dialogue between post-Soviet states. At first, the majority of films were made by Russian directors but between 1996 and 2008 45 countries joined the Festival as directors, producers, jury and press. The festival and its programme have changed over the years. In 2007 the Documentary Film Competition was introduced and a year later the Children and Youth Films Competition *Listapadzik* was started. In 2019, a total of 154 films from 50 countries participated in the festival. During the week more than 200 screenings took place at 6 venues and about 20,000 people attended them. The festival also holds various workshops, discussions and exhibitions to provide an opportunity to learn from famous cinema experts and to discuss important problems related to the contemporary cinematography.



Text C

The Yuri Bashmet International Music Festival is one of the largest cultural forums. It has been part of the Belarusian music scene since 2006 and is held every autumn for two weeks. The message of the festival is promotion of classical art and fostering international cultural cooperation. It has gained a reputation because it features great contemporary musicians and gives beginners a chance to showcase their talent and establish contacts. Part of the festival is the annual CIS Youth Academy that offers master classes, one-to-one lessons, and meetings with maestros. The festival that never stops to surprise has also introduced Belarusian



audience to crossover projects – joint work of artists belonging to different styles or genres such as *Music and circus*, *Classics meets Rock*, *Music and painting*. The concert *Night in the metro* stands out both by the venue and time: it takes place under the “starry sky” of Petrovshchina underground station and starts at 2 a.m. The idea of a concert combining a live performance of an orchestra, a laser light show, and a fashion show was introduced in 2018. The project was such a success that its organisers decided to make it traditional.

b. Work in new groups. Share the information about the events. Complete the table. Have you learnt anything new? Why do you think these events have gained popularity?

c. Do the quiz on the annual international forums held in Belarus.

Which of the forums...

1. is the youngest?
2. is an annual event?
3. is not held in autumn?
4. attracts a broader audience?
5. doesn't take place in the capital?
6. has an unusual venue?
7. is the shortest?
8. takes place later in the year?

4. Work in pairs. Discuss the questions below. How much do you have in common?

1. What other annual festivals or exhibitions held in Belarus do you know? 2. What can international festivals and exhibitions foster in your opinion? How? 3. What international forums would you like to take part in? 4. Would you prefer to visit a festival of contemporary or medieval music? Why? 5. What was the last festival you attended a good showcase for? 6. What changes would you introduce to improve the festival?

5. Discuss the situations in small groups.

1. You can visit two events, but only as a group. First, think of your own preferences, and then discuss the choice with your group.

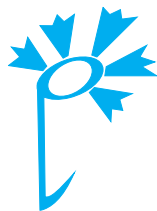
2. Choose two other international events that would attract foreign tourists to Belarus. Explain your reasons.

LESSON 3. From Vitebsk – with love

Communicative area: describing and recommending a famous festival

1. Discuss the questions.

1. Have you ever been to a live concert? Did you enjoy the sound? 2. What festival do you associate with the symbol in the picture? What is the motto of the festival? What is the official name of the festival? 3. How are the names of Dimash Kudaibergen, Ruslana, Alyona Lanskaya and Ksenia Sitnik connected with *Slavyanski bazaar*? 4. Do you know other singers in whose career the festival was the starting point? 5. Who won the *Grand Prix* [ˌgrɑːˈpriː] in the latest edition of the festival?



- 2. a. Read the information about the festival. Copy the timeline and mark important dates and events in the history of the festival. What new or surprising facts have you learnt about the festival?**



The annual International Festival of Arts *Slavyanski bazaar in Vitebsk* is the largest cultural forum in Belarus. It has been fostering the dialogue of cultures between different peoples and countries since 1992. During its history the festival has changed its name and status: it started as an international music festival, then became an international festival of arts, and in 1998 it got its present name.

The first ever festival gathered over a thousand participants from Belarus, Russia, Ukraine, the USA, Canada, Australia, Poland and Georgia. Next year, *Slavyanski bazaar* became a member of the International Federation of Festival Organisations (FIDOF), broadening the geography of its participants. In 2000,

the festival set a record by bringing together representatives of all the Slavic nations. The festival has twice been awarded (in 2000 and 2004) the diploma *FIDOF Festival of the year* for the quality of organisation, professionalism, hospitality, and promotion of noble humanistic aims at the international level. The first satellite broadcast of the festival was launched in 1996, which made it possible to watch the forum all over the world.

Through art to peace and understanding award introduced in 2005 is given to artists, groups or organisations for their contribution to strengthening international cultural cooperation. In 2009, near the lower terrace of the Summer Amphitheatre there appeared the Walk of Fame (which was transformed into the Square of Stars seven years later) dedicated to the award winners. Among them are such composers as Andrey Petrov and Igor Luchenok, singer Vladimir Mulyavin and *Pesnyary*, conductor Mikhail Finberg and the National Academic Concert Orchestra and others. Each of them has a special sign – a cornflower with the name of the person and the year when the award was received.

b. Work in pairs. Check what you remember about the festival.

Student 1: Ask questions about the important dates and events in the history of the festival.

Student 2: Close the book and answer the questions.

c. Prove that...

1. the festival is a significant, large-scale cultural forum;
2. it has gained worldwide recognition; 3. the Square of Stars is worth seeing; 4. the festival has become a trademark of Belarus.

3. Read another article about the festival and answer the questions.

1. What proves that the festival is still developing? 2. Which of the festival's two main contests is older? 3. Who is invited to

take part in its two main contests? 4. Why is *Slavyanski bazaar* classified as an arts festival, not just as a folk or contemporary music festival? 5. What kinds of events does the festival include?

The festival is proud of its long-standing traditions. However, with every passing year its programme becomes more varied and includes new projects and events presenting contemporary art and folklore of various countries. While the International Song Contest in Vitebsk has always been the highlight of the festival, the International Children's Song Contest became its integral part only in 2003. Both contests aim at discovery and support of young talents and promotion of musical culture and art. Best singers are invited to showcase their talent and impress the Jury panel and audience. The winners then take part in the gala concert held on the main stage – the Summer Amphitheatre.

The programme of *Slavyanski bazaar in Vitebsk* also includes concerts, creative nights and recitals (*сольные концерты / сольные канцэрты*). Charitable concerts with popular artists have always got an enthusiastic response. Traditionally, famous guests perform in Vitebsk and the festival's playbill has featured such world stars as Chris de Burgh, Londonbeat, Julio Iglesias Jr, Didier Marouani and others.


Along with gigs by Belarusian and foreign performers, fascinating cinema and theatre shows the audience enjoys the *Seven winds* street art fest which includes theatre, music, performance, choreography, fire show, poetry and visual art. It is hard to imagine the festival without its open-air exhibitions of modern artists. National crafts and trades are presented at a traditional fair *City of craftsmen*. All in all, there are about 70 various entertaining events to choose from.

The programme for the youth is held in Victory Square all night through and features the performances of youth subcultures, participants of youth orchestras, bands and nightclubs.

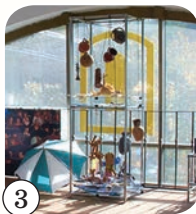
The festival caters for different tastes and ages and draws in people from different walks of life and one of the reasons why they come back is the sense of community and warm and friendly atmosphere. For five July days they can dance, listen to music, play and enjoy creativity.

4. a. Are the following statements about the festival and its museum true or false?

1. The whole tower is dedicated to the festival.
2. There are about 500 exhibits in the museum.
3. The Grand Prix of the festival has changed its look a few times.
4. There are participants of the festival on all the continents.
5. 1 petal (*лепесток* / *пялёстак*) equals 100 cornflowers.

b.   Listen to the extract from the interview with a museum guide and check.

c.   Listen again. How are the pictures related to the festival?



5. Work in pairs. Role-play the following situation.

Student A: You are a British secondary school student, a huge fan of the Eurovision Song Contest. You've never heard of *Slavyanski bazaar* and it's hard for you to believe it's worth visiting.

Student B: You are a Belarusian secondary school student. You are a devoted fan of the International Festival of Arts *Slavyanski bazaar in Vitebsk*. Tell your British friend about the festival to make him / her visit the event this year.

LESSON 4. Keep it alive, pass it on!

Communicative area: describing Belarusian rites and rituals as part of the national cultural heritage

Active vocabulary: to ensure, intangible, to pass on, to revive, rite, to safeguard; prefix *en-*

1. Work in pairs. Discuss the questions.

1. Have you ever jumped over a bonfire at Kupalle? 2. Do you cook and eat pancakes on Pancake Day? 3. When was the last time when you dressed up and went carolling or trick-or-treating? Did you enjoy it? Why (not)?

2. a. Read the information about a UNESCO initiative. What is it? What do you think of it?

Understanding **intangible** [ɪnˈtændʒəb(ə)l] cultural heritage (ICH) of different communities fosters intercultural dialogue and encourages mutual respect for other ways of life. Unlike the items on the UNESCO World Heritage List, ICH cannot be touched. Customs, **rites**, etiquette, skills, practices, songs, and foods are types of its expression. The UNESCO convention adopted in 2003 reflects the idea that cultural heritage is not **embodied** only in the material products of arts and architecture. It describes ICH as traditional, contemporary and living at the same time, which means that it is constantly changing and evolving, and being enriched by each new generation.

To **ensure** that it is **safeguarded**, the List of Intangible Cultural Heritage was established in 2008. The list is divided into three categories. The representative list has elements that demonstrate the diversity of cultural heritage and raise awareness of its importance. Different reasons have endangered some elements to the point that they can no longer be held or **passed on** from generation to generation. The safeguarding list contains those cultural elements that are in need of urgent measures to **revive** and keep them alive. There is also the best

practices category. It includes the best examples of the intangible cultural heritage protection and recognition by communities and governments. The UNESCO ICH List registered 629 elements in 139 countries as of January 2022. Among them there are 4 intangible culture elements from Belarus, which signed the convention in 2004.

b. Which of the words in bold in ex. 2a mean the following?

1. to give something to someone after someone else gave it to you, to hand down; 2. to bring something back to life, health or use; 3. to protect from harm or damage; 4. to guarantee; 5. traditional ceremonies with a fixed set of words and actions; 6. impossible to touch.

c. The word *ensure* is formed with the help of the prefix *en-*. Find four more words in ex. 1 and 2a with the same prefix. Answer the questions and complete the formula.

1. What part of speech are the words? 2. What part of speech is the prefix added to? 3. Do prefixes usually change the meaning or the part of speech of the original word? What about the prefix *en-*? 4. Look at the highlighted word in ex. 2a. How does the prefix change if it is added to the words that begin with the letter *b* or *p*? 5. Which of the words mean: a) to put into something? b) to provide with something? c) to cause to be something? 6. If you add the prefix to the words *able*, *circle*, *large*, *code*, *power*, what will the new words mean?

Prefix *en-* + ... (1) / ... (2) = ... (3)

d. Discuss the questions.

1. Why is ICH important? 2. What examples of intangible elements of culture that are passed on from generation to generation in your community can you give? Are they at risk of disappearing or has there been any revival of interest in them recently? 3. What rites and rituals have you taken part in? 4. Is it enough to put an

intangible culture element on the UNESCO list to safeguard it? Why (not)? 5. What should be done to ensure the safeguarding of living heritage? 6. Who or what should take measures to revive endangered elements of ICH? 7. In which category of the List do you expect to find the Belarusian elements of ICH? Why?

revive (*v.*) – revival (*n.*)

3. a.   Listen to the first part of the programme about one of the latest additions to the UNESCO List of ICH. Answer the questions.

1. What is the name of the intangible element of culture described in the programme? 2. When was it put on the UNESCO List? 3. Where is it practised? 4. Why is it performed? 5. How did the CNN describe the community? 6. When was the rite revived? 7. When is it performed?


b. Look at the pictures. Match them to the words below.




- | | |
|-------------------------|---------------------|
| a) an apron; | e) a rake; |
| b) an eight-point star; | f) a loaf of bread; |
| c) a wreath; | g) a rushnik. |
| d) a circle dance; | |

c. Work in pairs. How can you combine these elements in a rite?

d.   Listen to the second part of the programme. Check your guesses. Put the pictures in the order they are mentioned.

e.  Listen again. Are the statements **true**, **false** or **no information** is given? Correct the false ones.

1. Cattle are led to the field for the first time on the morning of St Yury's¹ Day.
2. Only women can take part in the rite.
3. The Karahod is decorated with paper flowers and twigs of fruit trees.
4. The symbolic arch is made of wreaths.
5. A man buries a piece of brown bread in the field.
6. The red apron is changed for a green one before the procession returns from the field.
7. When performing the circle dance participants move clockwise and sing ritual songs.
8. The Karahod is shared with all the residents of the village.

4.  Work in groups of three. Get a card from your teacher and do the quiz about other intangible culture elements from Belarus. Who is the winner?

5. Work in small groups. Your foreign guests want to dive into the intangible cultural heritage of Belarus and take part in a rite. Before the beginning of the rite participants of all ages gather together to learn, practise and review the required skills. What would you explain and show to your guests?

LESSON 5. Belarus day

Communicative area: discussing and presenting cultural exchange news

1. Work in pairs. Discuss the questions below.

1. Do you think people abroad know much about our country and its culture? 2. What bodies and institutions are involved in

¹ Belarusian-based spelling

fostering intercultural relations? 3. What can be done to gain admirers of Belarusian culture abroad?

2. a. Read five news items. What do they all have in common? Do all the pictures relate to the appropriate pieces of news?

A. Belarus showcased its cultural heritage at the United Nations Office in Geneva, BelTA has learnt from the Institute of Culture of Belarus.



The Belarusian Spring Festival became a cultural event featuring rich folk traditions and the intangible heritage of Belarus in Geneva. Visitors could see an information and photo exhibition and watch a performance of the ethno-rock band *Vetakh* that included spring folk rites, songs and dances with the elements of bird welcoming. The director general of the UN Office was given bird houses that would be placed on the trees in the historical park of the UN Office. The event was organised by Belarus Permanent Mission in Geneva in cooperation with the Institute of Culture of Belarus.

B. Belarus artwork exhibitions and presentations organised with the support of the Belarusian embassy in London were held in the British capital from 2–12 April. The Belarusian designer



Anastasia Falkovich showed her unique collection of clothes with national motives. Presented to the public for the second time, the *Step BY Step* exhibition became a showcase of contemporary Belarusian art. It invited everyone to talk about such universal values as happiness, joy, beauty, and kindness. The photo exhibition 75 dedicated to the anniversary of the liberation of Belarus from the Nazi invaders featured the works by Anastasia Andreichikova, a Belarusian photo artist, and the project *Belarus remembers*.

C. BelTA informs that more than 150 people sang the Belarusian Anthem in Paris.

The campaign *Let's sing the Anthem of Belarus together* began with the Belarusian embassy in

France. It was dedicated to the celebration of Independence Day of Belarus and took place in the square opposite the Eiffel Tower. Spectators could also enjoy Belarusian songs and dances performed by the folk music, dance and song company *Rey*. Among those who joined the campaign were 30 former students of the Franco-Belarusian theatre association. Some of them specially came from Canada and Tunisia to support the campaign.



D. The programme of the Days of Belarusian culture in Oman, as BelTA has learnt from the Ministry of Culture, was packed with events.

The opening ceremony took place on the stage of the House of Musical Arts of the Royal Opera House in Muscat. The Belarusian State Dance Company *Khoroshki* offered the best of their performances based on Belarusian folklore and history. The cultural programme also featured the exhibition project *Patterns and symbols: the heritage of the Belarusian ornament*. The exhibition from the collection of the Belarusian National Historical Museum highlighted historical and cultural value of the Belarusian ornament, its religious and philosophical meaning.



E. The visit of the director of the National Library of Belarus to the Presidential Library of Turkey¹ will foster Belarusian-Turkish humanitarian cooperation, BelTA has learnt from the Belarusian embassy in Ankara.



¹Modern spelling Türkiye


The new library became the 23rd institution to receive a gift from the National Library of Belarus – the facsimile editions of the Book Heritage of Francysk Skaryna and a set of books as part of the *Belarus today* Project. Within the project that was launched in 2010, about a hundred best Belarusian editions reflecting the history and culture of Belarus, its socio-economic and political life are annually given to five largest world libraries.

b. Explain what they are and why they are mentioned in the news. How are they connected with cultural cooperation?

75; Vetakh; Khoroshki; Rey; Belarus today; Belarus remembers; Step BY Step; Patterns and symbols.

c. Work in pairs. Answer the questions below.

1. Which of the news items are about books / exhibitions / presentations / performances / folk music, dances or rites?
 2. Which of the events were organised by Belarusian embassies? What other institutions are mentioned? In what connection?
 3. What countries are mentioned? 4. What do you know about other events that presented Belarusian culture abroad? Who organised the events?

3. a.  Listen to the news bulletins. The newsreaders have made some factual mistakes. Find and correct them.

b. Work in pairs. Practise reading the news items. Who is the best newsreader?

4. a. Work in groups of three. Discuss the questions below.

1. Would any of the news reports interest you? Why? 2. What makes a piece of news interesting? 3. What people are involved in the news production? What do they do?

b.  Use the information given by the teacher to write a piece of news on cultural cooperation.

c. Present your piece of news to the class. Vote for the best and most professionally presented news item.

LESSON 6. Overseas friends

Communicative area: discussing hosting and being an exchange student

Active vocabulary: comfort zone, culture shock, homestay, to immerse, overseas, to sign up for

Grammar revision: modal verbs *can, could, be able to* and their functions

1. a. Replace the words in brackets with the ones from the box. Discuss the new questions.

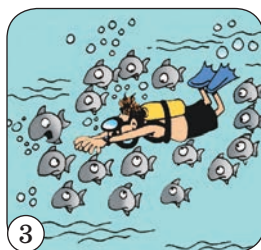
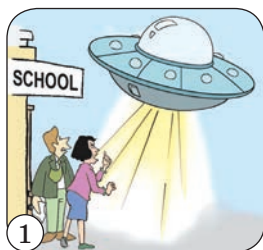
comfort zone ♦ a culture shock ♦ homestay ♦ overseas
♦ immerse yourself ♦ signing up for

1. What is a (foreign) student exchange programme? Does your school offer any programmes of this kind? 2. Have you ever experienced (a feeling of uncertainty and confusion when living in a community different from your own)? 3. Would you consider (joining) an exchange student programme? Why (not)? 4. Do you think you are courageous enough to step outside your (a situation when you feel comfortable or at ease) and become an exchange student? 5. Is two weeks in a foreign country enough to (become completely involved) in its language and culture? 6. If you had an opportunity to study abroad, what would you prefer (staying with a host family) or living in the dorms? Why?

b. Match the captions to the cartoons on page 131 and answer the questions.

What idea do the authors want to highlight? Do you agree with them? Why (not)?

a) Fluffy's first and last day as an exchange student. b) Do you think this overseas student exchange is gonna work out? c) Oh, it must be our new exchange student.



2. a. You are going to read two articles giving tips to those who would like to be involved in an overseas student exchange programme. Put the tips to the right article.

A. How to become a foreign exchange student

Being a foreign exchange student is a rewarding experience that will change your life as you broaden your outlook and learn more about other cultures. Still here are some helpful things to remember when setting out on this cultural adventure.

B. How to host an exchange student

Hosting a student is a life-changing experience that promotes a positive environment for cultural understanding. By hosting a student you open your eyes to things you never thought possible. Here are some helpful things to remember when setting out on this cultural adventure.

1. Talk about expectations and boundaries and establish reasonable ground rules. If your own children can't stay out after 10 p.m. on school nights, you should let your exchange student know that he / she has the same responsibilities (1).

2. Firstly, ask yourself why you want to undertake this step. If all you want to do is learn a certain foreign language, you could just sign up for a foreign language class. You must

understand that being abroad has much more to do with culture and experience than just language skills. However, learning the language is also a very good benefit that the exchange experience can bring.

3. Learn about them. The sooner, the better. Get their e-mail address and you will be able to begin communicating with them before they arrive (2).

4. Look for people that have had this experience. Ask them why they decided to sign up for the programme and if their expectations were met, where and when they travelled and what the biggest benefits they got after the exchange programme conclusion were.

5. Different countries have different options open to high school and college students to study and live overseas. Think about which countries you would like to live in, but remember that ANY COUNTRY and ANY CULTURE is amazing. The exchange experience is not limited by countries. Be sure that any place can bring you an amazing experience.

6. Be polite and mind your manners. However, politeness and manners differ from culture to culture. Try to learn about the exchange student's culture beforehand. Discussing these differences in manner can be an important way to share knowledge of each other's cultures.

7. Choosing the programme will require some research and planning. Find out which options you would be fit for and what criteria they have for students, what the cost is and whether scholarships are possible. And don't worry, you can't fail if you take it seriously (3).

8. Spend time with them. Chances are they won't be able to visit you for a long time, if they do visit you again. Take them to the beach and teach them games that don't exist in their culture. Hosting an exchange student is something you will remember for the rest of your life, and hopefully you will remain lifelong friends.

9. Make them part of the family. If you have chores or simple tasks in your households, let them be part of it, too. Chores could include dishes, taking out the trash, or even walking the dog (4). Involve your student in the daily responsibilities of your home life and they will feel more like a family member than a visitor.

10. It's good if you can speak the language of the country you are going to (5). If you can't, learn at least the basic things of the language (6). Buy a dictionary of whatever country you are going to. It would help if you were able to locate a pen-friend from that country (7).

11. Be open to learning. Encourage your student to share their experiences and traditions with you, just as you are doing with them. The learning experience runs both ways – this is one of the most exciting things about being a host!

12. While you can't avoid culture shock as you immerse yourself in the new way of living and see differences everywhere, you can prepare and learn how to deal with it. Remember that culture shock is a learning experience that leads to broader perspective, more tolerance and greater appreciation of your new culture and your home culture.


b. Discuss the questions.

1. Who in your opinion wrote the articles: a marketing manager of an international travel agency or a high-school student who has had the experience? 2. Which tips were easy to predict? 3. Which piece(s) of advice seemed unexpected? 4. Which would you prefer: being an exchange student or playing host to an exchange student?

c. Add at least one more tip to each article.

3. a.  Match the highlighted sentences with modal verbs in ex. 2a to the functions of the modal verbs in the box. Which functions are not illustrated?

ability ♦ lack of ability ♦ possibility ♦ impossibility
permission ♦ prohibition ♦ request ♦ suggestion

b.  Answer the grammar questions below. Read the Grammar Reference section on page 192 / 219 to check your ideas.

1. What's the difference between the modal verbs used to talk about abilities? When is there no difference in meaning between

two such modal verbs? 2. What modal verbs are used to ask for and give permission? What's the difference between them? 3. What modal verbs do we use to say how certain we are about a possibility? What's the difference between them? 4. Do we use *can't* to talk about prohibition in the present or in the past? 5. When we talk about possibility, what is the difference between *can* + V_1 , *could* + V_1 and *could* + *have* V_3 ?


c. Find more examples illustrating different functions of the modal verbs in ex. 2a.

d. Complete the statements with the suitable form of the modal verb *can*. Do you agree with them? Why (not)?

1. Becoming an exchange student is a big decision and you ... take it lightly. (prohibition) 2. Playing host to an exchange student ... be a stressful experience. (possibility) 3. With preparation and knowledge about the new environment, exchange students ... experience culture shock. (impossibility) 4. Living with a homestay family you should always ask if you ... do this or that. (permission) 5. You ... sign up for an exchange programme if your parents were against it. (lack of ability) 6. If your parents don't want to host an overseas exchange student, you ... apply to become an exchange student yourself. (suggestion) 7. There is little host families ... do to help their exchange students who are homesick. (ability) 8. Stepping outside your cultural comfort zone ... be awkward, it ... be scary and it is not worth it. (possibility) 9. Doing a homestay ... be the best option for those who want to become immersed in a new culture. How about living in dorms? (impossibility) 10. The host family ... be a make-it or break-it detail of the study abroad experience. (possibility)

4. a. If you were playing host, what rules would you establish for an exchange student?

b. If you were an exchange student living with a homestay family, what would you ask permission about?

5. a.  Work in groups of three. Make a list of exchange programme benefits and a list of problems an exchange student could face.

b. Role-play the conversations in the situations below. What was the result in each situation?

1. A smart high school student wishes to study overseas and live in a host family for a year. Their family are totally unsupportive. The father is afraid that the child won't be able to prepare well enough to go to university while the mother thinks the separation could break her heart.

2. The family has applied to become hosts for an exchange student. Their adolescent son / daughter doesn't see any reasons to do it, saying they wouldn't tolerate a stranger in their home.

3. A teenager has read an article about an exchange programme and is eager to host a foreign student next month. The family think the idea is half-baked and they are not ready yet.

LESSON 7. An experience of a lifetime

Communicative area: giving opinion on an exchange programme experience

Active vocabulary: alumni, civic, to collaborate

1. Discuss the questions.

1. Do you know anyone who has been on an overseas student exchange programme? How did they learn about it? 2. What organisations can you apply to if you want to sign up for such a programme?



2. a. Read the information about some overseas student exchange programmes and answer the questions below.

1. Which of the programmes is the shortest? 2. How old should candidates be to sign up for the programme? 3. Do all programme participants live with homestay families? 4. What kind of activities are each programme participants involved in? 5. What does each programme offer to immerse participants in

another culture? 6. What are participants required to do after the end of the programme?

1. The Sports Visitor Programme – Youth Soccer and ESL camp is an intensive two-week exchange programme for youth athletes aged 15–21 years, who will play soccer and continue developing their English skills in a practical, fun, and sport-focused summer camp. The activities combine on-the-field sports training and off-the-field in classroom workshops and sessions on sports from grassroots community level to the Olympics and professional leagues, community engagement, and site visits, which deepen participants' understanding of the United States. The programme tries to maximise interaction with American peers. Participants will primarily stay in university dorms, however in certain instances they will stay with host families. The programme shows young people how success in sports can translate into achievements in the classroom and in life. Special emphasis is placed on the visitors' development of personal action plans that they use upon their return home.


2. The Benjamin Franklin Transatlantic Fellowship (BFTF) is an intensive four-week exchange programme for young people aged 16–18 years who have a strong sense of **civic** responsibility and are interested in public or community service. It was created to foster mutual understanding, respect and **collaboration** between young Europeans and Americans. Fellows will learn more about volunteer service, conflict resolution, problem-solving, communication skills, critical thinking, tolerance and respect for diversity, youth leadership, team building, and the media. The programme consists of a series of lectures, workshops, seminar discussions and presentations combined with community service activities, site visits, social and cultural activities, and homestays with American families to deepen participants' experience of US society during their exchange. Upon their return home, **alumni** [ə'λmnaɪ] will carry out service projects in their communities and present their project plan to a youth-serving or youth-centred organisation in their home country.

3. OneBeat is a month-long programme for young adventurous musicians (ages 19–35) from around the globe who **collaborate** to write, produce and perform new musical works and develop

strategies for arts-based civic and social engagement. It is regarded as a powerful new form of cultural diplomacy. At the beginning of the programme participants work together to create original material, record new musical ideas, and foster new projects. Then OneBeat fellows go on tour, performing for a wide range of American audiences, collaborating with local musicians, and leading workshops with youth. During the month each OneBeat musician also sets out their plans for the future. After the completion of the programme, participants return to their home countries to launch joint projects that embody the programme's mission of collaboration and civic engagement and are designed to make a positive impact on local and global communities.

b. In pairs, decide what the words in bold in ex. 2a mean. Check with your teacher.

c. Which of the exchange programmes would you like to sign up for? Why?

3. a.  **Listen to a participant of one of the programmes speaking about her experience. Which programme did the girl take part in?**

b.  **Listen again. What doesn't the participant speak about?**

The history of the programme; goals of the programme; how she signed up for the programme; her feelings about the programme; her expectations and to what degree they were met; participants; the subjects they discussed; her community service project; trips; other activities; food; the daily routine; the place they stayed in; culture shock; problems; benefits; her interaction with the exchange alumni community.

c.  **Are the statements **true** or **false**? Correct the false ones. Listen and check.**

1. There were more Americans than Europeans among the participants.

2. The participants of the programme stayed with host families all the time.

3. The programme took place in June.

4. The girl fell ill at the end of her stay.

5. The girl has made a lot of international friends.

d. What questions would you ask to find out more information about the girl's experience?

4. Imagine that participants of the programmes described in ex. 2a are invited to your school. Role-play the conversation with them.

LESSON 8. Making a good first impression

Communicative area: writing a letter to a host family

1. Read the extract from an article and answer the question they ask.

We all know how important first impressions are. But did you know that you only have a 7-second window to make a positive impact when you first meet someone? The good news is that you can learn to master the necessary skills. A genuine smile, making eye contact and a suitable greeting are some of the important tools to help you maximise your first impact and ensure that you are remembered in the right way. But how do you make a good first impression if you correspond in writing?

2. a. Which of the salutations below do people use if they want to sound...

1. formal but personal; 2. neutral and professional; 3. direct but neutral; 4. informal but polite; 5. very informal and friendly?

Dear Sir or Madam Dear Franklin Jones Dear Host Family

Hi, guys! To whom it may concern

b. Group the following closings into three categories.

1. formal; 2. very intimate; 3. those that fill in the gap between the first two.

Love Sincerely yours Kind regards Yours faithfully

Best wishes Take care Hugs Respectfully

c. A student made notes to illustrate the rule: **How you sign off depends on how you started the letter.** Are all his notes correct?

1. To whom it may concern,
...
Best wishes,

2. Dear Sir or Madam,
...
Yours faithfully,

3. Dear Franklin Jones,
...
Sincerely yours,

4. Hi guys!
...
Hugs, / Love, / Take care

5. Dear Host Family,
...
Kind regards, / Respectfully,

d. Read the opening paragraphs of the letters and match them with the situations. Choose the correct salutation and the phrase to sign off for each situation.

1. a student is writing to introduce herself to her host family;
2. a student is writing to ask about volunteering;
3. a student is writing to apply to study abroad.

A. I am writing to apply for the Erasmus student exchange programme at your university. I would like to spend the next semester of my study course at the university of Westminster in the United Kingdom. Currently, I am a third-year student of the Belarusian State University in Minsk.

B. I can't believe my dream is finally coming true and I'm writing this letter to introduce myself. I'm Chiara, the exchange student who will be coming to stay with you this fall.

C. I am writing in response to the recent advertisement about medical volunteering that has appeared on your website. As a medical student I am interested in participating in the programme and would be grateful if you could give me some further details.

3. a. Why do you think writing a Dear Host Family letter is important? What should you write there about?

b. Read the information from an exchange programme website. Check your ideas.

A “Dear Host Family” letter is a short introduction to who you are and why you want to do the exchange student programme. When you are matched with a family, they’ll receive this letter just as you’ll receive a letter from them. This is the first way they learn about you and it’s your chance to show them you’re ready to be part of their family. Through your letter, your family gets a better sense of why you’re a great fit for their home. It gives them a way to plan for your visit.

Plus, it’s a great ice breaker! You’ll Skype with your family before you depart. Already having that letter helps the family dive right into getting to know you. The host families are thrilled to meet and get to know you, so a “Dear Host Family” letter is a great opportunity to make a good first impression and get them excited for you to join their home.

There are four main parts to the “Dear Host Family” letter:

1. **Background on you.** Start with the basics. Describe where you live, your family members, your parents’ occupations, subjects you study, your extracurricular activities, your passions and hobbies and plans for the future. Write about things that could make great conversational starters.

2. **Why you want to participate in the programme.** Have you travelled before? What inspired you? What about their country fascinates you? If you’ve read, watched movies or listened to music from their country, let them know! They’ll be happy you’ve already taken an interest in their culture.

3. *What you hope to gain during your programme.* The more specific, the better! It's good to say, "I'm interested in learning about the culture," but it's even better to explain that you've loved French cooking ever since you first watched Julia Child. Maybe you'd love to become conversational in English or train for a marathon. Include an activity you'd enjoy doing with them, or a favourite hobby you'd like to share with the family. Whatever it is, let them know!

4. *Show you're excited to meet them.* Let them know how much it means that they want to welcome you into their family! Remember that it will be just as much an adjustment for them as it is for you. Showing your appreciation and excitement early will set the tone for your stay.

4. a. Read the main body of an exchange student's **Dear Host Family** letter. How close does she follow the website guidelines?

I am a sixteen-year-old girl and live with my family in a small town in the north of Italy. My father is an electronics engineer and my mother she entertains children at birthday parties. I also have a younger brother Tommaso. He is ten years and wants to become a survivor (he doesn't know "a survivor" isn't a work, yet!). I'm getting on quite well with my brother and it's always fun to play video games with him. I love my family and we are really close to each other.

As for my character, everybody says I'm outgoing, friendly and open-minded. I'm really sad and always try to see the glass half full, instead of half empty. I talk a lot, sometimes a bit too much.

I attend a scientific High School as I'd like to become an engineer, just like my father. I really like my school and I've never had any problem there. My favourite subjects are Maths, Science and, of course, English. I don't know where my love of English comes from, but I've always been good in it. I've been studying English since I started school. I also do German language and I know some words and sentences in Japanese.


I'm very active and can ski since I was very young. I also enjoy cycling and dancing. One of my dreams has always been being

a cheerleader, so I hope to become a member of my American school cheerleading team. Another passion is music. I can play flute pretty good and piano, too. I also love reading books and watching movies.

Like all good Italians, I love cooking: pasta with different sauces, pizza or cakes. I can't wait to cook Italian dishes for you, so that you could to try a piece of my home in your house.

It means so much to me that you want to welcome me into your family. I can't wait to meet you and I really hope to become part of your family and to be a good host daughter for you.

b. The girl showed her letter to a friend for proofreading. Her friend highlighted the places he was not sure about. In pairs, correct the mistakes where necessary.

5. a.  You are taking part in an exchange student programme and have to write your first letter to your host family. Use the information about the letter writing conventions (ex. 2) and the contents (ex. 3b) for help.

b. An extra pair of objective eyes is always good so exchange your letters with another student and proofread them.

LESSON 9. Day of Belarusian culture

Project 

BEFORE THE PRESENTATION LESSON

1. Work in small groups. Imagine that you are in an international youth camp. Representatives of different countries are given a day to acquaint the others with their country. Prepare a programme for Day of Belarusian culture. Try to make it a memorable event and make the others its active participants.

IN THE PRESENTATION LESSON

1. Present your programme to the class.

LESSON 10. Culture corner.

A tale of twin cities

Communicative area: reading and speaking about the twin city movement

1. a. Look at the picture and discuss the questions.

1. What two cities are shown in the collage? 2. How are they related to the International Twin Cities Day marked on the last Sunday in April? 3. What do you know about the cities?



b. Read the information below and check your ideas.

The international twin city movement has become a global phenomenon. Cities, towns and villages across the world have twinned with others to promote cultural exchange, shared learning and economic prosperity. In Europe alone, there are about 40,000 such cities today.

They say that the tradition of establishing twin cities began in Medieval Europe and name the German city of Paderborn and Le Mans, France, as the earliest example in history dating to 836 AD. Modern twinning became more widespread after World War II and originated in Coventry. It's a large industrial city in the West Midlands, England only 12 miles southwest of the country's geographical centre. Though known for centuries, the settlement wasn't given its city status until the Middle Ages. In the 19th century, it became a major centre of bicycle manufacture, which later evolved into motor manufacture making the city an important centre of British motor and aircraft industries.

Coventry's association with the idea of twinning began the morning after the worst night in its history – 14 November 1940. After 12 hours of bombing three quarters of the factories, whose production was so vital to Britain, were damaged and

lots of people killed, injured and left homeless. The Nazi air force even coined a term *coventried* to refer to that new level of destruction. All in all, the city suffered more than 40 raids and could understand the pain of Stalingrad, a strategically located industrial centre on the Volga, very well. On 6 October 1941, *The Coventry Telegraph* reported that the women of Coventry decided to send a message of support to the women of Stalingrad. In response letter 36,000 Stalingrad women signed an album with good wishes, which was handed to the Mayor of Coventry Mrs Emily Smith. This was a sign of goodwill that would join the cities forever.

To show their sympathy and support for Stalingrad in 1943, Coventry citizens started raising money, which was later spent on medical supplies. 830 women donated a sixpence to sign their names on a tablecloth. The names together with the words “Little help is better than big sympathy” were embroidered by Mrs May Adams over the course of the next two years. The tablecloth sent to Stalingrad through the Soviet Embassy in London nowadays is displayed at the Panorama Museum of the Battle of Stalingrad in Volgograd. In 1944, an agreement was signed and an official “bond of friendship” between the two cities united by the shared experience of suffering was created.

Trying to promote peace and mutual understanding Coventry also twinned with former enemy German cities including Kiel (1947) and Dresden (1956). Over the years Coventry has established twinning relationships with other cities, bringing the total number to 26.

Remarkably, the bond between Coventry and Stalingrad (renamed Volgograd in 1961) survived the coldest moments of the Cold War. Perhaps, because it was a grassroots movement supported by ordinary people, mostly women and was never supposed to be about politicians.

2021 marked the 80th anniversary of the first contact. The project *Digital tablecloth – 80 years of mutual support* was dedicated to the celebration. Lord Mayor of the city of Coventry said: “We are so proud of our links with Volgograd and the way we have worked together for the past 80 years, using our own stories to inspire others towards peace and friendship. Coventry is honoured to have been there at the very start of the movement


and we will continue to work with our friends from around the world to promote twinning and the many benefits it brings to us all.”

c. Are the following statements true or false? Correct the false one.

1. The twin city movement is popular only in Europe.
2. The movement is a contemporary phenomenon.
3. The word *coventried* was used to describe an almost completely destroyed city.
4. Coventry and Stalingrad became twin cities after World War II.
5. The bond between Coventry and Volgograd didn't break even in difficult times.

d. Answer the questions.

1. Why did Coventry choose Stalingrad for a twin?
2. What humanitarian aid did Stalingrad receive from Coventry?
3. What is the Stalingrad tablecloth famous for?
4. What is considered the official birth of the movement?
5. How many symbolic siblings does Coventry have now?

2. a.  **Read the information in your card about twin cities. When and why did they start their twinning relations?**

b. Share the information with the class and take notes of other twinning agreements.

c. Do the quiz about twin cities.

Which of the twinning arrangements...

1. is the most distant?
2. is the most musical?
3. is the most educated?
4. is the most unusual?
5. is one of the youngest?
6. is a result of someone's great sense of humour?
7. is the most entertaining?
8. seems to be the most practical?

9. has already marked its milestone 50th anniversary?
10. is based on the shared cultural background or history?

3. Discuss the questions.

1. What benefits can town twinning bring to communities? Are there any disadvantages?

2. Some people say twinning is an old-fashioned idea. Others consider it to be a model for cooperation. Which of the opinions would you support?

3. What Belarusian towns and cities have twinning agreements?

4. What is done within the framework of such agreements? Are there cultural, academic, informational or economic exchanges? Which of them are the hardest to foster? Which of them need more encouragement, in your opinion?

5. Do the programmes involve three main actors in a community: local government, businesses and citizens (individually or organised in societies and NGOs)? In what way are children and young people involved in twinning projects?



4. a. Work in small groups. You are going to choose a geographical soulmate for your place. Think about the following.

- reasons for your choice. Remember that town twinning often pairs cities that share common characteristics and to be successful twin cities should have more than an imaginary bond.
- aims of the agreement and your expectations.
- activities that would help to achieve your aims and to meet your expectations. How would you involve different groups in the community? What twinning projects would you start? How would you showcase the successes of your twinning projects?

b. Present your ideas to the class.

LESSON 11. Dialogue of cultures

Communicative area: comparing and describing one's personal experience of contacts with people representing different cultures

1. a. Work in pairs. Complete the definition of a **dialogue of cultures** with the words from the box. Some of them can be used more than once.


a ♦ an ♦ and ♦ between ♦ in ♦ of ♦ or ♦ which ♦ to



(1. ...) open (2. ...) respectful exchange (3. ...) views (4. ...) individuals (5. ...) groups belonging (6. ...) different cultures (7. ...) enables them (8. ...) live together peacefully (9. ...) constructively (10. ...) a multicultural world (11. ...) develop (12. ...) sense (13. ...) community (14. ...) belonging.

b.   Listen and check.

c. Why is a dialogue of cultures important?

2. a.  In two minutes write down a list of situations in which you can establish contacts with your contemporaries from other countries. Compare with your partner.

b. Read the list below. Which of the ideas are on your list and which of them are new? Which of them are (would be) the easiest to realise / (would) push you most out of your comfort zone?

Taking part in an international online project; using social network; going on an exchange student programme; travelling overseas; playing host to an exchange student; attending an

international Model UN conference; being a member of a keypals club; taking part in international school festivals; attending Days of Foreign cultures in Belarus; going on tour as a member of a folk / dance group, a choir or a sport team; helping out foreign tourists you meet in the streets; establishing contacts with those who come to our country within the framework of humanitarian projects; taking part in events organised by the Belarusian Society for Friendship and Cultural Ties with Foreign Countries; working in international volunteer camps; postcrossing; taking part in humanitarian projects; online gameplay / playing networked video games.

c. Classify them into the following categories: 1) you have experienced; 2) you'd like to experience; 3) seem not realistic for you. Put them in the order from the most to the least important for you. Compare with your partner.

3. a. Read the following extracts. Where could they be taken from?

1. It's hard to say what the highlight of the project *Safeguarding Intangible Cultural Heritage* organised by the Belarusian Association of UNESCO Clubs was. Each day of the week we, 15–17-year-olds from Armenia, Latvia, Romania and Belarus, spent together was interesting and unforgettable in its own way: discussions, excursions, quests, presentations and workshops. During the national days we acquainted each other with our countries and cultures, tasted national dishes and taught each other how to say some basic words in our languages. However, the conference *Living Heritage* where we discussed questions of safeguarding ICH impressed me most. Representatives from the embassies of the countries taking part in the conference were also invited. Besides our reports, secondary school students from Belarus presented their own ones. After the theoretical part there were workshops on folk dances, folk games and crafts.


2. What do you do with a teen whose summer holiday plans include only sleep and Snapchat? Try an international summer camp with its daily diet of screen-free outdoor fun. Now quite a lot of kids are waking up to the delights of a parent-free adventure overseas. For the right teenager hungry for a bit

of adventure and keen to broaden their horizons, an overseas camp is a chance to show real independence, make lifelong cross-cultural friendships and maybe even pick up a new skill or two.

Camp California located in a small village on the Adriatic Sea is a real deal. Since 2003 it has hosted over fourteen thousand children from over 40 different countries around the world. The camp language is English and there are lots of things going on to bring kids together. With leisure activities in water and land sports, arts, performing arts, adventure sports and teen programmes the camp offers a variety of activities and programmes for all ages and interests.

3. Hi there. Remember I've told you about the essay contest? The one organised by the Goi Peace Foundation from Japan? I've finished the rough copy! I know that I will have to do a lot of work before I finally send it. Yet I've made the first step. It was so exciting to describe what an ideal world would be like in ten years from now! A few of my classmates are also thinking about joining in. Believe it or not but last night I was even dreaming about receiving an award at the award ceremony in Tokyo!

b. What ways of establishing contacts are described in ex. 3a? What do you think of them? Which of them have you experienced? Would you like to be engaged in the activities? Why (not)? Which of the activities appeal to you most?

4.  Get a card from your teacher and do a class survey about cross-cultural ties.

5. a. Get ready to speak about your personal experience and possibilities of communicating with people representing different cultures.

b. Talk about it to your partner. How similar are you?

9

UNIT



NATIONAL CHARACTER

LESSON 1. National stereotypes

Communicative area: speaking about countries, nationalities, stereotypes

Active vocabulary: arrogant, ambitious, anxious, assertive, caring, harsh, inventive, law-abiding, modest, open-minded, respectful, shallow, straightforward, submissive, stereotype, generalisation

Active grammar: Formal subject *it*

1. How many names of countries do you remember? Play the game in two teams. Run to the board one by one to write as many names of countries as you can. You have only three minutes for the competition.

2. a.  Look at the list of the countries. Complete the table.

Country	Nationality	Belonging to
Austria	Austrian	Austrian
Finland	Finn	Finnish
...

Belarus; Belgium; Denmark; France; Germany; Greece; the Netherlands; India; Italy; Japan; Luxembourg; Poland; Portugal; Russia; Sweden; Ukraine; the USA.

b.   Listen to the recording and check.

3. a. Match the words in bold with their definitions.

When we speak about people of different nationalities, we often use **stereotypes** and **generalisations** which are:

a) often unfair or untrue beliefs or ideas of what groups of other people are like;

b) statements about all the members of a group that may be true in some or many situations but not true in every case.

It is easy to make a generalisation out of a stereotype by saying *Many people...* instead of *All people...*

b. Read the article and say what made the author unhappy.

Generalisations about cultures or nationalities can be a source of pride, anger or simply bad jokes. Some people say that in all stereotypes there is some basis in reality, as they don't develop in a vacuum. Such stereotypes mostly concern appearance, language, food, habits, psychological traits, attitudes, values etc.

Please take everything below with a grain of salt; as I only summed up what others wrote on the internet. We all know that there are black and white sheep in every herd. I tried to strike a balance between positive and negative national or individual personality traits – but sometimes it was very difficult due to lack of positive stereotypes.

It is said that Americans are **arrogant**; **harsh**; open-minded; materialistic; ambitious; progressive; efficient; **straightforward**; practical; fast food eaters.

It is believed that Australians are nature lovers; sometimes **shallow** but honest; **open-minded**; love to joke; meat eaters; sports lovers; surf all day – drink all night.

It is expected that Brazilians are impulsive; always late; carnivals addicts; soccer and coffee lovers; criminals and robbers; **inventive** and constructive people; family- and community-oriented; most women are super-models, most men are machos.

It is thought that Canadians are **submissive**, agreeable; **modest**; open-minded; progressive; efficient; straightforward; polite; respectful; **anxious**; **law-abiding** and **tolerant**; anti-American; passive. They care for handicapped / elderly / minorities. They don't like successful people.

It is said that the Chinese are hard-working, fast-learners; open-minded; ambitious; progressive; business-oriented; great at mathematics; terrible drivers; arrogant; **assertive**; very "short" but "bigger" than Japanese; cheap labour; do kung fu; wear glasses; pirate and copy everything; don't value contracts; drink green tea; eat everything that lives.

c.  **Match the words in bold with their definitions.**

- a) someone who thinks they are better or more important than other people and behaves in a way that is rude and too confident;
- b) worried and tense because of possible misfortune, danger;
- c) behaving in a confident way in which you are quick to express your opinions and feelings;
- d) clear and honest;
- e) cruel, unpleasantly rough, or severe;
- f) able to think of new, different, or interesting ideas;
- g) respectful of the law and obeying it;
- h) a person who does not like to talk about themselves, their achievements, or their abilities, even if they are successful (not proud);
- i) willing to consider ideas and opinions that are new or different to your own;
- j) not interested in serious ideas, strong feelings, or other important things;
- k) honest about your feelings or opinions and not hiding anything;
- l) always willing to obey someone and never disagreeing with them, even if they are unkind to you;
- m) willing to accept someone else's beliefs, way of life etc without criticising them, even if you disagree with them.

d. **Work in groups of three. Choose one of the nationalities described in the article and discuss.**

1. Why these character traits might be true? 2. Why it is dangerous to think that all people have the same character traits?

4. 🔍 Look through the text again and pay attention to the underlined phrases. How will you translate them into your language? Check your guesses on page 196 / 223.

5. a. Look at the postcard from Britain describing a perfect European. Are they serious or humorous characteristics?

cooking...



like a Brit

talkative...



as a Finn

technical...



as a Portuguese

famous...



as a Luxembourgger

humble...



as a Spaniard

THE PERFECT EUROPEAN SHOULD BE...

available...



as a Belgian

controlled...



as an Italian

patient...



as an Austrian

driving...



like the French

humorous...



as a German

discreet...



as a Dane

organised ...



as a Greek

generous...



as a Dutchman

b. How can you express the same idea using the formal subject *It*?

Example: It is believed that Italians are not controlled. They're often impulsive and short-tempered.

Help box

It is said that ... It is believed that ... It is known that ...

6. Is it fun to read or to hear stereotypes about other nationalities? Is it as fun to hear or read stereotypes about you?

LESSON 2. Typically British

Communicative area: comparing characteristic features


Receptive grammar: complex subject

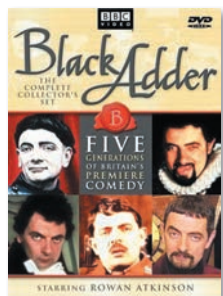
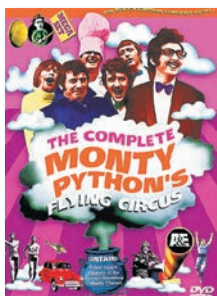
1. Answer the questions.

1. Do people belonging to one nation have a lot in common?
2. Do you think that national stereotypes give a true picture of national character?
3. What are your associations with the word “an Englishman”?

2. a.   Listen to the radio programme *Focus on Britain* and say if the following sentences are **true** or **false**. Many stereotypes are correct.

1. British people are known to have a small breakfast.
2. British cuisine is popular all over the world.
3. The British aren't as conservative as they are thought to be.

b.   Listen to the programme again, check your answers and fill in the missing words.



We know a lot of (1. ...) concerning the United Kingdom and its natives. Using them we are able to create (2. ...) that **British people are believed to present**. Many stereotypes are wrong, but **some of them seem to be good**. We should be aware though, that some of them aren't true.

The typical British (3. ...) should be the tea lover. What is more, the tea should be drunk at an exact time. Most of the British drink their tea (4. ...). They **are also known to have** a big traditional breakfast. The breakfast consists of many toasts covered with (5. ...), which **seem to be** typically British. We couldn't even imagine how various the British toasts can be. The other stereotype is connected with the traditional British cuisine and some (6. ...). British meals **are considered to be** completely tasteless. **They are unlikely to be accepted** by foreigners. The basic British dish is called (7. ...) but most tourists don't like it.

There are a number of stereotypes about British gentlemen. **They appear to be** too stiff and (8. ...). Moreover, they speak with a strange British accent. They call the accent *Received pronunciation* and **it is thought to be** a very distinguished one, but in fact it isn't. What is (9. ...), the British sense of humour is very unique. It is presented mostly in such British films and TV series as *Monty Python's Flying Circus*, *Mister Bean*, and *Black Adder*. All of them present the stereotypes, which aren't often the truth.

The other stereotype is that **the British youth are believed to be** the clubbing lovers, which means that they (10. ...) from one club to another club or pub at weekends. It is a kind of modern British tradition, which is today observed in various countries. But **British young people are believed to enjoy** their lives.

In fact, the **British young people turn out to be** very different as the young people all over the world.

Summing up, the British aren't as conservative as **they are thought to be**. Their (11. ...) is that they are talkative and very friendly. They seem to be also pedantic, but about every other nation we can say the same. Every nation has the stereotypical positive features and negative ones.

3. a. Read the text and pay attention to the words in bold. Discuss with your partner what they mean and how they may be translated into Russian or Belarusian.

b.  **Read the rule in the Grammar Reference on page 197 / 225 and check your predictions.**

4. Match the following.

The Americans	are considered to be	well-organised.
The French	are supposed to be	patriots.
The Italians	seem to be	very talkative.
The Germans	are likely to be	overweight.
The Greek	are unlikely to be	fashion lovers.

5. a. Read the text and make a list of characteristic features of the Brits according to this text.

My wife, who is French, has lived in England for twenty-five years. When she arrived, she was both surprised and favourably struck by the comparative disinterest, even of the rich, in material comfort and pleasures, and by the uprightness and straightforwardness of the public administration. Her career as a doctor was spent treating old people, and she developed a great respect for the British character shown by her patients. Among their virtues were politeness, lack of self-importance, stoicism, emotional self-control. No matter to which social class they belonged, they had dignity and self-respect. Their virtues far outweighed their vices.

My medical experience happens to prove it as well. I remember at the beginning of my career as a doctor in a rural area, where one day an old man called me out to his home. He had been very

weak for some weeks so that he had difficulty in raising himself from the sofa on which he was lying.

“I tried for as long as I could not to bother you, doctor,” he said, “but I can’t manage it any longer.”

“Doctors are supposed to be called out when the person is very weak”, I said. But I was really impressed with his behaviour.

b. Compare both texts and say why they are so different.

6. Go back to ex. 1 and answer the questions again.

7. Describe a typical British person as you see them.

LESSON 3. American character

Communicative area: discussing the American national character

Active grammar: using subject and verb agreement in speech, types of pronouns

1. Answer the questions.

1. What influences your opinion? (books, newspapers, films, TV, first-hand experience, other people)

2. Which information do you find most relevant?

3. Do you ever change your opinion when you get more information?

2. a. Read the excerpt from Tony Blair’s¹ book. How did his opinion about Americans change?

During my time as Prime Minister I came to love America – loved its sense of aspiration². I didn’t know many Americans at school or university, and I was 32 before I visited the US.


¹ Sir Anthony Blair served as Prime Minister of the United Kingdom from 1997 to 2007.

² strong desire to achieve something, such as success

My view of America had been formed from movies and TV shows. But in 1985, I was part of a delegation of Members of Parliament. What we learnt that day is that Americans can be really, really clever. It was a useful lesson for my time in office.

Americans are different from one another. They can be all that the rest of the world sometimes accuses them of: brash, loud, limited, obsessive and heavy-handed. But America is great for a reason. There is a nobility¹ in the American character that has been developed over the centuries. That nobility isn't about being nicer, better or more successful than anyone else. It is a feeling about the country. It is a devotion² to the American ideal that at a certain point goes beyond class, race, religion or upbringing. That ideal is about values: freedom, the rule of law, democracy. It is also about the way you achieve: on merit³, by your own efforts and hard work. But it is most of all that you as an individual take second place to the interests of the nation as a whole. It is what makes the country determined to overcome its challenges.

*adapted from Tony Blair's
A Journey: My political life,
published by Alfred A. Knopf*

b.  Go to the Grammar Reference section (198 / 225) and read about pronouns. Say which group the highlighted pronouns belong to, which groups are not represented in the text.

3. a. Read what some people discovered about Americans after they arrived in the USA. Which of the facts surprised you?

The United States is the most diverse country in the world. A very small number of Americans come from families which are "American only" – those who identify as Native American or American Indian. People from all over the world have immigrated to the United States. Therefore, it is very difficult to define a typical American, as there is no such thing.



melting pot

¹ **nobility** – благородство / высокоароднасць

² **devotion** – преданность / адданасць

³ **on merit** – по заслугам / па заслугах

Diversity and individualism

Americans like to think of themselves as “diverse” and “multicultural,” as a “melting pot” or a “salad bowl” of immigrants and nationalities. The most common type of American is perhaps the American who doesn’t want to be a “type” at all. Americans are extremely independent, individualistic, and like to be different from each other.

- **Patriotism.** Most Americans take pride in their country and consider themselves as patriots. The flag is everywhere. Literally. I came to know students are supposed to pledge allegiance¹ to their flag since Kindergarten!

- **Personal space and privacy.** Americans need a lot of “elbow room”; they like personal space around them. They value their privacy a lot. Don’t just show up at someone’s house without first calling and making an appointment. Even if someone says “come over at any time,” don’t take it literally. If a person wants you to visit their home, they will call you first and specify the date and time.

- **Discipline.** Most Americans are impatient yet disciplined. No one likes to wait in line and they are easily frustrated. Yet most Americans wait in a line patiently without pushing people or trying to jump ahead.

- **Conversation.** In conversation, you should give continuous feedback to the other person, or at least nod continuously. In absence of that, the other person might think you aren’t really interested or you’re confused. When you meet Americans, be sure to look them in the eyes, smile, and shake hands.

- **Politeness.** Amazingly friendly, hospitable and helpful people. If you happen to bump into someone or vice versa, you will promptly hear an “excuse me.” Most people who are just passing by will smile at you and / or say hello. This is formality, and shouldn’t be taken seriously. The question “How are you?”, along with a smile, is simply a polite greeting and is not a question about your health. Every cashier will greet you with “How are you today? You find everything okay?” with a smile.

- **Amazing presentation skills.** A 7-year-old kid from the US would beat any European in a sales pitch. I find the average

¹ **pledge allegiance** – приносит присягу / прынасіць прысягу

American amazing in presenting themselves, doing sales, explaining how things work, etc. I'm jealous.

- **Children.** American parents speak to their children as adults and teach them how to be responsible for their actions. Children are expected to leave home when they are 18. Students prefer to live in a dorm and not with parents. Many children, even in well-to-do families, work in fast food, car washes, and do a lot of other things to get money and it is not an embarrassment.

- **School.** Students are expected to ask questions. Never use a cell phone in class. It is normal for an American teacher to sit on the desk. Always call your teacher by his or her name. Do your own work. Either copying from a book, a friend, or using the Internet materials is called plagiarism. Cheating is serious, and the punishment is strong.

- **Healthy lifestyle.** The majority of Americans are fans of various sports. In fact, the most popular sports in the US are played within its borders. For example, an Atlanta team plays a New York team. A US team doesn't typically play an Australian team. In downtown Toronto where I live (I believe this still counts for North America) everyone runs; or rides a bike; or skates; or does yoga in the park. I was surprised to find out how many marathons take place during summer and how serious many people are about them. \$100 is an enrolment fee (usually goes to charity). They train themselves all year long.

- **Eating habits.** I have two friends in the USA who think that the food they eat is quite healthy. When I visited them, I discovered that their fridge was full of processed, canned or packaged food. As neither the wife nor the husband likes to cook, they buy everything packaged and prepared. Usually, when friends meet at a restaurant, they each pay their share of the bill or split the bill in half. It's called going Dutch. A typical food portion in America is enormous. I can easily share one meal with another guy and do not feel hungry for hours to come.

- **Dress.** Most people wear casual dress. They are not fond of an overabundance of jewellery, and gold jewellery is rarely seen. No one really cares what others are wearing. Under-dressing in cold weather is shocking. Shoes (flip-flops?) + a T-shirt + a cardigan + a scarf (+ runny nose) = winter city outfit often seen in subway and public places when it is REALLY cold outside.

- **Slang.** People really do say OMG! NO WAY!! a lot (in California that is) and other slang you hear on TV. I thought that was simply TV stuff.


- **Timing.** Time is money. Never be late to classes, employment interviews, appointments, parties (especially your wedding!), etc.

- **Hygiene.** Americans are really careful about not bothering anyone else with their body odour or bad breath. Most Americans take at least one bath or shower each day.

- **Waste.** I was shocked at the amount of stuff people wasted every single day. Food, electricity, water, paper...

Some facts

- The number of American smokers has fallen to 13% in 2020;
- 90% of Americans believe that they eat healthy food;
- Two thirds of Americans are overweight; one third of those are obese;
- In the USA, 40% of food is thrown away every year.


b.  Study the underlined parts of sentences and work out the rule: When do we use a singular verb and a plural verb? Go to the Grammar Reference section (208 / 235) and check your ideas.

c. Read some more information about Americans and open the brackets.


Americans are great pet lovers. The majority of the population now (1. consider) their pet to be a member of the family. The number of pet owners in the United States (2. increase) every year. 68 per cent of households (3. include) a pet, and \$56 billion (4. spend) on their pets in 2020. Almost a third of the pet owners (5. say) their pets sleep in the bed with them. Women (6. be) slightly more likely to own a pet (64%) than men (58%). Women who (7. own) pets also put more time into caring for them. According to the survey, one in five (8. prefer) to spend time with their pets over most human beings and people who (9. live) in rural areas (10. be) more likely to

prefer the company of animals to humans. Some 46% of all households (11. own) more than one pet. Cats slightly outnumber dogs, but either a cat or a dog (12. live) in at least one out of three homes. In addition to dogs and cats, the most popular pets (13. include) birds, reptiles, small animals and fish. In a recent survey, two thirds of respondents (14. treat) their pets as well as they treat their children! There (15. be) a great variety of pet food, along with pet care products. Holiday presents, designer outfits, and speciality shampoos (16. purchase) for their pets. Mouthwash and electric toothbrushes (17. use) in doggy beauty salons and a manicure complete with nail polish (18. offer) for birds. Moreover, a large number of animal shelters (19. provide) temporary homes for stray, surrendered, or abandoned pet animals. The number of cats and dogs adopted from shelters (20. vary) from 3 to 4 million each year.

d. What do you think about Americans' passion for pets?

4. a.  Complete the sentence: **Americans are...** . Write as many character traits as possible. Think how they greet each other, how they behave with friends and in public, what they wear, what they find important.

b. Compare what you've written with your partner. Explain why you think your characteristics are appropriate.

5.  Hold a competition. Write a paragraph about national stereotypes and generalisations. Use the subject and verb agreement rule and the active vocabulary of the unit.

LESSON 4. My second home – Belarus

Communicative area: speaking about Belarusian national character

1. a. Brainstorm a list of traits typical of Belarusian national character. Justify your choice.

b. Do you think people visiting Belarus could make a similar or a different list? Discuss with your partner. Compare your answers with another pair.

2. a. In pairs, read one of the texts below. Each of you will read a different text (A or B). Make a list of character traits as mentioned by the writers. Compare it with your list. What makes you proud? What hurts you?

b. Read the text again and complete the table.

Character traits	Keywords
Hospitable	Invite into a house for dinner
...	...

Text A

I am a British citizen and have lived in Belarus for many years. My wife is Belarusian and our children have both been educated here. Over the years I have visited all of the country's major cities and many of its towns, villages and smaller settlements. Of course people are individuals and have their own traits, but I have found, at the risk of generalisation, that Belarusians have many characteristics in common.

In my experience, such as it is, Belarusians are extremely sociable both amongst themselves and with visitors. I remember meeting a man who travelled throughout the world for the Ford Motor Company and visited Belarus frequently. He told me that Belarusians were the most hospitable people he had encountered. Many is the time that, as a stranger, I have visited a village and spontaneously been invited into a house for dinner which was always generous.

Compared to the people in many western countries Belarusians are not materialistic. This is not to say that they do not want a car, good clothes and a nice flat. Certainly younger people, and many of their elders, have embraced new technology and have up-to-date cell phones and computers, but consumerism does not come close in scale to what is found, say, in Europe

or the States. Not many people think of shopping as a leisure activity. Over time though, this may change as the market economy develops.

One thing that always impresses foreign visitors to Belarus is the strong sense of community. Belarus is a country that, throughout its history, has suffered many hardships. People have survived because of their network of family and friends. In fact, it often seems to me, that there is little distinction made between family and friends. Wherever my wife and I have travelled throughout the country it seems that we always find a connection with someone who knows my wife or her family and will always put themselves out for us.

There is a high respect for education and culture. Most houses and flats I have visited have a large number of books and conversation is often about complex and intellectual topics. Teachers are highly respected and viewed as professionals. I have visited many schools and am always struck by the politeness of the students and the good order and discipline of the classrooms.

The countryside holds a special place in the hearts of Belarusians. Even though Belarus has become increasingly urbanised and industrialised there always remains a link to rural life. On the weekends during the spring, summer and early autumn Minsk seems to empty out as urbanites go to their dachas. They garden, fish and the more courageous, pick mushrooms. Every city flat seems to have a stock of preserves, the bounty of their dacha's or their country relative's gardens. The urban-countryside divide one finds in other countries does not seem so sharp in Belarus.

I have only touched on a few points, I think, which make Belarus and Belarusians distinctive. There is much more, but that would take a whole book to describe.

Franklin Swartz

Text B

To be completely honest, when I was first approached to write some words about the character traits of Belarusian people I was not too happy to do so; the primary reason being that I dislike it when people categorise and stereotype others due to the colour of their skin, their religious beliefs or nationality. To say someone has a certain set of characteristics due to the boundaries they

were born within is like saying Prince William, David Beckham, (Sir) Elton John, Amy Winehouse (RIP) and myself are all alike simply because we are English! Yet, despite my concerns, here I am attempting to give my best, unbiased, character analysis of the majority of Belarusians I have come into contact with during my time in this country.

In order to comment upon the average Belarusian's character, I feel that I need to divide it into three categories: 1. General; 2. Socialising with friends or spending time with family; 3. Workplace environment. The reasoning for this is that I believe there are some characteristics which most Belarusian people possess, probably due to the economic situation within the country during Soviet times and at present, combined with the fact that it seems to me many people in this country have two different personalities – one for at home and when socialising with friends or family, with another reserved for use within their workplace.

If I were to be limited to just one overall characteristic with which to describe Belarusians it would be “resourceful”. The next adjective I would choose is “peaceful”. I rarely see anyone lose their temper and feel very safe on the streets here, even at night. This is a stark contrast to inner-cities in my homeland. One other characteristic which I feel most here share is that of being quite careful with their money in their day-to-day life, which is to be expected given the average wage in comparison to the cost of living.

From my experience, this carefulness is definitely forgotten when Belarusians are celebrating a special occasion, such as New Year or a birthday, and when entertaining guests. Indeed, when these events occur I have always found the people here to be extremely generous. Also, when socialising, Belarusians are fun-loving, outgoing, humorous and very friendly. Every time I go out socialising, I am approached by strangers who wish to chat with me.

However, this openness and cheerfulness is kept well hidden by almost everyone when moving around the city, and especially so when shopping or travelling on public transport! However, the worst seems to occur in the workplace. Many people, who I am certain are happy, cheerful and helpful when at home or with

friends, become rude and unhelpful when at work, something I have experienced from check-out girls to civil servants. I feel that all this leads to a lack of customer service within this country, no matter what that service may be. An exception to this is those who chose their profession more because of a desire to care for others than as a means to earn money, such as kindergarten teachers and doctors. Having said all of this, I do also believe that the majority of Belarusians are very professional and hard-working; they certainly spend far more hours in the workplace than their British counterparts!

On a personal level, I fully enjoy the company of Belarusian people. With very few exceptions, I find the people here to be open, warm-hearted, fun-loving and intelligent. I have also found the sense-of-humour of the majority of locals to be very similar to that of my own. Belarusians are generally very welcoming and hospitable to foreigners. I fully enjoy meeting new people and teaching here. The younger generation, especially, are always eager to learn as much as they can about different cultures and to embrace new ideas.

Ian Gowman



c. Talk to your partner and find out the similarities and differences in describing Belarusian character traits in both texts.

3.  Write a short paragraph on what you think is true in these texts.

LESSON 5. Through visitors' eyes

Communicative area: writing about Belarusian national character

1. Imagine you've arrived in Minsk for your first visit. What would your first impressions about the people and the country be? Discuss with your partner.

2. a.   Listen to the interview and say whether these sentences are **true** or **false**.

1. Danielle Montagne came to Minsk from Syracuse, New York.
2. Her first glimpse at the city of Minsk was through the windows of her plane.
3. Danielle passed the monument to Lenin.
4. She saw very beautiful monuments – like Victory Square statue and the Eternal Flame.
5. Minsk was filled with an atmosphere of power and grandeur.
6. Danielle was inspired to begin taking Russian classes in order to be able to read street signs and communicate with people.
7. There is a real sense of community at MSLU that sometimes lacks at other educational institutions.
8. Danielle is sure she will continue to enjoy her time and teaching experiences in Minsk.
9. Danielle will share her impressions about Belarus with her colleagues in the United States.


b.   **Listen to the interview again and number the following sentences as they appeared in the text.**

- a) The buildings and monuments were huge.
- b) When I learnt that I would be teaching in Minsk, I was very excited.
- c) We passed by very modern buildings – like the National Library.
- d) Then I saw very beautiful monuments – like Victory Square statue and the Eternal Flame.
- e) In the days that followed, I spent a lot of time walking around the streets, getting lost and then finding my way again.
- f) All of these images made me happy.
- g) My warm sentiments about the city of Minsk followed me to MSLU, where I met the most wonderful colleagues and students I could imagine.
- h) I am sure I will continue to enjoy my time and teaching experiences.
- i) Minsk was filled with an atmosphere of power and grandeur that I was not expecting.
- j) The kindness and thoughtfulness I have encountered from the teachers and professors has made my time here wonderful thus far.

k) My first glimpse at the city of Minsk was through the windows of an old city taxicab.

c. Say what Danielle likes about Minsk and its people. How does she characterise Belarusian people?

3. a. A foreigner living in Minsk and speaking no Russian has a problem. How can a local person speaking English help them?


b.  Listen to the story and answer two questions: What happened to Ariana's flat? Who helped her to fix the problem?

c.  Listen to the story again and complete the short summary of the text.

Last weekend, my American roommate and I were planning to have a tour around Minsk. Andrey, a 22-year-old Belarusian student, called it “a tour of his hometown.”

We suddenly discovered that the bathroom was broken. I called Andrey to cancel our meeting, but Andrey decided to help us...

4. Imagine somebody who doesn't speak Russian asked you to help a) to find a way to... in your home town or village; b) to help repair a mobile phone... Discuss with your partner what the questions and answers might be. Act the dialogue out.

5.  Compare the different opinions about Belarusian people. Recollect what you've read in the previous lesson. Write a text about Belarusian character for *British Teenage Magazine*.

LESSON 6. National tolerance

Communicative area: speaking about tolerance towards other nations

Active vocabulary: bond, destiny, distrust, diversity, exclusion, fear, ignorance, inequality, jealousy, offence, prejudice, selfishness, suspicion, tension, tolerance, vulnerability

1. a. Read the famous quotation of Martin Luther King Jr. What does it mean?

We may have all come on different ships, but we're in the same boat now.

b. In our diverse world, intolerance towards other nationalities and races still exists. What are the roots of such intolerance? Choose from the list or share your own point of view.

Fear – the feeling that you have when you are frightened.

Ignorance – lack of knowledge.

Jealousy – an unhappy feeling because someone has something that you would like or can do something that you would like to do.

Selfishness – thinking only about yourself and not caring about other people.

Suspicion – a feeling or belief that someone is guilty of an illegal, dishonest, or unpleasant action.

Prejudice – an unreasonable opinion or feeling, especially the feeling of not liking a particular group of people.

Offence – the feeling of being angry, upset, or insulted, caused by something that someone says or does.

Distrust

Stereotypes

Historical past

2. a. Read the former UN Secretary-General Ban Ki-Moon's message for the International Day for tolerance, celebrated on 16 November. Why is tolerance an important quality nowadays?

We are living through a period of global transition. New centres of power and economic dynamism are emerging. Technology is connecting us ever more closely, and cross-cultural exchanges are deepening every day – but this does not mean there is more understanding. Societies are more diverse, but intolerance is on the rise in too many places.

Across the globe, nations and communities face profound and enduring economic, social and environmental challenges. Poverty, hunger and disease remain at unacceptable levels.

Every region is experiencing the rising impact of climate change. Natural disasters are a constant reminder of human **vulnerability**. Conflicts and inter-community **tensions** persist across the globe. Millions face the daily threat of violence and displacement.

There are no individual solutions to these multifaceted and interrelated challenges. We can only advance as a community of nations and cultures, drawing on human solidarity and recognising that we share a common **destiny**. This is why tolerance is so important.

Tolerance is not passive. It demands an active choice to reach out on the basis of mutual understanding and respect, especially where disagreement exists. Tolerance means recognising that our **diversity** is a strength – a wellspring of creativity and renewal for all societies.

Tolerance can, and must, be learned. We need to teach girls and boys not just how to live together, but how to act together as global citizens. We need to nurture tolerance by promoting cultural understanding and respect – from parliaments to the playground. We need to tackle growing **inequality** and reject social **exclusion** based on gender, disabilities, sexual orientation, and ethnic or religious background.

Tolerance is the strongest foundation for peace and reconciliation. At this time of rapid and often bewildering change, it has never been so important. On this International Day, I call on national and community leaders — and all those who wield influence through traditional and social media and among their peers — to embrace tolerance as the **bond** that will unite us on our common journey to a peaceful, sustainable future.

b. Explain the words in bold.



c. Read the message again and answer the questions.

1. Who does the speaker appeal to?
2. What does tolerance mean?
3. What do we need to do to teach tolerance?

3. a. Have you heard of Martin Luther King Jr? What do you know about him? Read the information below and check.

Martin Luther King, Jr (15 January 1929 – 4 April 1968) was an American pastor, activist and humanitarian. On 14 October, 1964, King received the Nobel Peace Prize for combating racial inequality through nonviolence. He led the US Civil Rights Movement from the mid-1950s until his assassination in 1968.



b.   Listen to a part from his famous speech *I have a dream*. What was his dream?

c.   Listen again and complete the sentences.

1. I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to ...



2. I have a dream that my four little children will one day live in a nation where they will not be ...

3. I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of “interposition” and “nullification” – one day right there in Alabama little black boys and black girls will be able to ...

4. This is our hope, and this is the faith that I go back to the South with. With this faith, we will be able to ...

5. And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: ...

d. How do you understand the last words in Martin Luther King’s speech?

4. a.   Listen to the famous *Imagine* song by John Lennon. Can it be called a hymn [hɪm] to tolerance and peace?

Imagine there’s no heaven
It’s easy if you try
No hell below us
Above us only sky



Imagine all the people
Living for today...
Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world...
You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one
Imagine all the people
Living life in peace...

b.   Sing the song.

5. a. Discuss in small groups. What do you think about tolerance in a family and school?

1. Are you a tolerant person? 2. Can you recall any experience of being intolerant towards others? How did you feel then? 3. Can you recall any experience of other people being intolerant towards you? How did you feel then? 4. Do you think people should be more tolerant to each other in their everyday life?

b. Prepare a short speech to present in class.

6. What is your dream?

LESSON 7. Character

Communicative area: describing people

Active vocabulary: recycling



1. a. Look at the word cloud. Talk to your partner and decide which character traits are definitely positive, definitely negative or both. Make three lists.

Arrogant Agreeable Ambitious Anxious Assertive
 Caring Community-oriented Constructive Family-oriented
 Honest Impulsive Inventive Law-abiding Materialistic
 Modest Multilingual Open-minded Passive Polite
 Practical Progressive Respectful Shallow Straightforward
 Submissive Tolerant

b. Talk to your partner and add to each list at least three more character traits which you find important.

c. Discuss the following statements with your partner and decide whether you agree or disagree with them. Say why.

Watch actions rather than words. It is true that actions speak louder than words.

No man is perfect, but all men can be great by having strong characters.

2. a. Read the quotations. Find the words that describe the character. Add them to your lists.

Any fool can criticise, condemn and complain – and most fools do. But it takes character and self-control to be understanding and forgiving.

Dale Carnegie

Knowledge will give you power, but character earns respect.

Bruce Lee

Generosity of character is important. It builds confidence by reminding you that you are a decent human being, and that you deserve any good things, which might come your way.

John Franz

I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him.

Abraham Lincoln

If you want to know what a man's like, take a good look at how he treats his inferiors, not his equals.

J.K. Rowling

Nearly all men can stand adversity, but if you want to test a man's character, give him power.


Abraham Lincoln

Courage is the most important of all the virtues because without courage, you can't practice any other virtue consistently.

Maya Angelou

Weakness of attitude becomes weakness of character.

Albert Einstein

- b. Discuss the quotations with your partner and say whether you agree or disagree with them. Explain why.**
- 3. Describe the best or the worst character you can think of. Use the words from ex. 1, 2. Add more if necessary.**
- 4.  Write about a fiction character. Think of the characters you studied in your literature lessons or describe your favourite character.**

LESSON 8. Respect others, respect yourself

Communicative area: speaking about the image of a nation and respect towards other nations

1. a. Read the first part of an article *Responsible tourism*. What countries do you think are among the notorious Top 10?

When you travel the world, like it or not, you are a representative of your country, and your behaviour – good or bad – can reflect on your nation as a whole. That’s why sometimes it’s a good idea to stop and think before you start dancing in the streets or make a noise in the middle of the night. There is a list of top 10 countries with notoriously bad tourists. They create a kind of image of their nations by being rude, loud, noisy, ill-mannered, scandalous, annoying and annoyed, drunk and disrespectful.

b. Read the next part of the article and match the headings to the paragraphs.

1. We should be grateful to them.
2. They’d better stay at home.
3. They don’t feel comfortable.
4. The world’s diversity is amazing.

A. If you are a traveller, you will encounter many different people along your journeys; people of so many different backgrounds; people of different races, religions, nationalities, languages, classes, and lifestyles. We live in a diverse world, a world where people look and live so many ways.

B. And these people will play a lot of different roles within our travels too. They will be our hotel clerks; the cooks of our food, waiters; the housekeepers who make up our rooms; the salespeople who sell things to us; our pilots; our drivers; our tour guides; ride operators at amusement parks; lifeguards who save lives and keep us safe at pools and beaches; police officers who keep us safe on the streets of the cities we visit; even our fellow tourists who come from different parts of the world to the same place where we come to for the same reasons.

C. Unfortunately, so many people in this world do not have such a favourable view of those who are different from themselves. Many people dislike or otherwise feel uncomfortable around those who have such differences. So much that they feel disgusted and view those who are different as being lower people who are less civilised and view the mere existence of other people as a problem.



D. Nevertheless, interactions with such people are a fact of life for everyone, especially for the traveller. Geography is a major factor that can set one person apart from another. A person who is narrow-minded or otherwise intolerant of those who are different will have a lot of difficulty enjoying their travels, and for such a person, it may be worth avoiding travel altogether.

c. Discuss in pairs. Do you agree with the author? What things disappoint him?

2. a. Every culture interprets body language and gestures differently. You should be aware of this fact in order not to offend locals or not to get into trouble. Look at the hand signals below. What do they mean in your country?



b.   Listen to the first part of programme about body language and compare the meanings of the hand signals in different countries.

c.   Listen to the next part and look at the pictures. In what countries should you avoid using these gestures and postures? Why?



- d.   **Complete the conclusion. Listen and check.**

In conclusion, I'd advise all travellers before visiting any country to study the country's body language along with its traditions, values, beliefs. Remember that the best and easiest body language to master is a ... It's the most universally understood message and doesn't need a translation!

3. a. Give a short speech on How to be a responsible tourist.
b. What recommendations would you give a tourist travelling in Belarus?

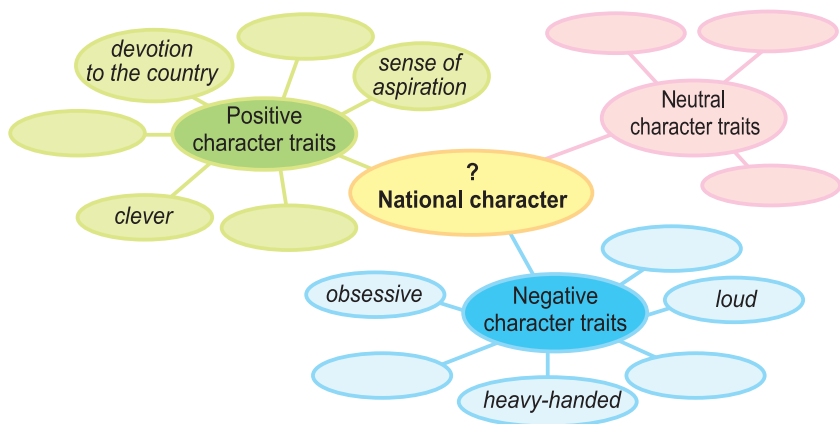
LESSON 9. Belarusian national character

Project 

Communicative area: speaking about Belarusian national character

BEFORE THE PRESENTATION LESSON

1. a. Look through the previous lessons and complete the mind map. Divide the character traits into three categories: positive, negative and neutral.



b. Brainstorm what character traits you would like to add to the mind map.

2. a. In pairs, discuss what character traits may describe Belarusian national character.

b. Think about yourself and compare your character with a generalised Belarusian national character. Say what character traits you don't have but would like to have.

3. Make a poster about the Belarusian national character

IN THE PRESENTATION LESSON

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



LESSON 10. Culture corner. Keep a stiff upper lip

Communicative area: writing about courage and stoicism

1. a. How do you understand the idiom **keep a stiff¹ upper lip**? Talk to your partner and try to find the equivalent in your language.

b. Read the text and check your understanding.

A person who is said to have a stiff upper lip displays courage or exercises great self-control. The phrase is most commonly heard as part of the idiom “keep a stiff upper lip”, and has traditionally been used to describe Brits as people who remain resolute and unemotional when faced with trouble or bad luck. A sign of fear is trembling of the upper lip, hence the saying keep a “stiff” upper lip.

2. a.   On page 179 read and listen to the poem *If* by Rudyard Kipling about stoicism.

¹ **stiff** – непоколебимый / непахісны

If you can keep your head when all about you
 Are losing theirs and blaming it on you,
 If you can trust yourself when all men doubt you,
 But make allowance for their doubting too;
 If you can wait and not be tired by waiting,
 Or being lied about, don't deal in lies,
 Or being hated, don't give way to hating,
 And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
 If you can think—and not make thoughts your aim;
 If you can meet with Triumph and Disaster
 And treat those two impostors just the same;
 If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave your life to, broken,
 And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
 And lose, and start again at your beginnings
 And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so hold on when there is nothing in you
 Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
 Or walk with Kings—nor lose the common touch,
 If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
 And—which is more—you'll be a Man, my son!

b. In four groups read one part of the poem and say what it is about.

c. At home try to translate your part of the poem into Russian or Belarusian.

3. a. Look at photos of Sir Thomas Moore known as Captain Tom. Discuss the following.



1. How old is he? 2. What is he famous for? 3. Why is he on a motorbike on the first photo? 4. Why does he have many awards? 5. How can Captain Tom be connected with charity?

NHS Charities – charities supporting National Health Service.

BBC sports Personality of the year award – The winner is the sportsperson, judged by a public vote, to have achieved the most that year.

A **flypast** is a ceremonial or honorific flight by a group of aircraft or a single aircraft.

He was knighted – *был посвящен в рыцари / быў прысвечаны ў рыцары*

b.   Listen to the story and check your guesses.

c.   Listen again and say.

1. What did Captain Tom decide to do when COVID-19 pandemic started?

2. How much money did he plan to raise?

3. How much did he raise? What awards did he get?

4. How many birthday cards did he receive for his anniversary?

Lesson 11. Speaking club. A fable

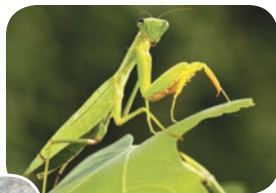
Communicative area: speaking about stereotypes

1. a. Talk to your partner and answer the question.

If the main characters of the story are Mr Horsefly, Mr Beetle, Mrs Spider, Miss Mantis, Mr Grasshopper what might the story be about?



grasshopper



mantis



spider



beetle



horsefly

b. Unscramble the sentence to check your answer.

Short; animals; that; A fable story; in prose or verse; usually; is about; teaches; a traditional; a moral lesson.

2. Match the following expressions with their meanings.

1. work out;
2. without a doubt;
3. to put her nails right;
4. keep up to a standard;
5. to protect;
6. burst out laughing;
7. for a start;
8. let them open their mouths

- a) let them speak;
- b) for sure;
- c) find out;
- d) to maintain at a high level;
- e) to keep safe from harm;
- f) suddenly start laughing;
- g) to polish nails;
- h) to begin with.

3. a. Read the fable and say what Mr Horsefly was proud about.

Mr Horsefly was the new head of the forest post office. He had put a lot of time and effort into getting this highly respected position. If you asked Mr Horsefly, he would tell you that he got the job thanks to his great deductive gifts.

On his first day at work, into the post office came Mr Beetle, Mrs Spider, Miss Mantis, and Mr Grasshopper. Mr Horsefly wouldn't **let them open** their mouths.

"Don't tell me, don't tell me. I can **work out** what each of you came for," he said, putting a book, a plastic mat, a nail file, and some protective goggles on the counter. "The nail file will be for Mrs. Spider, **without a doubt**. With all the scratching she does, she'll need **to put** her nails **right**. "The mat", he went on, without giving anyone time to react, "without even having to think about it, I give it to Mr Grasshopper, since he must have to train pretty hard **to keep** all his hopping about **up to a standard**. The safety



nail file

goggles have to be for Mr Beetle, because having to spend all day with his face so close to the ground, he'll be needing something **to protect** his eyes. And finally, this big book here, has to be a Bible. I'll have to give that to Miss Praying Mantis, whom I would like to ask to include me in her supplications to The Almighty. As you will see..."

They didn't let him finish. The comment about the mantis – well known for having changed her name from Miss Praying Mantis to simply Miss Mantis – was just too much for everyone, and they **burst out laughing**...

"Not much of a detective, are you!" said Mr Grasshopper, between chuckles. "**For a start**, Mrs Spider came for the book. She's very quiet, and doesn't scratch a soul. The mat is for Mr Beetle, who likes to sunbathe in his swimming pool, and do it lying on his back. Miss Mantis will, of course, want the nail file. She's a bit of a flirt, you know. And the protective goggles are for me. I'm not as young as I was, and don't see too well. These days when I'm hopping on the grass I get the



goggles

odd black eye...” “Uhu”, Mr Horsefly interrupted, recovering a little from his embarrassment, “then you do, in fact, hop on grass!”

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

	What Mr Horsefly thought the characters wanted to buy	What the characters really wanted to buy
Mr Beetle
Mrs Spider
Miss Mantis
Mr Grasshopper

4. Motion for your debate: There is no such thing as national character. All people are different.

1. Work in two groups. One will be proposing the motion. The other will be opposing the motion.
2. Within each group brainstorm the facts and arguments to support your idea.
3. Choose two speakers for your group. Speaker 1 (group 1) will name the motion and make three points, supporting each with facts.
4. Speaker 1 (group 2) opposes Speaker 1 (group 1) and makes three points against the motion.
5. Speaker 2 (group 1) provides three new arguments
6. Speaker 2 (group 2) opposes them
7. The class votes in favour or against the motion.



Список заимствованных иллюстраций, размещенных в учебном пособии для использования в образовательном процессе / Список запозычаних ілюстрацій, розміщених у вучебним дапаможніку для выкарыстання ў адукацыйным працэсе

GRAMMAR REFERENCE (RUSSIAN)

UNIT 5

Modal verbs for expressing facts, speculations and deductions – Модальные глаголы для передачи фактов, предположений и умозаключений

Некоторые модальные глаголы могут употребляться для передачи догадок и предположений.

Modal verb	Meaning	Russian equivalent
<i>must</i>	deduction based on evidence (90%)	должно быть
<i>can't</i>	logically impossible, about the past (99%)	не может быть
<i>could / may / might</i>	possibility (under 50%)	возможно

Example: *He doesn't answer my texts. He must be busy. – Он не отвечает на мои сообщения. Он, должно быть, занят.*

I can't have left my wallet at home. I had it a moment ago when I paid for the coffee. – Не может быть, чтобы я оставил бумажник дома. Он был у меня минуту назад, когда я платил за кофе.

I don't know why she didn't come. She might have forgotten about the meeting. – Я не знаю, почему она не пришла. Возможно, она забыла о встрече.

При этом время передается не с помощью модального глагола, а с помощью формы инфинитива.

I didn't forget it there, it must be somewhere here. – Я не забыл его там, он должен быть где-то здесь. (Present Infinitive – to talk about present / future actions)

He is online. He must be working from home. – Он в сети. Он, должно быть, работает из дома. (Present Continuous Infinitive – to talk about actions in progress)

He didn't come to the party. He must have been home sick. – Он не пришел на вечеринку. Наверное, он был болен дома. (Present Perfect Infinitive – to talk about past actions)

UNIT 6

Формальное подлежащее *It* с прилагательными

Формальное подлежащее **It** используется в безличных оборотах с прилагательными и на русский язык не переводится.

It is necessary – необходимо.

It is possible – возможно.

It is rude – невежливо.

It is believed – предполагается.

После прилагательного глагол употребляется в инфинитиве. Например:

It's rude to speak with a full mouth. – Невежливо разговаривать с полным ртом.

Present Perfect Passive

Present Perfect Passive – пассивная форма Present Perfect Simple – используется:

1) для передачи действия или состояния, начавшегося в прошлом и уже завершившегося к моменту речи, если необходимо подчеркнуть, что результат свершившегося имеет значение в настоящий момент. Время действия и обстоятельства или совсем не указываются, или время обозначается неопределенно – с помощью неопределенных наречий или слов, обозначающих незаконченные периоды времени;

2) пассивный залог обозначает то, что говорящему важнее указать не то, кем совершается действие, а то, над кем или чем оно совершается.

Present Perfect Passive образуется с помощью вспомогательного глагола **to be – have been / has been + Past Participle (V₃)**:

Утвердительная форма	Отрицательная форма	Вопросительная форма
have been Ved / has been V ₃	haven't been Ved / hasn't been V ₃	Have ... been Ved / Has ... been V ₃

*Over the centuries Belarus **has been attacked** a lot of times. – В течении веков Беларусь была атакована множество раз.*

*The town I live in **hasn't ever been renamed**. – Город, в котором я живу, никогда не был переименован.*

***Have you ever been told** the history of your native town? – Вам когда-нибудь рассказывали историю вашего города?*

Past Perfect Passive

Пассивная форма Past Perfect Passive используется:

1) для выражения прошлого действия или состояния, завершившегося раньше другого прошлого действия или к определенному моменту в прошлом, выраженному предлогом **by**;

2) пассивный залог обозначает то, что говорящему важнее указать не то, кем совершается действие, а то, над кем или чем оно совершается.

Present Perfect Passive образуется с помощью вспомогательного глагола **to be – had been + Past Participle (V₃)**:

Утвердительная форма	Отрицательная форма	Вопросительная форма
had been Ved / V ₃	hadn't been Ved / V ₃	Had... been Ved / V ₃

*Before the 2014 IIHF World Championship opened in Minsk two main venues **had been constructed** – Minsk Arena and Chizhovka Arena. – До того как в Минске открылся Чемпионат мира 2014 по хоккею на льду, были построены две основные площадки – Минск Арена и Чижовка Арена.*

***By the beginning of the championship an additional runway had been built** at the Minsk National Airport. – К началу чемпионата была построена дополнительная взлетная полоса в Национальном аэропорту.*

UNIT 7

Prepositions used to express intentions – Предлоги, используемые для передачи намерения

В английском языке для передачи намерений, целей, замыслов используются следующие предлоги: **to, in order to, so as to, so that** для того чтобы; после **to, in order to, so as to** необходимо использовать инфинитив глагола.

Belarusian people like going to the country in order to / so as / to have a picnic with their family. – Белорусы любят выезжать за город, для того чтобы устроить пикник с семьей.

So that используется в сложноподчиненных предложениях. После него употребляется не инфинитив, а придаточное предложение.

Belarusian people like going to the country so that they can have a picnic with their family. – Белорусы любят выезжать за город, так как там они могут устроить пикник со своей семьей.

Verbs with prepositions – Употребление глаголов с предлогами

Часто употребление того или иного предлога в английском языке зависит лишь от предшествующего ему глагола.

Предлог *into*

- | | |
|--------------------------------|----------------------------------|
| 1) divide into (parts) | разделить на части |
| 2) get into the habit | войти в привычку |
| 3) translate into (a language) | перевести на (язык) |
| 4) run into smth | врезаться во что-л. |
| 5) develop into smth | развиться / стать кем-л. |
| 6) turn into smth | превратиться во что-л. |
| 7) talk smb into doing smth | уговорить кого-л. сделать что-л. |

Предлог *on*

- | | |
|------------------------|-----------------------------------|
| 1) advise on smth | давать рекомендации
по чему-л. |
| 2) agree on smth | договориться о чем-л. |
| 3) concentrate on smth | сконцентрироваться на чем-л. |
| 4) debate on smth | обсуждать что-то |
| 5) decide on smth | принимать решение
(по вопросу) |
| 6) speak on smth | говорить на какую-л. тему |
| 7) depend on smth | зависеть от чего-л. |
| 8) rely on smb | полагаться на кого-л. |
| 9) spend on smth | тратить на что-л. |

Предлог *to*

- | | |
|-----------------------|-------------------------|
| 1) invite to smth | приглашать на что-л. |
| 2) lead to smth | приводить к чему-л. |
| 3) listen to smb/smth | слушать кого / что |
| 4) speak to smb | говорить с кем-л. |
| 5) agree to smth | соглашаться с чем-л. |
| 6) apologise to smb | извиняться перед кем-л. |
| 7) belong to smb | принадлежать кому-л. |
| 8) happen to smb | случаться с кем-л. |

Предлог *with*

- | | |
|------------------------------|----------------------------------|
| 1) experiment with animals | проводить опыты на живот-
ных |
| 2) share with smb | делить с кем-л. |
| 3) struggle with smb | бороться с кем-л. |
| 4) agree with smb | соглашаться с кем-л. |
| 5) communicate with smb | общаться с кем-л. |
| 6) compete with smb | соревноваться с кем-л. |
| 7) concern oneself with smth | заниматься чем-л. |
| 8) cope with smth | справляться с чем-л. |
| 9) cry with pain | кричать от боли |
| 10) deal with smb | иметь дело с кем-л. |
| 11) surround smth with smth | окружать что-л. чем-л. |
| 12) sympathise with smb | сочувствовать кому-л. |

Предлог *of*

- | | |
|---------------------|-------------------------|
| 1) inform of smth | сообщать о чем-л. |
| 2) know of smth | знать о чем-л. |
| 3) get rid of smth | избавляться от чего-л. |
| 4) speak of smth | говорить о чем-л. |
| 5) taste of smth | иметь привкус чего-л. |
| 6) think of smth | думать о чем-л. |
| 7) warn of smth | предостерегать о чем-л. |
| 8) complain of smth | жаловаться на что-л. |

Предлог *about*

- | | |
|------------------------|----------------------------|
| 1) advise about smth | информировать о чем-л. |
| 2) argue about smth | спорить о чем-л. |
| 3) ask about smth | спрашивать о чем-л. |
| 4) complain about smth | жаловаться на что-л. |
| 5) decide about smth | принимать решение о чем-л. |
| 6) inform about smth | информировать о чем-л. |
| 7) care about smb | любить кого-л. |

Gerundial construction – Герундиальный оборот (сложное подлежащее, сказуемое, дополнение, определение, обстоятельство)

Герундиальный оборот, или комплекс, состоит из двух частей.

Первая часть представляет собой:

а) существительное в притяжательном падеже (-'s) или притяжательное местоимение (my, your, his, her, its, our, their) – в письменной и в формальной устной речи.

His being so polite was very much unlike him. – То, что он был так вежлив, было очень необычно для него.

б) существительное в общем падеже, а личное местоимение в объектном падеже (me, you, him, her, it, us, them) – в обычной устной речи (хотя сейчас эта тенденция распространяется и на письменный стиль общения, если оборот употребляется в роли дополнения в предложении).

I was surprised with Jerry / him being so polite. – Я был удивлен тем, что Джерри / он был так вежлив.

Вторая часть – герундий, который передает действие, совершаемое лицом или предметом, названным в первой части комплекса (Active), или действие, совершаемое над этим лицом / предметом (Passive).

Существительное / местоимение + герундий

Герундиальный комплекс представляет собой один сложный член предложения и выполняет функции: подлежащего, дополнения (беспредложного или предложного), определения или обстоятельства.

На русский язык обычно переводится придаточным предложением, вводимым союзами *to (тем), что (чтобы), как* и т.д. При переводе притяжательное местоимение или существительное, стоящее перед герундием, становится подлежащим, а герундий – сказуемым придаточного предложения.

Герундий может выступать в предложении в роли:

– подлежащего:

Your coming here is very desirable. – Ваш приезд сюда очень желателен.

Предложения с герундиальным оборотом в качестве подлежащего, как и в случае с просто герундием, в разговорной речи обычно употребляются с вводящим **it**. Перед подлежащим – герундиальным оборотом – обычно выдерживается пауза.

It was very unpleasant, his coming so late. – Было очень неприятно, что он пришел так поздно.

It's no use my telling you a lie. – Мне бесполезно говорить вам неправду.

– сказуемого:

Seeing is believing. – Увидеть – значит поверить.

– дополнения:

а) беспредложного прямого:

Forgive my saying it. – Простите, что я сказал это.

Excuse my (me) interrupting you. – Извините, что я перебиваю Вас.

Do you mind my helping you? – Вы не против, если я помогу Вам?

Would you mind him (his) opening the window? – Вы не возражаете против того, чтобы он открыл окно?

б) предложного косвенного:

I heard of your coming to us. – Я слышал, что Вы приезжаете к нам.

He insisted on her returning home. – Он настаивал на ее возвращении домой.

You may rely on my coming back. – Ты можешь рассчитывать на то, что я вернусь. (Я вернусь, можешь на меня положиться.)

We heard of the house being sold. (Passive) – Мы слышали о том, что этот дом продан.

– определения (находится после определяемого существительного):

I don't know the reason of your leaving. – Я не знаю причины Вашего отъезда.

Если существительное перед герундием стоит в общем падеже, то при замене его местоимением обычно употребляется притяжательное местоимение:

I hadn't much hope of his plan working. – У меня было мало надежды на то, что его план работает.

I hadn't much hope of its working. – У меня было мало надежды на то, что он (план) работает.

– обстоятельства (относится к глаголу, выражающему совершившееся действие, отвечает на вопрос *как?, где?, когда?, зачем?, почему?* (совершается действие)):

I entered the room without his seeing it. – Я вошла в комнату так, что он и не увидел этого.

After his coming back she locked the door. – После его возвращения она закрыла дверь на ключ.

Герундию в форме Indefinite соответствует в придаточном предложении глагол, выражающий действие, одновременное с действием глагола главного предложения или относящееся к будущему.

I am upset by your writing this article. – Я расстроен тем, что ты пишешь эту статью.

Герундию в форме Perfect соответствует в придаточном предложении глагол, выражающий действие, предшествующее действию глагола главного предложения.

I am upset by your having written this article. – Я расстроен тем, что ты написал эту статью.

UNIT 8

Modal verbs **can, could, be able to** (functions) – Функции модальных глаголов **can, could, be able to** в предложении

1. Физическая или умственная способность / неспособность что-то делать, возможности и умения человека (ability)

а) Present Simple (настоящее время) используется глагол **can**:

I can speak English. – Я могу говорить по-английски.

I can't swim. – Я не умею плавать.

Can you ride a horse? – Ты умеешь ездить на лошади?

Сочетание **be able to** можно использовать вместо **can**, но для настоящего времени глагол **can** является более распространенным.

I am able to draw a horse. – Я могу нарисовать коня.

б) Past Simple (прошедшее время): используются глаголы **could** или **was/were able to**.

All of us could swim at that age.

All of us were able to swim across the river though the current was fast.

Примечание

а) **Could** используется для выражения возможности или способности что-то сделать вообще, а не в конкретной ситуации. В конкретной ситуации используется **was / were able to**.

*All of us could swim at that age. – Мы все умели (могли) плавать в этом возрасте. (Общая ситуация – используется **could**.)*

*All of us were able to swim across the river though the current was fast. – Мы все сумели /смогли переплыть реку, хотя течение было быстрым. (Конкретная ситуация – используется **were able to**.)*

б) В отрицательных и вопросительных предложениях можно использовать **could** и **was / were able to** с одинаковым значением.

Could you ride / Were you able to ride a bike when you were 5? – Ты умел кататься на велосипеде в 5 лет?

He couldn't ride / wasn't able to ride a bike at that age. – В этом возрасте он не умел кататься на велосипеде.

с) С глаголами восприятия (*see, hear, smell, feel, taste*) и некоторыми глаголами умственной деятельности (*understand, believe, remember, decide*) обычно употребляется модальный глагол **could**, даже если указана конкретная ситуация, в которой совершалось действие.

I could ~~was able to~~ smell something burning. – Я почувствовала, что что-то горит.

с) В *остальных временах* (отличных от Present и Past Simple) используется **be able to**.

We would have come earlier if we had been able to catch the bus. – Мы бы прибыли раньше, если бы успели на автобус.

2. Возможность (possibility)

Предложения с глаголом **can** обычно называют обобщение о том, что возможно.

You can find any kind of information on the Internet. – В интернете можно найти любую информацию.

Предложения с глаголом **could** показывают, что что-то возможно в конкретной ситуации.

It could rain tonight. – Вечером может пойти дождь.

Предложения с глаголом **could + перфектный инфинитив (have + V₃)** показывают, что какое-то действие было возможно в прошлом, но не произошло.

His bike could have been stolen but luckily it wasn't.

Примечание

В этой ситуации **could, may** и **might** можно использовать взаимозаменяемо.

3. Невероятность (impossibility)

После глагола **can't** используется простой инфинитив (**V₁**), если речь идет о действии в настоящем или будущем. Чтобы показать, что какое-то действие в прошлом было невозможным, используется глагол **can't** и перфектный инфинитив (**have V₃**).

*It **can't** be true.* – *Не может быть, что это правда.*

*He **can't** have said it.* – *Не может быть, чтобы он это сказал.*

4. Запрещение и разрешение (prohibition and permission)

Для выражения запрещения в настоящем или будущем используется глагол **can't**, обычно, чтобы показать, что какое-то действие противоречит законам и правилам, особенно если они установлены кем-то другим. В этой функции также могут употребляться глаголы **must not** / **mustn't** (в официальных надписях либо когда запрещение исходит от говорящего) и **may not** (запрещение звучит более официально, чем с **can't**, но менее категорично, чем с **mustn't**).

*You **can't** walk on the grass here.* – *Здесь **нельзя** ходить по траве.* (это написано на табличке)

При обращении за разрешением предложение с глаголом **could** звучит более официально и вежливо, чем с глаголом **can**.

Can I use your phone? – *Можно взять твой телефон?* (*Yes, you can.* / *No, you can't.*)

Could I say something? – *Можно я кое-что скажу?* (*Yes, you can **could**.* / *No, you **can't couldn't**.*)

Когда речь идет о законах и правилах, используется глагол **can**.

*Citizens over 18 **can** vote.* – *Граждане старше 18 лет **могут** голосовать.*

5. Просьба (request)

Глагол **could** употребляется в более вежливых формах, чем **can**.

Can you help me? – *Можешь мне помочь?* (= Помоги мне.)

Could you tell me the way to the railway station, please? – Не могли бы Вы показать мне дорогу на вокзал? (= Покажите мне, пожалуйста, дорогу на вокзал.)

6. Предложение (suggestion)

Использование **could** носит оттенок неуверенности (вероятности), что в русском языке иногда передается частицей **бы (б)**.

We could go to the cinema tonight. – Сегодня вечером мы могли бы пойти в кино.

Сводная таблица

modal verb	function	example
can	ability	<i>Can you play tennis? I can understand</i>
	possibility	<i>Smoking can cause cancer.</i>
	permission	<i>Can I take your pen? – Yes, you can. Students can use the computers at any time.</i>
	request	<i>Can you help me with this box?</i>
can't	lack of ability	<i>I can't ride a bike.</i>
	impossibility	<i>It can't be Tom, he is away. You can't have read it, it's a new book.</i>
	prohibition	<i>You can't use my car.</i>
could	ability in the past	<i>I could play the piano as a child.</i>
	lack of ability in the past	<i>I couldn't play chess when I was younger.</i>

modal verb	function	example
	possibility	<i>She could be late. You could have got lost.</i>
	request	<i>Could you open the window, please?</i>
	suggestion	<i>You could talk to your parents and ask them.</i>
be able to	ability	<i>I was able to get there very quickly. I don't know if I will be able to come.</i>

UNIT 9

Формальное подлежащее *It*

В английском языке подлежащее является обязательным элементом предложения. В безличных предложениях употребляется формальное подлежащее, выраженное местоимением **it**.

Местоимение **it** употребляется в качестве формального подлежащего в **безличных предложениях** при сообщениях о явлениях природы, состоянии погоды, при обозначениях времени и расстояния.

It is winter. It is cold. It is getting dark.

It often snows in November. It is early morning. It is five o'clock.

Местоимение **it** в функции формального подлежащего употребляется с **некоторыми глаголами в страдательном залоге**. Такие страдательные обороты соответствуют в русском языке неопределенно-личным оборотам.

It is said... – Говорят...

It is believed... – Полагают...

It is expected... – Ожидают...

Примечание

Следует иметь в виду, что местоимение **it** употребляется не только в качестве формального подлежащего. **It** употребляется и как знаменательное подлежащее – как личное местоимение

со значением *он, она, оно*, и как указательное местоимение со значением *это*:

I bought a dictionary yesterday. It is very good.
What is this? – It is a new dictionary.

Complex subject – Сложное подлежащее

Конструкция «сложное подлежащее с инфинитивом» состоит из **именной** части, которая выражается существительным в именительном падеже или местоимением в именительном падеже (I, he, she, you), и **глагольной** части, которая выражается инфинитивом с частицей **to**.

В английском языке не существует неопределенно-личных предложений, т.е. предложений, в которых не упоминается лицо, совершающее действие. Поэтому русским предложениям «Говорят...», «Считают...», «Сообщают...» соответствуют предложения, в которых инфинитив употребляется в функции сложного подлежащего.

Употребляется в следующих случаях.

1. С глаголами в действительном залоге: **to seem, to appear, to happen, to turn out**.

Do you happen to hear the news? – Вы случайно не слышали новости?

He turned out to be a talkative person. – Он оказался разговорчивым человеком.

They seemed/appeared to be discussing something important. – Казалось, они обсуждали что-то важное.

Предложения с инфинитивом в функции сложного подлежащего в большинстве случаев переводятся на русский язык неопределенно-личными предложениями: «Говорят...», «Считают...», «Предполагают...» и т.д.

2. С глаголами в страдательном залоге: **to be said, to be reported, to be supposed, to be expected, to be known, to be considered, to be understood, to be thought, to be believed, to be made, to be seen, to be heard**.

The conference is supposed to begin at ten. – Предполагается, что конференция начнется в десять.

He is said to be a very skilled worker. – Говорят, что он квалифицированный работник.

3. С фразами: **to be sure** (*быть уверенным*), **to be likely** (*вероятно*), **to be unlikely** (*вряд ли, маловероятно*), **to be certain** (*быть уверенным*).

He is sure to become your friend. – Он наверняка станет твоим другом.

I'm likely to be busy tomorrow. – Я, скорее всего, буду занята завтра.

Pronoun – Местоимение

Местоимением называется часть речи, которая указывает на лица, предметы и их признаки, не называя их. В предложении местоимение употребляется вместо существительного или прилагательного.

1, 2, 3. Личные, притяжательные и возвратно-усилительные местоимения. Personal, possessive and reflexive / emphatic pronouns.

Личные местоимения		Притяжательные местоимения		Возвратно-усилительные местоимения
Именительный падеж	Объектный падеж	Основная форма	Абсолютная форма	
I я	me мне, меня	my мой	mine мой	myself
you ты	you тебе, тебя	your твой	yours твой	yourself
he он	him его, ему	his его	his его	himself
she она	her ее, ей	her ее	hers ее	herself
it он, она, оно	it его, ее, ему	its его, ее	its его, ее	itself
we мы	us нам, нас	our наш	ours наш	ourselves
you вы	you вам, вас	your ваш	yours ваш	yourselves
they они	them их, им	their их	theirs их	themselves

Личные местоимения. Местоимение **I** всегда пишется с прописной буквы. Если в предложении есть другие личные местоимения или существительные, то **I** ставится после них:

Yesterday my friend and I saw a new film.

Местоимение **he** обозначает лица мужского пола, **she** – женского. Говоря о животных, местоимения **he** или **she** употребляются тогда, когда надо подчеркнуть их пол, а также в сказках, баснях. **Исключение:** корабль или автомобиль – всегда **she**, самолет – **it**.

Местоимение **it** заменяет существительное, обозначающее неодушевленный предмет, абстрактное понятие, животное или растение, а также существительные **baby, child** – *ребенок* (если не акцентируется пол ребенка).

В качестве именной части составного сказуемого возможно употребление личных местоимений как в именительном, так и в объектном падеже. При этом формы именительного падежа считаются книжно-официальными, а формы объектного падежа – разговорными.

Who is there? – It is I. = It is me. (разг. форма) – Кто там? – Это я.

Если местоимение **it** стоит на первом месте в предложении, но не заменяет существительное, оно является формальным подлежащим безличного предложения, где говорится о погоде, времени, расстоянии, различных измерениях и т.п.

It is cold. It is dark. – Холодно. Темно.

It was winter. – Была зима.

It's Saturday. It's the 12th of February. = It's February 12th. – Сейчас суббота. 12 февраля.

Каждому личному местоимению соответствует притяжательное местоимение, выражающее принадлежность и отвечающее на вопрос **whose? чей?**

Притяжательные местоимения. Эти местоимения имеют две формы. Местоимения первой, или **основной**, формы (местоимения-прилагательные) выполняют функцию определения и стоят перед существительным. Местоимения второй, или **абсолютной**, формы заменяют само существительное.

После притяжательных местоимений-прилагательных может стоять прилагательное **own** [əʊn] *свой, собственный*, усиливая значение местоимения.

He saw it with his own eyes. – Он видел это **своими собственными глазами**.

Конструкция **on one's own** обозначает *один, в одиночестве*, а также *самостоятельно, своими силами*.

I like being on my own – Я люблю *бывать в одиночестве*.
She does all the cooking on her own. – Она *все готовит сама*.

В английском языке нет особой формы притяжательного местоимения, соответствующей русскому местоимению *свой*. Оно переводится одним из притяжательных местоимений **my, mine** и т.д. в зависимости от лица и числа подлежащего.

I use my notes. – Я *пользуюсь своими записями*.

Возвратно-усилительные местоимения образуются путем прибавления к притяжательным местоимениям **my, our, your**, личным местоимениям **him, her, it, them** и неопределенному местоимению **one** окончания **-self** (в единственном числе) и **-selves** (во множественном числе). В русском языке они соответствуют частице **-ся (-сь)**, которая добавляется к глаголам для того, чтобы придать им возвратное значение.

I cut myself. – Я *порезался*.

Please don't trouble yourself. – *Пожалуйста, не беспокойтесь*.

После непереходных глаголов возвратные местоимения употребляются с предлогом (предложное дополнение).

Look at yourself. – *Посмотри на себя*.

She spoke very little of herself. – Она *очень мало говорила о себе*.

После глаголов **to wash** *умываться*, **to dress** *одеваться*, **to shave** *бриться*, **to bathe** *купаться*, **to hide** *прятаться*, **to relax** *расслабляться* возвратные местоимения обычно опускаются, если нет необходимости подчеркивать, что человек сделал это сам.

He washed, dressed and left the house. – Он умылся, оделся и покинул дом.

Hide behind the tree. – Спрячьтесь за деревом.

Возвратные местоимения употребляются в ряде распространенных выражений.

Enjoy yourself! – Получай удовольствие! Наслаждайся жизнью!

Behave yourself! – Веди себя прилично!

Help yourself / yourselves! – Угощайся! / Угощайтесь!

Усилительные местоимения имеют ту же форму, что и возвратные. Они употребляются с существительными или личными местоимениями для усиления их смысла и соответствуют русскому местоимению *сам (сама, само, сами)*. Они могут стоять как в конце предложения, так и после слова, значение которого усиливают.

I saw it myself. = I myself saw it. – Я сам это видел.

You have to do everything yourselves. – Вам придется сделать все самим.

В сочетании с предшествующим предлогом **(all) by**:

а) эти местоимения могут обозначать, что данное лицо совершает действие вполне самостоятельно, без чьей-либо помощи.

I did it by myself. – Я сделал это сам.

б) после непереходных глаголов оборот **(all) by myself (himself, etc.)** может иметь значение *(совсем) один, в одиночку* (= on one's own; alone).

I came (all) by myself. – Я приехал один.

4. Взаимные местоимения (Reciprocal pronouns). К взаимным местоимениям относятся местоимения **each other, one another друг друга, один другого**.

Местоимение **each other** обычно относится к двум лицам или предметам.

I think they love each other. – Я думаю, что они любят друг друга.

Местоимение **one another** предполагает больше двух лиц, однако в обычной разговорной речи оно употребляется без каких-либо различий.

Взаимные местоимения в притяжательном падеже **each other's, one another's** употребляются в функции определения.

We couldn't hear each other's words for the wind. – Мы не могли расслышать слов друг друга из-за ветра.

5. Указательные местоимения (Demonstrative pronouns).

Они указывают на лицо либо предмет или на их признаки. Указательные местоимения **this** и **that** имеют формы множественного числа: **this** *этот*, **these** *эти*; **that** *тот*, **those** *те*. К указательным местоимениям относятся также **it** *это*, **such** *такой, такого рода; подобный*; **(the) same** *тот же самый, те же самые*.

This pencil is mine. These pencils are mine, too. – Этот карандаш мой. Эти карандаши тоже мои.

Look at that picture. – Взгляни на ту картину.

Местоимение **such** перед исчисляемым существительным единственного числа употребляется с неопределенным артиклем **a (an)**, который ставится после местоимения.

It is such an interesting book. – Это такая интересная книга.

Исчисляемые существительные во множественном числе употребляются после местоимения **such** чаще без артикля.

Don't ask me such difficult questions. – Не задавай(те) мне такие трудные вопросы.

I don't like such terrible weather. – Мне не нравится такая ужасная погода.

Местоимение **same** всегда употребляется с определительным артиклем **the**.

Read the same phrase once more. – Прочитай эту же фразу еще раз.

It's not quite the same. – Это не совсем то же самое.

Местоимение **the same** употребляется также в устойчивых выражениях; при ответе на поздравления и пожелания и т.п.

Happy New Year! / Good luck! – The same to you! – С Новым годом! / Желаю удачи! – Вас также! И Вам тоже!

6. Вопросительные местоимения (Interrogative pronouns).

К вопросительным местоимениям относятся **who** *кто*; **what** *что, какой*; **which** *который*; **whose** *чей*; **whom** *кого, кому*.

Местоимение **who** употребляется по отношению к лицам (иногда животным) и имеет два падежа: именительный – **who** и объектный – **whom**.

Who took my book? – Ann took it. – Кто взял мою книгу? – Анна взяла ее.

Внимание! В вопросах к подлежащему в Present и Past Simple с вопросительными местоимениями **who (whom), what, which, whose** вспомогательный глагол не используется. В вопросах остальных типов (к дополнению, к определению и т.д.) употребляется вспомогательный глагол (do, did, ...).

Who did you see? – I saw John. – Кого ты видел? – Я видел Джона.

Когда вопрос относится к именной части сказуемого, глагол-связка согласуется в лице и числе с подлежащим.

Who is this girl? – Кто эта девушка?

Who are your friends? – Кто твои друзья?

Форма **whom** характерна для официальной и книжной речи, сохраняется в докладах и деловых бумагах, а в разговорном языке она все равно заменяется формой именительного падежа – **who**.

Who (whom) did you call? – Кому ты звонил?

Форма **whom** может употребляться с различными предлогами, соответствуя в русском языке местоимению *кто* в косвенных падежах с предлогами.

To whom did you send the letter? – Кому ты послал письмо?

Предлог не может стоять перед формой **who**. В разговорном стиле, когда форма объектного падежа **whom** заменяется формой **who**, предлог ставится после глагола, а при наличии дополнения – после него, т.е. обычно в конце предложения.

Who are you going to? вместо To whom are you going? – К кому ты едешь?

Местоимение **what** употребляется как местоимение-существительное *что* (о неодушевленных предметах) и как местоимение-прилагательное со значением *какой, -ая, -ое, -ие* (по отношению к лицам и предметам).

What is it (или that)? – Что это такое?

What is lying on the table? – Что лежит на столе?

What do you mean? – Что ты имеешь в виду?

What traditions do you know about? – О каких традициях ты что-нибудь знаешь?

Местоимение **what** в сочетании с предлогами выполняет функцию предложного косвенного дополнения, соответствуя в русском языке местоимению *что* в косвенных падежах.

About what are you going to ask him? – О чем ты собираешься спросить его?

Обычно предлог, как и в случае с **who**, занимает конечную позицию.

What did you cut it with? вместо With what did you cut it? – Чем ты это разрезал?

What are you interested in? вместо In what are you interested? – Чем Вы интересуетесь?

Местоимение **which** в значении *который (кто, что, какой)* употребляется по отношению как к одушевленным, так и неодушевленным предметам. Использование **which** подразумевает выбор из ограниченного числа лиц или предметов (в иных случаях используют **what** *что, какой* или **who** *кто*).

Which car's (is) yours? – Которая (из) машин твоя?

Сравните: *What books did you buy? – Какие книги вы купили?*

При употреблении **which** в качестве местоимения-существительного за ним часто следует предлог **of**.

Which of you is Greg? – Кто из вас Грег?

Местоимение **whose** *чей* исключает употребление артикля перед существительным и всегда стоит непосредственно перед существительным, к которому относится.

Whose book is this (it)? – Чья это книга?

7. Относительные и соединительные местоимения (Relative and conjunctive pronouns). Они служат для связи придаточного предложения с главным и, кроме того, являются членами придаточного предложения (подлежащего, дополнения и др.): **who** *кто*; **what** *что, какой*; **which** *который*; **whose** *чей*; **that** *который*; **whom** *кого, кому*.

I see a boy who is drawing. – Я вижу мальчика, который рисует.

She is the only person (whom) I trust. – Она – единственный человек, которому я доверяю.

8. Отрицательные местоимения (Negative pronouns).

К данным местоимениям относятся: **no** никакой, никакая, никакое, никакие; **none** никто, ничто, ни один; **neither** ни тот, ни другой; **no one** никто, никого; **nobody** никто, никого; **nothing** ничто.

I saw nobody there. – Я никого не видел там.

No smoking! – Никакого курения! Курить запрещается.

None of us knows Spanish. – Никто из нас не знает испанского языка.

Neither of us is / are English. – Ни один из нас не является англичанином.

9. Неопределенные местоимения (Indefinite pronouns).

К данным местоимениям относятся: **some / any** какой-то, какая-то, какой-нибудь, какой-либо, несколько, некоторый; **somebody / someone** кто-то; **something** что-то; **anybody / anyone** кто-нибудь, кто-либо, кто-то; **anything** что-нибудь, что-либо, что-то; **one** любой.

Местоимение **some** и его производные употребляются в утвердительных предложениях (а также в специальных вопросах и общих вопросах, выражающих просьбу или предложение).

Where can I buy some notebooks? – Где я могу купить тетради?

Would you like some milk? – Не хотите ли молока?

Can I have some cold water? – Могу я получить (немного) холодной воды?

Местоимение **any** и его производные употребляются в отрицательных предложениях и общих вопросах. В утвердительных предложениях **any** и его производные употребляются в значении любой.

I've got some questions. – У меня есть несколько вопросов.

Have you got any questions? – У вас есть (какие-нибудь) вопросы?

*I haven't got **any** questions. = I don't have **any** questions. Или: I've got **no** questions. – У меня нет (никаких) вопросов.*

*There isn't **anything** on the table. Или: There is **nothing** on the table. – На столе нет ничего.*

Перед исчисляемыми существительными во множественном числе **some** употребляется в значении *несколько, некоторые* (иногда не переводится).

Some pupils were late for the lesson. – Некоторые ученики опоздали на урок.

Перед исчисляемыми существительными в единственном числе **some** употребляется в значении *какой-то, какой-нибудь*.

Some man wants to see you. – Какой-то человек хочет видеть Вас.

Some day my dream will come true. – Когда-нибудь моя мечта осуществится.

Перед неисчисляемыми существительными **some** обозначает *некоторое количество, сколько-нибудь, немного* и обычно не переводится.

*Give me **some** water, please. – Дайте мне воды, пожалуйста.*

В значении *любой, всякий* местоимение **any** может употребляться в предложениях всех типов перед исчисляемыми существительными в единственном числе и неисчисляемыми существительными.

*You can buy them at **any** shop. – Вы можете купить их в любом магазине.*

Перед исчисляемыми существительными во множественном числе, и неисчисляемыми существительными и абстрактными понятиями **any** чаще не переводится.

*Do you expect **any** visitors today? – Ты ждешь (каких-нибудь) гостей сегодня?*

*Do you have **any** coffee? – У тебя есть кофе?*

В отрицательных предложениях употребляется только местоимение **any**, причем сказуемое предложения должно стоять в отрицательной форме. Часто вместо **not ... any** употребляется **no**.

He didn't make any mistakes in his dictation. = He made no mistakes in his dictation. – Он не сделал (никаких) ошибок в диктанте.

Местоимение **any** перед неисчисляемыми существительными может переводиться как *никакой*, но чаще не переводится.

I don't have any money. = I have no money. (Второй вариант употребляется чаще.) – У меня нет (никаких) денег.

Местоимение **one** (по форме совпадающее с числительным **one один**) имеет два основных значения: неопределенно-личное и слова-заместителя, имеет форму **множественного** числа – **ones**. На русский язык обычно не переводится.

One never knows what may happen. – Никто не знает, что может случиться.

One must be careful in the street. – Нужно быть осторожным на улице.

В качестве слова-заместителя местоимение **one** употребляется вместо упомянутого ранее исчисляемого существительного, чтобы избежать его повторения.

Take my pen. – Thank you, I've got one. – Возьми мою ручку. – Спасибо, у меня есть (ручка).

Here are some books. Which ones would you like? – Вот несколько книг. – Какие вы хотите?

10. Обобщающие местоимения (Defining pronouns).

К данным местоимениям относятся: **all** *все, всё*; **both** *оба, обе* (только о двух – *оба вместе*); **either** *и тот и другой* (только о двух – *каждый из двух*); **each** *каждый*; **every** *каждый, всякий*; **everybody / everyone** *все*; **everything** *всё*; **other, another** *другой, другие*.

All plants need water. – Все растения нуждаются в воде.

All the pupils are present. – Все ученики присутствуют.

All the furniture was packed. – Вся мебель была упакована.

You all know it. – Вы все знаете это.

All are present. – Все присутствуют.

All is ready. = Everything is ready. – Все готово.

Местоимение **all** образует многие устойчивые словосочетания:

all together – *все вместе*: Let's (let us) sing all together. – *Спойте все вместе.*

all over – *повсюду*: All over the word. – *Во всем мире.*

all over again – *снова, опять*: Don't start all over again. – *Не начинай опять все снова.*

all right – *в порядке; хорошо, ладно*: All right, I'll help you. – *Ладно, я помогу тебе.*

after all – *в конце концов, все-таки*: I was right after all. – *Я все-таки был прав.*

at all – *вообще, совсем, вовсе*: He did not come at all. – *Он не пришел вообще.*

not... at all – *совсем не*: Not bad at all. – *Совсем неплохо.*

first of all – *прежде всего*: I must finish my work first of all. – *Я должен закончить (свою) работу прежде всего.*

best/most of all – *лучше, больше всего*: I love him best of all. – *Я люблю его больше всех.*

Согласование сказуемого с подлежащим

Подлежащее	Сказуемое	Примеры
состоит из двух или более существительных (местоимений), соединенных союзом and	глагол употребляется во множественном числе	John and his sister are playing .
два и более существительных (местоимений), соединяются союзом or	глагол употребляется в единственном числе	Nick or Mike is going to write this report.
два и более существительных (местоимений), соединяются союзами either ... or, neither ... nor, not only ... but also	глагол согласуется с последним существительным	Either the chief executive or his assistants are to call back . Neither Tom nor John likes football.

Подлежащее	Сказуемое	Примеры
сопровождается другими существительными	глагол согласуется с подлежащим	One of the cars was broken. The woman with all her bags looks funny.
местоимения each, each one, everyone, everybody, anybody, anyone, nobody, someone, somebody, no one, either, neither	глагол употребляется в единственном числе	Everyone likes holidays. Neither is correct. Everybody in his class wants to study well. Each of these books is interesting.
существительные mathematics (maths), politics, physics, gymnastics	глагол употребляется в единственном числе	Mathematics is important for IT students. There was very interesting news on TV.
существительные scissors, jeans, tights, trousers	глагол употребляется во множественном числе	My scissors are sharp. My trousers are too big for me.
собираательные существительные team, family, crew	глагол употребляется в единственном числе	Her family is very friendly. Our team demonstrates excellent results.
both ... and	глагол употребляется во множественном числе	Both Anna and Tanya go to the gym.
два существительных, соединенных с помощью with, as well as	глагол согласуется с первым подлежащим	Tom as well as other students is learning English.
собираательное существительное, в котором отдельно рассматривается каждый член группы	глагол употребляется во множественном числе	The police are well trained people.

Подлежащее	Сказуемое	Примеры
each, every, everybody, nobody, everyone, everything, no one, somebody, someone, either, neither	глагол употребляется в единственном числе	Nobody likes this film. Everything was delicious. Nobody goes to the gym.

GRAMMAR REFERENCE (BELARUSIAN)

UNIT 5

Modal verbs for expressing facts, speculations and deductions – Мадальныя дзеясловы для перадачы фактаў, меркаванняў і вывадаў

Некаторыя мадальныя дзеясловы могуць ужывацца для перадачы здагадак і меркаванняў.

Modal verb	Meaning	Russian equivalent
<i>must</i>	deduction based on evidence (90%)	павінна быць
<i>can't</i>	logically impossible, about the past (99%)	не можа быць
<i>could / may / might</i>	possibility (under 50%)	магчыма

Example: *He doesn't answer my texts. He must be busy.* – Ён не адказвае на мае паведамленні. Ён, напэўна, заняты.

I can't have left my wallet at home. I had it a moment ago when I paid for the coffee. – Не можа быць, каб я пакінуў бумажнік дома. Ён быў у мяне мінуту назад, калі я плаціў за каву.

I don't know why she didn't come. She might have forgotten about the meeting. – Я не ведаю, чаму яна не прыйшла. Магчыма, яна забылася пра сустрэчу.

Пры гэтым час перадаецца не з дапамогай мадальнага дзеяслова, а з дапамогай формы інфінітыва.

I didn't forget it there, it must be somewhere here. – Я не забыўся яго там, ён павінен быць дзе-небудзь тут.
(Present Infinitive – to talk about present / future actions)

He is online. He must be working from home. – Ён у сеціве. Ён, мабыць, працуе з дому. (Present Continuous Infinitive – to talk about actions in progress)

He didn't come to the party. He must have been home sick. – Ён не прыйшоў на вечарынку. Мабыць, ён быў хворы дома. (Present Perfect Infinitive – to talk about past actions)

UNIT 6

Фармальны дзейнік *It* з прыметнікамі

Фармальны дзейнік **It** выкарыстоўваецца ў безасабовых зваротах з прыметнікамі і на беларускую мову не перакладаецца.

It is necessary – неабходна.

It is possible – магчыма.

It is rude – няветліва.

It is believed – мяркуецца.

Пасля прыметніка дзеяслоў ужываецца ў інфінітыве. Напрыклад:

It's rude to speak with a full mouth. – Няветліва размаўляць з поўным ротам.

Present Perfect Passive

Present Perfect Passive – пасіўная форма Present Perfect Simple – ужываецца:

1) для перадачы дзеяння або стану, распачатага ў мінулым і які ўжо завяршыўся да моманту гаворкі, калі неабходна падкрэсліць, што вынік, які адбыўся, мае значэнне ў цяперашні момант. Час дзеяння і абставіны або зусім не ўказваюцца, або час пазначаецца нявызначаным – з дапамогай нявызначаных прыслоўяў або слоў, якія абазначаюць няскончаныя перыяды часу;

2) залежны стан абазначае тое, што таму, хто гаворыць, важней паказаць не тое, кім ажыццяўляецца дзеянне, а тое, над кім ці чым яно ажыццяўляецца.

Present Perfect Passive утвараецца з дапамогай дапаможнага дзеяслова **to be – have been / has been + Past Participle (V₂)**:

Сцвярджалная форма	Адмоўная форма	Пытальная форма
have been Ved / has V ₃	haven't been Ved / hasn't V ₃	Have ... been Ved / Has ... V ₃

Over the centuries Belarus has been attacked a lot of times. – На працягу стагоддзяў Беларусь была атакавана мноства разоў.

The town I live in hasn't ever been renamed. – Горад, у якім я жыву, ніколі не быў перайменаваны.

Have you ever been told the history of your native town? – Вам калі-небудзь расказвалі гісторыю вашага горада?

Past Perfect Passive

Пасіўная форма Past Perfect Passive ужываецца:

1) для перадачы мінулага дзеяння або стану, які завяршыўся раней за іншае мінулае дзеянне або да пэўнага моманту ў мінулым, перададзенага прыназоўнікам **by**;

2) пасіўны стан пазначае тое, што таму, хто кажа, важней паказаць не тое, кім здзяйсняецца дзеянне, а тое, над кім ці чым яно здзяйсняецца.

Present Perfect Passive утвараецца пры дапамозе дапаможнага дзеяслова **to be – had been + Past Participle (V₃)**:

Сцвярджалная форма	Адмоўная форма	Пытальная форма
had been Ved / V ₃	hadn't been Ved / V ₃	Had... been Ved / V ₃

Before the 2014 IIHF World Championship opened in Minsk two main venues had been constructed – Minsk Arena and Chizhovka Arena. – Да таго як у Мінску адкрыўся Чэмпіят свету 2014 на хакеі на лёдзе, былі пабудаваны дзве асноўныя пляцоўкі – Мінск Арэна і Чыжоўка Арэна.

By the beginning of the championship an additional runway had been built at the Minsk National Airport. – Да пачатку чэмпіянату была пабудавана дадатковая ўзлётная паласа ў Нацыянальным аэрапорце.

UNIT 7

Prepositions used to express intentions – Прыназоўнікі, што выкарыстоўваюцца для перадачы намераў

У англійскай мове для перадачы намераў, мэтаў, задумаў выкарыстоўваюцца наступныя прыназоўнікі: **to, in order to, so as to, so that** (для таго каб); пасля **to, in order to, so as to** неабходна ўжываць інфінітыў дзеяслова.

Belarusian people like going to the country in order to / so as / to have a picnic with their family. – Беларусы любяць выязджаць за горад, для таго каб наладзіць пікнік са сям'ёй.

So that ужываецца ў складаназалежных сказах. Пасля яго ўжываецца не інфінітыў, а даданы сказ.

Belarusian people like going to the country so that they can have a picnic with their family. – Беларусы любяць выязджаць за горад, таму што там яны могуць наладзіць пікнік са сваёй сям'ёй.

Verbs with prepositions – Выкарыстанне дзеясловаў з прыназоўнікамі

Часта ўжыванне таго ці іншага прыназоўніка ў англійскай мове залежыць толькі ад папярэдняга дзеяслова.

Прыназоўнік *into*

- | | |
|--------------------------------|----------------------------------|
| 1) divide into (parts) | раздзяліць на часткі |
| 2) get into the habit | увайсці ў звычку |
| 3) translate into (a language) | перакласці на (мову) |
| 4) run into smth | урэзацца ў што-н. |
| 5) develop into smth | развіцца / стаць кім-н. |
| 6) turn into smth | ператварыцца ў што-н. |
| 7) talk smb into doing smth | угаварыць каго-н. зрабіць што-н. |

Прыназоўнік *on*

- | | |
|------------------------|---------------------------------------|
| 1) advise on smth | даваць рэкамендацыі па чым-н. |
| 2) agree on smth | дамовіцца аб чым-н. |
| 3) concentrate on smth | сканцэнтравана на чым-н. |
| 4) debate on smth | абмяркоўваць што-н. |
| 5) decide on smth | прымаць рашэнне (па пытанні) |
| 6) speak on smth | гаварыць (размаўляць) на якую-н. тэму |
| 7) depend on smth | залежаць ад чаго-н. |
| 8) rely on smb | разлічваць (спадзявацца) на каго-н. |
| 9) spend on smth | траціць на што-н. |

Прыназоўнік *to*

- | | |
|-----------------------|------------------------------|
| 1) invite to smth | запрашаць на што-н. |
| 2) lead to smth | прыводзіць да чаго-н. |
| 3) listen to smb/smth | слухаць каго / што |
| 4) speak to smb | гаварыць з кім-н. |
| 5) agree to smth | згаджацца з чым-н. |
| 6) apologise to smb | прасіць прабачэння ў каго-н. |
| 7) belong to smb | належаць каму-н. |
| 8) happen to smb | здарацца з кім-н. |

Прыназоўнік *with*

- | | |
|------------------------------|-------------------------------|
| 1) experiment with animals | праводзіць доследы на жывёлах |
| 2) share with smb | дзяліць з кім-н. |
| 3) struggle with smb | змагацца з кім-н. |
| 4) agree with smb | згаджацца з кім-н. |
| 5) communicate with smb | камунікаваць з кім-н. |
| compete with smb | спяборнічаць з кім-н. |
| 6) concern oneself with smth | займацца чым-н. |
| 7) cope with smth | спраўляцца з чым-н. |
| 8) cry with pain | крычаць ад болю |
| 9) deal with smb | мець справу з кім-н. |
| 10) surround smth with smth | акружаць што-н. чым-н. |
| 11) sympathise with smb | спачуваць каму-н. |

Прыназоўнік of

- | | |
|---------------------|------------------------------------|
| 1) inform of smth | паведамляць пра што-н. (аб чым-н.) |
| 2) know of smth | ведаць пра што-н. |
| 3) get rid of smth | пазбаўляцца ад чаго-н. |
| 4) speak of smth | гаварыць пра што-н. |
| 5) taste of smth | мець прысмак чаго-н. |
| 6) think of smth | думаць пра што-н. |
| 7) warn of smth | перасцерагаць аб чым-н. |
| 8) complain of smth | скардзіцца на што-н. |

Прыназоўнік about

- | | |
|------------------------|------------------------------------|
| 1. advise about smth | інфармаваць пра што-н. (аб чым-н.) |
| 2. argue about smth | спрачацца пра што-н. |
| 3. ask about smth | пытацца пра што-н. |
| 4. complain about smth | скардзіцца на што-н. |
| 5. decide about smth | прымаць рашэнне аб чым-н. |
| 6. inform about smth | інфармаваць пра што-н. |
| 7. care about smb | любіць каго-н. |

Gerundial construction – Герундыяльны зварот (складаны дзейнік, выказнік, дапаўненне, азначэнне, акалічнасць)

Герундыяльны зварот, ці комплекс, складаецца з дзвюх частак.

Першая частка ўяўляе сабой:

а) назоўнік у прыналежаўнім склоне (-'s) ці прыналежны займеннік (my, your, his, her, its, our, their) – у пісьмовай мове і ў фармальным вусным маўленні.

His being so polite was very much unlike him. – Тое, што ён быў такі ветлівы, было вельмі незвычайна для яго.

б) назоўнік у агульным склоне, а асабовы займеннік у аб'ектным склоне (me, you, him, her, it, us, them) – у звычайным маўленні (хоць зараз гэтая тэндэнцыя распаўсюджваецца і на пісьмовы стыль зносін, калі зварот ужываецца ў ролі дапаўнення ў сказе).

I was surprised with Jerry / him being so polite. – Я быў здзіўлены тым, што Джэры / ён быў такі ветлівы.

Другая частка – герундый, які перадае дзеянне, якое здзяйсняе асоба ці прадмет, названыя ў першай частцы комплексу (Active), ці дзеянне, якое здзейснена ў адносінах да гэтай асобы (Passive).

Назоўнік / займеннік + герундый

Герундыяльны комплекс уяўляе сабой адзін складаны член сказа і выконвае функцыі: дзейніка, выказніка, дапаўнення (беспрыназоўнікавага ці прыназоўнікавага), азначэння ці акалічнасці.

На беларускую мову звычайна перакладаецца даданым сказам, які ўводзіцца злучнікамі *то (тым)*, *што (каб)*, *як і г.д.* Пры перакладзе прыналежны займеннік ці назоўнік, які стаіць перад герундыем, становіцца дзейнікам, а герундый – выказнікам даданага сказа.

Герундый можа выступаць у сказе ў ролі:

– дзейніка:

Your coming here is very desirable. – Ваш прыезд сюды вельмі пажаданы.

Сказы з герундыяльным зваротам у якасці дзейніка, як і ў выпадку з проста герундыем, у гутарковай мове звычайна ўжываюцца з уводным **it**. Перад дзейнікам – герундыяльным зваротам – звычайна вытрымліваецца паўза.

It was very unpleasant, his coming so late. – Было вельмі непрыемна, што ён прыйшоў так позна.

It's no use my telling you a lie. – Мне не мае сэнсу гаварыць вам няпраўду.

– выказніка:

Seeing is believing. – Ubачыць – значыць паверыць.

– дапаўнення:

а) беспрыназоўнікавага простага:

Forgive my saying it. – Прабачце, што я сказаў гэта.

Excuse my (me) interrupting you. – Даруйце, што я перапыняю Вас.

Do you mind my helping you? – Вы не супраць, калі я дапамагу Вам?

Would you mind him (his) opening the window? – Вы не супраць таго, каб ён адчыніў акно?

б) прыназоўнікавага ўскоснага:

I heard of your coming to us. – Я чуў, што вы прыязджаеце да нас.

He insisted on her returning home. – Ён настойваў на яе вяртанні дамоў.

You may rely on my coming back. – Ты можаш разлічваць на тое, што я вярнуся. (Я вярнуся, можаш даверыцца мне.)

We heard of the house being sold. (Passive) – Мы чулі пра тое, што гэты дом прададзены.

– азначэння (знаходзіцца пасля назоўніка, які абазначае (што-н.)):

I don't know the reason of your leaving. – Я не ведаю прычыны Вашага ад'езду.

Калі назоўнік перад герундыем стаіць у агульным склоне, то пры замене яго займеннікам звычайна ўжываецца прыналежны займеннік:

I hadn't much hope of his plan working. – У мяне было мала надзеі (спадзявання) на тое, што яго план спрацуе.

I hadn't much hope of its working. – У мяне было мала надзеі (спадзявання) на тое, што ён (план) спрацуе.

– акалічнасці (адносіцца да дзеяслова, які перадае дзеянне, што адбылося, адказвае на пытанні *як?, дзе?, калі?, чаму?, навошта?* (адбываецца дзеянне)):

I entered the room without his seeing it. – Я ўвайшла ў пакой так, што ён і не ўбачыў гэтага.

After his coming back she locked the door. – Пасля яго вяртання яна закрыла (замкнула) дзверы на ключ.

Герундыю ў форме Indefinite адпавядае ў даданым сказе дзеяслоў, які перадае дзеянне, адначасовае з дзеяннем дзеяслова галоўнага сказа, ці дзеянне, якое адносіцца да будучага.

I am upset by your writing this article. – Я засмучаны тым, што ты пішаш гэты артыкул.

Герундію ў форме Perfect адпавядае ў даданым сказе дзеяслоў, які перадае дзеянне, якое папярэднічае дзеянню дзеяслова галоўнага сказа.

I am upset by your having written this article. – Я засмучаны тым, што ты напісаў гэты артыкул.

UNIT 8

**Modal verbs *can, could, be able to* (functions) –
Функцыі мадальных дзеясловаў *can, could, be able to* у сказе**

**1. Фізічная або разумовая здольнасць / няздольнасць
нешта рабіць, магчымасці і ўменні чалавека (ability)**

a) **Present Simple** (цяперашні час): ужываецца дзеяслоў **can**:

I can speak English. – Я магу размаўляць па-англійску.

I can't swim. – Я не ўмею плаваць.

Can you ride a horse? – Ты ўмееш ездзіць на кані?

Спалучэнне **be able to** можна ўжываць замест **can**, але для цяперашняга часу дзеяслоў **can** з'яўляецца больш распаўсюджаным.

Im able to draw a horse. – Я магу намаляваць каня.

b) **Past Simple** (прошлы час): ужываюцца дзеясловы **could** ці **was/were able to**.

All of us could swim at that age.

All of us were able to swim across the river though the current was fast.

Заўвага

a) **Could** ужываецца для перадачы магчымасці або здольнасці нешта зрабіць наогул, а не ў канкрэтнай сітуацыі. У канкрэтнай сітуацыі ўжываецца **was / were able to**.

*All of us could swim at that age. – Мы ўсе ўмелі (маглі) плаваць у гэтым узросце. (Агульная сітуацыя – ужываецца **could**.)*

*All of us were able to swim across the river though the current was fast. – Мы ўсе здолелі / змаглі пераплысці раку, хоць цячэнне было хуткім. (Канкрэтная сітуацыя – ужываецца **were able to**.)*

b) У адмоўных і пыталных сказах можна ўжываць з **could** і **was / were able to** з аднолькавым значэннем.

Could you ride / Were you able to ride a bike when you were 5? – Ты ўмеў катацца на веласіпедзе ў 5 гадоў?

He couldn't ride / wasn't able to ride a bike at that age. – У гэтым узросце ён не ўмеў катацца на веласіпедзе.

c) З дзеясловамі ўспрымання (*see, hear, smell, feel, taste*) і некаторымі дзеясловамі разумовай дзейнасці (*understand, believe, remember, decide*) звычайна ўжываецца мадальны дзеяслоў **could**, нават калі ўказана канкрэтная сітуацыя, у якой адбывалася дзеянне.

I could ~~was able to~~ smell something burning. – Я адчула, што нешта гарыць.

c) У *астатніх часах* (адрозных ад Present і Past Simple) ужываецца **be able to**.

We would have come earlier if we had been able to catch the bus. – Мы б прыбылі раней, калі б паспелі на аўтобус.

2. Магчымасць (possibility)

Сказы з дзеясловам **can** звычайна паказваюць абагульненне пра тое, што магчыма.

You can find any kind of information on the Internet. – У інтэрнэце можна знайсці любую інфармацыю.

Сказы з дзеясловам **could** паказваюць, што нешта магчыма ў канкрэтнай сітуацыі.

It could rain tonight. – Увечары можа пайсці дождж.

Сказы з дзеясловам **could + перфектны інфінітыў (have + V₃)** паказваюць, што нейкае дзеянне было магчыма ў мінулым, але не адбылося.

His bike could have been stolen but luckily it wasn't.

Заўвага

У гэтай сітуацыі **could, may і might** можна ўжываць узаемамяняльна.

3. Неверагоднасць (impossibility)

Пасля дзеяслова **can't** ужываецца прасты інфінітыў (**V₁**), калі гаворка ідзе пра дзеянне ў цяперашні або будучы час. Каб паказаць, што нейкае дзеянне ў мінулым было немагчымым, ужываецца дзеяслоў **can't** і **перфектны інфінітыў (have V₃)**.

It can't be true. – Не можа быць, што гэта праўда.

He can't have said it. – Не можа быць, каб ён гэта сказаў.

4. Забарона і дазвол (prohibition and permission)

Для перадачы забароны ў цяперашні або будучы час ужываецца дзеяслоў **can't**, звычайна, каб паказаць, што нейкае дзеянне супярэчыць законам і правілам, асабліва калі яны ўстаноўлены кім-небудзь іншым. У гэтай функцыі таксама могуць ужывацца дзеясловы **must not / mustn't** (у афіцыйных надпісах або калі забарона зыходзіць ад гаворачага) і **may not** (забарона гучыць больш афіцыйна, чым з **can't**, але менш катэгарычна, чым з **mustn't**).

You can't walk on the grass here. – Тут нельга хадзіць па траве. (гэта напісана на таблічцы)

Пры звароце за дазволам сказ з дзеясловам з **could** гучыць больш афіцыйна і ветліва, чым з дзеясловам **can**.

Can I use your phone? – Можна ўзяць твой тэлефон? (Yes, you can. / No, you can't.)

Could I say something? – Можна я сёе-тое скажу? (Yes, you can could. / No, you can't couldn't.)

Калі гаворка ідзе пра законы і правілы, ужываецца дзеяслоў **can**.

Citizens over 18 can vote. – Грамадзяне старэйшыя за 18 гадоў могуць галасаваць.

5. Просьба (request)

Дзеяслоў **could** ужываецца ў больш ветлівых формах, чым **can**.

Can you help me? – Можаш мне дапамагчы? (= Дапамажы мне.)

Could you tell me the way to the railway station, please? – Ці не магл б Вы паказаць мне дарогу на вакзал? (= Пакажыце мне, калі ласка, дарогу на вакзал.)

6. Прапанова (suggestion)

Ужыванне **could** носіць адценне няўпэўненасці (верагоднасці), што ў беларускай мове часам перадаецца часціцай **б**.

We could go to the cinema tonight. – Сёння вечарам мы маглі б пайсці ў кіно.

Зводная табліца

modal verb	function	example
can	ability	<i>Can you play tennis? I can understand</i>
	possibility	<i>Smoking can cause cancer.</i>
	permission	<i>Can I take your pen? – Yes, you can. Students can use the computers at any time.</i>
	request	<i>Can you help me with this box?</i>
can't	lack of ability	<i>I can't ride a bike.</i>
	impossibility	<i>It can't be Tom, he is away. You can't have read it, it's a new book.</i>
	prohibition	<i>You can't use my car.</i>
could	ability in the past	<i>I could play the piano as a child.</i>
	lack of ability in the past	<i>I couldn't play chess when I was younger.</i>
	possibility	<i>She could be late. You could have got lost.</i>
	request	<i>Could you open the window, please?</i>
	suggestion	<i>You could talk to your parents and ask them.</i>

modal verb	function	example
be able to	ability	<i>I was able to get there very quickly. I don't know if I will be able to come.</i>

UNIT 9

Фармальны дзейнік *It*

У англійскай мове дзейнік з'яўляецца абавязковым элементом сказа. У безасабовых сказах ужываецца фармальны дзейнік, перададзены займеннікам **it**.

Займеннік **it** ужываецца ў якасці фармальнага дзейніка ў **безасабовых сказах** пры паведамленнях пра з'явы прыроды, стан надвор'я, пры абазначэннях часу і адлегласці.

It is winter. It is cold. It is getting dark.

It often snows in November. It is early morning. It is five o'clock.

Займеннік **it** у функцыі фармальнага дзейніка ўжываецца з **некаторымі дзеясловамі залежнага стану**. Такія залежныя звароты адпавядаюць у беларускай мове няпэўна-асабовым спалучэнням.

It is said ... – Гавораць ...

It is believed ... – Мяркуюць ...

It is expected ... – Чакаюць ...

Заўвага

Трэба мець на ўвазе, што займеннік **it** ужываецца не толькі ў якасці фармальнага дзейніка. **It** выкарыстоўваецца і як знамянальны дзейнік – як асабовы займеннік са значэннем *ён, яна, яно*, і як указальны займеннік са значэннем *гэта*:

I bought a dictionary yesterday. It is very good.

What is this? – It is a new dictionary.

Complex subject – Складаны дзейнік

Канструкцыя «складаны дзейнік з інфінітывам» складаецца з **іменнай** часткі, якая перадаецца назоўнікам у назоўным склоне ці займеннікам у назоўным склоне (I, he, she, you), і **дзеяслоўнай** часткі, якая перадаецца інфінітывам з часціцай **to**.

У англійскай мове не існуе няпэўна-асабовых сказаў, г.зн. сказаў, у якіх не згадваецца асоба, якая ажыццяўляе дзеянне. Таму беларускім сказам «Гавораць ...», «Лічаць ...», «Паведамляюць ...» адпавядаюць сказы, у якіх інфінітыў ужываецца ў функцыі складанага дзейніка.

Ужываецца ў наступных выпадках.

1. З дзеясловамі незалежнага стану: **to seem, to appear, to happen, to turn out**.

Do you happen to hear the news? – Вы выпадкова не чулі навіны?

He turned out to be a talkative person. – Ён аказаўся гаворкім чалавекам.

They seemed/appeared to be discussing something important. – Здавалася, яны абмяркоўвалі штосьці важнае.

Сказы з інфінітывам у функцыі складанага дзейніка ў большасці выпадкаў перакладаюцца на беларускую мову няпэўна-асабовымі сказамі: «Гавораць ...», «Лічаць ...», «Паведамляюць ...» і г.д.

2. З дзеясловамі залежнага стану: **to be said, to be reported, to be supposed, to be expected, to be known, to be considered, to be understood, to be thought, to be believed, to be made, to be seen, to be heard**.

The conference is supposed to begin at ten. – Мяркуюцца, што канферэнцыя пачнецца ў дзесяць.

He is said to be a very skilled worker. – Гавораць, што ён кваліфікаваны работнік.

3. З фразамі **to be sure** (быць упэўненым), **to be likely** (верагодна), **to be unlikely** (наўрад ці, малаверагодна), **to be certain** (быць упэўненым).

He is sure to become your friend. – Ён абавязкова стане тваім сябрам.

I'm likely to be busy tomorrow. – Я, хутчэй за ўсё, буду занятая заўтра.

Pronoun – Займеннік

Займеннікам называецца часціна мовы, якая ўказвае на асоб, прадметы і іх прыметы, не называючы іх. У сказе займеннік ужываецца замест назоўніка ці прыметніка.

1, 2, 3. Асабовыя, прыналежныя і зваротна-ўзмацняльныя займеннікі. Personal, possessive and reflexive / emphatic pronouns.

Асабовыя займеннікі		Прыналежныя займеннікі		Зваротна-ўзмацняльныя займеннікі
Назоўны склон	Аб'ектны склон	Асноўная форма	Абстрактная форма	
I я	me мне, мяне	my мой	mine мой	myself
you ты	you табе, цябе	your твой	yours твой	yourself
he ён	him яго, яму	his яго	his яго	himself
she яна	her яе, ёй	her яе	hers яе	herself
it ён, яна, яно	it яго, яе, яму	its яго, яе	its яго, яе	itself
we мы	us нам, нас	our наш	ours наш	ourselves
you вы	you вам, вас	your ваш	yours ваш	yourselves
they яны	them іх, ім	their іх	theirs іх	themselves

Асабовыя займеннікі. Займеннік **I** заўсёды пішацца з вялікай літары. Калі ў сказе ёсць іншыя асабовыя займеннікі ці назоўнікі, то **I** ставіцца пасля іх:

Yesterday my friend and I saw a new film.

Займеннік **he** абазначае асоб мужчынскага роду, **she** – жаночага. Гаворачы пра жывёл, займеннікі **he** ці **she** ужываюцца тады, калі трэба падкрэсліць іх пол, а таксама ў казках, байках. **Выключэнне:** карабель ці аўтамабіль – заўсёды **she**, самалёт – **it**.

Займеннік **it** замяняе назоўнік, які абазначае неадушаўлены прадмет, абстрактнае паняцце, жывёлу ці расліну, а таксама назоўнікі **baby, child** – *дзіця* (калі не акцэнтуюцца пол дзіцяці).

У якасці іменнай часткі састаўнога выказніка магчымае ўжыванне асабовых займеннікаў як у назоўным, так і ў аб’ектным склоне. Пры гэтым формы назоўнага склону лічацца кніжна-афіцыйнымі, а формы аб’ектнага склону – размоўнымі.

Who is there? – It is I. = It is me. (разм. форма) – *Хто там? – Гэта я.*

Калі займеннік **it** стаіць на першым месцы ў сказе, але не замяняе назоўніка, ён з’яўляецца фармальным дзейнікам безасабовага сказа, дзе гаворыцца пра надвор’е, час, адлегласць, розныя вымярэнні і г.д.

It is cold. It is dark. – *Холадна. Цёмна.*

It was winter. – *Была зіма.*

It’s Saturday. It’s the 12th of February. = It’s February 12th. – *Зараз субота. 12 лютага.*

Кожнаму асабоваму займенніку адпавядае прыналежны займеннік, які перадае прыналежнасць і адказвае на пытанне **whose? чый?**

Прыналежныя займеннікі. Гэтыя займеннікі маюць дзве формы. Займеннікі першай, ці **асноўнай**, формы (займеннікі-прыметнікі) выконваюць функцыю азначэння і стаяць перад назоўнікамі. Займеннікі другой, ці **абсалютнай**, формы замяняюць сам назоўнік.

Пасля прыналежных займеннікаў-прыметнікаў можа стаць прыметнік **own** [əʊn] *свой, уласны*, узмацняючы значэнне займенніка.

He saw it with his own eyes. – *Ён бачыў гэта сваімі ўласнымі вачыма.*

Канструкцыя **on one’s own** абазначае *адзін, у адзіноце*, а таксама *самайсна, сваімі сіламі*.

*I like being on my own. – Я люблю бываць у адзіноце.
She does all the cooking on her own. – Яна ўсё гатуе сама.*

У англійскай мове няма асобай формы прыналежнага займенніка, якая адпавядае беларускаму займенніку *свой*. Ён перакладаецца адным з прыналежных займеннікаў: **my**, **mine** і г.д. у залежнасці ад асобы і ліку дзейніка.

I use my notes. – Я карыстаюся сваімі запісамі.

Зваротна-узмацняльныя займеннікі ўтвараюцца шляхам прыбаўлення да прыналежных займеннікаў **my**, **our**, **your**, асабовым займеннікам **him**, **her**, **it**, **them** і неазначальнаму займенніку **one** канчатка **-self** (у адзіночным ліку) і **-selves** (у множным ліку). У беларускай мове яны адпавядаюць часціцы **-ся**, якая дабаўляецца да дзеясловаў для таго, каб надаць ім зваротнае значэнне.

I cut myself. – Я парэзаўся.

Please don't trouble yourself. – Калі ласка, не хвалюцца.

Пасля непераходных дзеясловаў зваротныя займеннікі выкарыстоўваюцца з прыназоўнікам (прыназоўнікавае дапаўненне).

Look at yourself. – Паглядзі на сябе.

She spoke very little of herself. – Яна вельмі мала гаварыла пра сябе.

Пасля дзеясловаў **to wash мыцца**, **to dress адзявацца**, **to shave брыцца**, **to bathe купацца**, **to hide хавацца**, **to relax расслабляцца** зваротныя займеннікі звычайна апускаюцца, калі няма неабходнасці падкрэсліваць, што чалавек зрабіў гэта сам.

He washed, dressed and left the house. – Ён памыўся, адзеўся і пакінуў дом.

Hide behind the tree. – Схавайцеся за дрэвам.

Зваротныя займеннікі ўжываюцца ў шэрагу распаўсюджаных выразаў.

Enjoy yourself! – Атрымлівай задавальненне! Атрымлівай асалоду ад жыцця!

Behave yourself! – Паводзь сябе прыстойна!

Help yourself / yourselves! – Частуйся! / Частуйцеся!

Узмацняльныя займеннікі маюць тую ж форму, што і зваротныя. Яны ўжываюцца з назоўнікамі ці асабовымі займеннікамі для ўзмацнення іх сэнсу і адпавядаюць беларускаму займенніку **сам (сама, само, самі)**. Яны могуць стаяць як у канцы сказа, так і пасля слова, значэнне якога ўзмацняюць.

I saw it myself. = I myself saw it. – Я сам гэта бачыў.

You have to do everything yourselves. – Вам давядзецца зрабіць усё самім.

У спалучэнні з папярэднім прыназоўнікам (**all**) **by**:

а) гэтыя займеннікі могуць абазначаць, што дадзеная асоба ажыццяўляе дзеянне даволі самастойна, без чыёй-небудзь дапамогі.

I did it by myself. – Я зрабіў гэта сам.

б) пасля непераходных дзеясловаў зварот (**all**) **by myself (himself, etc.)** можа мець значэнне (*зусім*) *адзін, у адзіночку* (= on one's own; alone).

I came (all) by myself. – Я прыехаў адзін.

4. Узаемныя займеннікі (Reciprocal pronouns). Да ўзаемных займеннікаў адносяцца займеннікі **each other, one another** *адзін аднаго*.

Займеннік **each other** звычайна адносіцца да дзвюх асоб або прадметаў.

I think they love each other. – Я думаю, што яны кахаюць адзін аднаго.

Займеннік **one another** дапускае больш за дзве асобы, аднак у звычайнай гутарковай мове ён выкарыстоўваецца без якіх-небудзь адрозненняў.

Узаемныя займеннікі ў прыналежным склоне **each other's, one another's** ужываюцца ў функцыі азначэння.

We couldn't hear each other's words for the wind. – Мы не маглі пачуць слоў адзін аднаго з-за ветру.

5. Указальныя займеннікі (Demonstrative pronouns). Яны ўказваюць на асобу ці прадмет або на іх прыметы. Указальныя займеннікі **this** і **that** маюць формы множнага ліку: **this гэты, these гэтыя; that той, those тыя**. Да

ўказальных займеннікаў адносяцца таксама **it гэта, such такі, падобны; (the) same той жа самы, тыя ж самыя.**

This pencil is mine. These pencils are mine, too. – Гэты аловак мой. Гэтыя аловкі таксама мае.

Look at that picture. – Глянь на тую карціну.

Займеннік **such** перад назоўнікамі адзіночнага ліку, якія можна падлічыць, ужываецца з неазначальным артыклем **a (an)**, які ставіцца пасля займенніка.

It is such an interesting book. – Гэта такая цікавая кніга.

Назоўнікі ў множным ліку, якія можна падлічыць, ужываюцца пасля займенніка **such** часцей без артыкля.

Don't ask me such difficult questions. – Не задавай(це) мне такія цяжкія пытанні.

I don't like such terrible weather. – Мне не падабаецца такое жахлівае надвор'е.

Займеннік **same** заўсёды ўжываецца з азначальным артыклем **the**.

Read the same phrase once more. – Прачытай гэтую ж фразу яшчэ раз.

It's not quite the same. – Гэта не зусім тое ж самае.

Займеннік **the same** ужываецца таксама ва ўстойлівых выразах; пры адказах на віншаванні і пажаданні і г.д.

Happy New Year! / Good luck! – The same to you! – З Новым годам! / Жадаю ўдачы (поспеху)! – Вас таксама! І Вам таксама!

6. Пытальныя займеннікі (Interrogative pronouns). Да пытальных займеннікаў адносяцца **who хто; what што, які; which каторы (які); whose чый; whom каго, каму.**

Займеннік **who** ужываецца ў адносінах да асоб (часам жывёл) і мае два склоны: назоўны – **who** і аб'ектны – **whom**.

Who took my book? – Ann took it. – Хто ўзяў маю кнігу? – Ганна ўзяла яе.

Увага! У пытаннях да дзейніка ў Present і Past Simple з пытальнымі займеннікамі who (whom), what, which, whose

дапаможны дзеяслоў не выкарыстоўваецца. У пытаннях астатніх тыпаў (да дапаўнення, да азначэння і г.д.) выкарыстоўваецца дапаможны дзеяслоў (do, did, ...).

Who did you see? – I saw John. – Каго ты бачыў? – Я бачыў Джона.

Калі пытанне адносіцца да іменнай часткі выказніка, дзеяслоў-звязка дапасуецца ў асобе і ліку да дзейніка.

Who is this girl? – Хто гэтая дзяўчына?

Who are your friends? – Хто твае сябры?

Форма **whom** характэрная для афіцыйнай і кніжнай мовы, захоўваецца ў дакладах і дзелавых паперах, а ў гутарковай мове яна ўсё роўна замяняецца формай назоўнага склону – **who**.

Who (whom) did you call? – Каму ты званіў?

Форма **whom** можа ўжывацца з рознымі прыназоўнікамі, адпавядаючы ў беларускай мове займенніку **хто** ва ўскосных склонах з прыназоўнікамі.

To whom did you send the letter? – Каму ты наслаў ліст?

Прыназоўнік не можа стаяць перад формай **who**. У размоўным стылі, калі форма аб'ектнага склону **whom** замяняецца формай **who**, прыназоўнік ставіцца пасля дзеяслова, а пры наяўнасці дапаўнення – пасля яго, г.зн. звычайна ў канцы сказа.

Who are you going to? замест To whom are you going? – Да каго ты едзеш?

Займеннік **what** ужываецца як займеннік-назоўнік што (пра неадушаўленыя прадметы) і як займеннік-прыметнік са значэннем які, -ая, -ое, -ія (у адносінах да асоб і прадметаў).

What is it (ці that)? – Што гэта такое?

What is lying on the table? – Што ляжыць на сталe?

What do you mean? – Што ты маеш на ўвазе?

What traditions do you know about? – Пра якія традыцыі ты што-небудзь ведаеш?

Займеннік **what** у спалучэнні з прыназоўнікамі выконвае функцыю прыназоўнікавага ўскоснага дапаўнення, адпавядаючы ў беларускай мове займенніку **што** ва ўскосных склонах.

About what are you going to ask him? – Пра што ты збіраешся спытацца ў яго?

Звычайна прыназоўнік, як і ў выпадку з **who**, займае канцавую пазіцыю.

What did you cut it with? замест With what did you cut it? – Чым ты гэта разрэзаў?

What are you interested in? замест In what are you interested? – Чым Вы цікавіцеся?

Займеннік **which** у значэнні *каторы* (*хто, што, які*) ужываецца ў адносінах як да адушаўлёных, так і неадушаўлёных прадметаў. Выкарыстанне **which** мае на ўвазе выбар з абмежаванай колькасці асоб ці прадметаў (у іншых выпадках выкарыстоўваюць **what што, які** ці **who хто**).

Which car's (is) yours? – Якая машына твая?

Параўнайце: *What books did you buy? – Якія кнігі вы купілі?*

Пры ўжыванні **which** у якасці займенніка-назоўніка за ім часта ідзе прыназоўнік **of**.

Which of you is Greg? – Хто з вас Грэг?

Займеннік **whose чый** выключае ўжыванне артыкля перад назоўнікам і заўсёды стаіць непасрэдна перад назоўнікам, да якога адносіцца.

Whose book is this (it)? – Чья гэта кніга?

7. Адносныя і злучальныя займеннікі (Relative pronouns). Яны служаць для сувязі даданага сказа з галоўным і, акрамя таго, з'яўляюцца членамі даданага сказа (дзеяніка, дапаўнення і інш.): **who хто; what што, які; which каторы; whose чый; that які; whom каго, каму.**

I see a boy who is drawing. – Я бачу хлопчыка, які малюе.

She is the only person (whom) I trust. – Яна – адзіны чалавек, якому я давяраю.

8. Адмоўныя займеннікі (Negative pronouns). Да дадзеных займеннікаў адносяцца: **no ніякі, ніякая, ніякае, ніякія; none ніхто, нішто, ніводзін; neither ні той, ні другі; no one ніхто, нікога; nobody ніхто, нікога; nothing нішто.**

I saw nobody there. – Я нікога не бачыў там.

No smoking! – Ніякага курэння! Курыць забараняецца.

None of us knows Spanish. – Ніхто з нас не ведае іспанскай мовы.

Neither of us is / are English. – Ніводны з нас не з'яўляецца англічанінам.

9. Няпэўныя займеннікі (Indefinite pronouns). Да дадзеных займеннікаў адносяцца: **some / any** нейкі, нейкая, які-небудзь, некалькі, некаторы; **somebody / someone** нехта; **something** штосьці; **anybody / anyone** хто-небудзь, хтосьці; **anything** што-небудзь, штосьці; **one** кожны, усякі.

Займеннік **some** і яго вытворныя ўжываюцца ў сцвярджалельных сказах (а таксама ў спецыяльных і агульных пытаннях, якія перадаюць просьбу ці прапанову).

Where can I buy some notebooks? – Дзе я магу купіць сшыткі?

Would you like some milk? – Ці не хочаце малака?

Can I have some cold water? – Магу я атрымаць (трохі) халоднай вады?

Займеннік **any** і яго вытворныя ўжываюцца ў адмоўных сказах і агульных пытаннях. У сцвярджалельных сказах **any** і яго вытворныя ўжываюцца ў значэнні *ўсякі (кожны)*.

I've got some questions. – У мяне ёсць некалькі пытанняў.

Have you got any questions? – У вас ёсць (якія-небудзь) пытанні?

I haven't got any questions. = I don't have any questions. / I've got no questions. – У мяне няма (ніякіх) пытанняў.

There isn't anything on the table. / There is nothing on the table. – На стале няма нічога.

Перад назоўнікамі ў множным ліку, якія можна падлічыць, **some** ужываецца ў значэнні *некалькі, некаторыя* (часам не перакладаецца).

Some pupils were late for the lesson. – Некаторыя вучні спазніліся на ўрок.

Перад назоўнікамі ў адзіночным ліку, якія можна падлічыць, **some** ужываецца ў значэнні *якісьці, які-небудзь, нейкі*.

Some man wants to see you. – Нейкі чалавек хоча бачыць Вас.

Some day my dream will come true. – Калі-небудзь мая мара ажыццявіцца.

Перад назоўнікамі, якія нельга падлічыць, some абазначае нейкую колькасць, колькі-небудзь, няшмат і звычайна не перакладаецца.

*Give me **some** water, please. – Дайце мне вады, калі ласка.*

У значэнні кожны, усякі займеннік **any** можа ўжывацца ў сказах усіх тыпаў перад назоўнікамі ў адзіночным ліку, якія можна падлічыць, і назоўнікамі, якія нельга падлічыць.

*You can buy them at **any** shop. – Вы можаце купіць іх у любым магазіне.*

Перад назоўнікамі ў множным ліку, якія можна падлічыць, і назоўнікамі, якія нельга падлічыць, і абстрактнымі паняццямі any часцей не перакладаецца.

*Do you expect **any** visitors today? – Ты чакаеш (якіх-небудзь) гасцей сёння?*

*Do you have **any** coffee? – У цябе ёсць кава?*

У адмоўных сказах ужываецца толькі займеннік **any**, прычым выказнік сказа павінен стаяць у адмоўнай форме. Часта замест **not ... any** ужываецца **no**.

*He didn't make **any** mistakes in his dictation. = He made **no** mistakes in his dictation. – Ён не зрабіў (ніякіх) памылак у дыктанце.*

Займеннік **any** перад назоўнікамі, якія нельга падлічыць, можа перакладацца як ніякі, але часцей не перакладаецца.

*I don't have **any** money. = I have **no** money (другі варыянт ужываецца часцей). – У мяне няма (ніякіх) грошай.*

Займеннік **one** (які па форме супадае з лічэбнікам **one адзін**) мае два асноўныя значэнні: неазначальна-асабовае і слова-намесніка, мае форму множнага ліку – ones. На беларускую мову звычайна не перакладаецца.

One never knows what may happen. – Ніхто не ведае, што можа здарыцца.

One must be careful in the street. – Трэба быць асцярожным на вуліцы.

У якасці слова-намесніка займеннік **one** ўжываецца замест згаданага раней назоўніка, які можна падлічыць, каб пазбегнуць яго паўтарэння.

Take my pen. – Thank you, I've got one. – Вазьмі маю ручку. – Дзякуй, у мяне ёсць (ручка).

Here are some books. Which ones would you like? – Вось некалькі кніг. Якія вы хочаце?

10. Абагульняльныя займеннікі (Defining pronouns). Да дадзеных займеннікаў адносяцца: **all** *усе, усё*; **both** *абодва, абедзве* (толькі пра двух – *абодва разам*); **either** *і той і другі* (толькі пра двух – *кожны з двух*); **each** *кожны*; **every** *кожны, усякі*; **everybody / everyone** *усе*; **everything** *усё*; **other, another** *іншы, іншыя*.

All plants need water. – Усе расліны маюць патрэбу ў вадзе.

All the pupils are present. – Усе вучні прысутнічаюць.

All the furniture was packed. – Уся мэбля была ўпакавана.

You all know it. – Вы ўсе ведаеце гэта.

All are present. – Усе прысутнічаюць.

All is ready. = Everything is ready. – Усё гатова.

Займеннік **all** утварае шматлікія ўстойлівыя словазлучэнні:

all together – *усе разам*: Let's (let us) sing all together. – Спяём *усе разам*.

all over – *усюды*: All over the word. – *Ва ўсім свеце*.

all over again – *зноў*: Don't start all over again. – *Не пачынай зноў усё спачатку*.

all right – *у парадку; добра*: All right, I'll help you. – *Добра, я дапамагу табе*.

after all – *урэшце, усё-такі*: I was right after all. – *Я ўсё-такі меў рацыю*.

at all – *наогул, зусім*: He did not come at all. – *Ён не прыйшоў наогул*.

not... at all – *зусім не*: Not bad at all. – *Зусім нядрэнна*.

first of all – *перш за ўсё*: I must finish my work first of all. – *Я павінен закончыць (сваю) работу перш за ўсё*.

best/most of all – *лепш, больш за ўсё*: I love him best of all. – *Я люблю яго больш за ўсіх*.

Спалучэнне выказніка з дзейнікам

Дзейнік	Выказнік	Прыклады
складаецца з двух ці болей назоўнікаў (займеннікаў), злучаных злучнікам and	дзеяслоў ужываецца ў множным ліку	John and his sister are playing .
два і болей назоўнікаў (займеннікаў) злучаюцца злучнікам or	дзеяслоў ужываецца ў адзіночным ліку	Nick or Mike is going to write this report.
два і болей назоўнікаў (займеннікаў) злучаюцца злучнікамі either ... or, neither ... nor, not only ... but also	дзеяслоў дапасуецца да апошняга назоўніка	Either the chief executive or his assistants are to call back . Neither Tom nor John likes football.
суправаджаецца іншымі назоўнікамі	дзеяслоў дапасуецца да дзейніка	One of the cars was broken. The woman with all her bags looks funny.
займеннікі each, each one, everyone, everybody, anybody, anyone, nobody, someone, somebody, no one, either, neither	дзеяслоў ужываецца ў адзіночным ліку	Everyone likes holidays. Neither is correct. Everybody in his class wants to study well. Each of these books is interesting.
назоўнікі mathematics (maths), politics, physics, gymnastics	дзеяслоў ужываецца ў адзіночным ліку	Mathematics is important for IT students. There was very interesting news on TV.
назоўнікі scissors, jeans, tights, trousers	дзеяслоў ужываецца ў множным ліку	My scissors are sharp. My trousers are too big for me.

Дзейнік	Выказнік	Прыклады
зборныя назоўнікі team, family, crew	дзеяслоў ужываецца ў адзіночным ліку	Her family is very friendly. Our team demonstrates excellent results.
both ... and	дзеяслоў ужываецца ў множным ліку	Both Anna and Tanya go to the gym.
два назоўнікі, злучаных з дапамогай with, as well as	дзеяслоў дапасуецца да першага дзейніка	Tom as well as other students is learning English.
зборны назоўнік, у якім асобна разглядаецца кожны член групы	дзеяслоў ужываецца ў множным ліку	The police are well trained people.
each, every, everybody, nobody, everyone, everything, no one, somebody, someone, either, neither	дзеяслоў ужываецца ў адзіночным ліку	Nobody likes this film. Everything was delicious. Nobody goes to the gym.

VOCABULARY

UNIT 5

- amateur** [ˈæmətə] (*n.*) – любитель / аматар
- breathtaking** [ˈbreθteɪkɪŋ] (*adj.*) – захватывающий / захватывающий
- censor any media** [ˈsensə(r) ˈeni ˈmi:diə] – подвергать цензуре / подвергать цензуре
- cheer up** [tʃɪər ʌp] (*v.*) – взбодриться / взбодриться
- cobblestone** [ˈkɒblstəʊn] (*adj.*) – мощные (булыжником) / булыжники (каменными)
- equal rights** [ˌi:kwəl ˈraɪts] – равные права / равные права
- express political views** [ɪkˈspres pəˈlɪtɪkl vju:z] – выражать политические взгляды / высказывать политические взгляды
- folksy** [ˈfəʊksɪ] (*adj.*) – простонародный / простонародный
- get a fair share of smth** [get ə feə ʃeə] – получать приличную долю чего-либо / получать приличную долю чего-либо
- have one's own charm** [tʃɑ:m] – обладать собственным обаянием / обладать собственным обаянием
- hectic** [ˈhektɪk] (*adj.*) – суматошный / суматошный
- hold a peaceful assembly** [həʊld ə ˈpi:sfl əˈsembli] – проводить мирное собрание / проводить мирное собрание
- in a peaceful manner** [ɪn ə ˈpi:sfl ˈmænə] – мирным путем / мирным путем
- laid-back** [ˌleɪd ˈbæk] (*adj.*) – непринужденный / непринужденный
- magnificent** [mæɡˈnɪfɪsnt] (*adj.*) – величественный / величественный
- multicultural** [ˌmʌltiˈkʌltʃərəl] (*adj.*) – многонациональный, мультикультурный / многонациональный, мультикультурный
- pads** [pædz] (*n.*) – защитные накладки / защитные накладки
- pitch** [pɪtʃ] (*n.*) – площадка / площадка
- puck** [pʌk] (*n.*) – шайба / шайба
- rink** [rɪŋk] (*n.*) – хоккейная площадка / хоккейная площадка
- run into smb** [rʌn ˈɪntu:] (*v.*) – случайно встретиться с кем-то / случайно встретиться с кем-то
- speak for smth/smb** [spi:k fə] – высказывать что-то мнение / высказывать что-то мнение
- spectacular** [spekˈtækjələ] (*adj.*) – зрелищный / зрелищный

star attraction [stɑ:(r) ə'trækʃn] (*n.*) – главная достопримечательность / галоўная славукасць

treat oneself to smth [tri:t] (*v.*) – побаловать кого-либо чем-либо / пабалаваць каго-небудзь чым-небудзь

varied ['veəri:d] (*adj.*) – разнообразный / разнастайны

UNIT 6

accountable [ə'kauntəb(ə)] (*adj.*) – подотчетный (отчитываться перед кем-либо) / падсправаздачны (даваць справаздачу)

anthem ['ænθəm] (*n.*) – гимн / гімн

appliance [ə'plaiəns] (*n.*) – прибор, устройство, приспособление / прыбор, прылада, прыстасаванне

appoint [ə'pɔɪnt] (*v.*) – назначать (на должность) / прызначаць (на пасаду)

approve (of) [ə'pru:v] (*v.*) – одобрять (что-либо, кого-либо) / ухваляць (што-небудзь, каго-небудзь)

canvas ['kænvəs] (*n.*) – полотно / палатно

council ['kaʊns(ə)l] (*n.*) – совет (организация) / савет (арганізацыя)

court [kɔ:(r)t] (*n.*) – суд / суд

elect [ɪ'lekt] (*v.*) – избирать (на выборах) / абіраць (на выбарах)

executive [ɪg'zekjʊtɪv] (*adj.*) – исполнительный / выканаўчы

executive power ['raʊə] (*n.*) – исполнительная власть / выканаўчая ўлада

export ['eksɔ:p't] (*n.*) – экспорт / экспарт

export [ɪk'spɔ:t] (*v.*) – экспортировать / экспартаваць

fertilizer ['fɜ:təlaɪzə] (*n.*) – удобрение / угнаенне

fibre ['faɪbə] (*n.*) – волокно / валакно

gross [grəʊs] **domestic product** – валовой внутренний продукт / валавы ўнутраны прадукт

import ['ɪmpɔ:t] (*n.*) – импорт / імпорт

import [ɪm'pɔ:t] (*v.*) – импортировать / імпартаваць

issue ['ɪʃu:] / ['ɪsju:] (*n.*) – вопрос, проблема, тема, пункт (обсуждения); выпуск, издание, номер (журнала) / пытанне, праблема, тэма, пункт (абмеркавання); выпуск, выданне, нумар (часопіса)

judge [dʒʌdʒ] (*n.*) – судья / суддзя

law [lɔ:] (*n.*) – закон / закон

legislative ['ledʒɪslətɪv] (*adj.*) – законодательный / заканадаўчы

legislative power – законодательная власть / заканадаўчая ўлада

life expectancy [lɪk'spektənsɪ] – ожидаемая продолжительность жизни / чаканая працягласць жыцця

manufacture [mænju'fæktʃə] (*v.*) – производить (товары в больших количествах) / вырабляць (тавары ў вялікіх колькасцях)

manufacture (*n.*) – производство, изготовление / вытворчасць, выраб

produce [prə'dju:s] (*n.*) – производить (делать, выращивать на продажу) / вырабляць (рабіць, вырошчваць на продаж)

produce ['prɒdju:s] (*n.*) – продукты / прадукты

propose [prə'pəʊz] (*v.*) – предлагать / прапаноўваць

rectangular [rek'tæŋɡjʊlə] (*adj.*) – прямоугольный / прамавугольны

representative [ˌreprɪ'zentətɪv] (*n.*) – представитель / прадстаўнік

representative body – представительный орган (власти) / прадстаўнічы орган (улады)

sovereign ['sɒvrɪn] (*adj.*) – суверенный, независимый / суверэнны, незалежны

sovereignty ['sɒvrɪntɪ] (*n.*) – суверенитет, независимость / суверэнітэт, незалежнасць

trade [treɪd] (*n.*) – торговля / гандаль

urban ['z:bən] (*adj.*) – городской / гарадскі

vehicle ['vi:k(ə)l] (*n.*) – транспортное средство / транспартны сродак

vote [vəʊt] (*v.*) – голосовать / галасаваць

UNIT 7

(in) **the middle of nowhere** – бог знает где; у чёрта на куличках / бог ведае дзе; за блізкім светам

access ['æksɪs] (*n.*) – доступ / доступ

appeal [ə'pi:l] (*n., v.*) – привлекательность; привлечь кого-либо / прывабнасць; вабіць каго-небудзь

appreciate [ə'pri:ʃiət] (*v.*) – ценить / шанаваць

authentic [ɔ:'θentɪk] (*adj.*) – подлинный / сапраўдны

benefit ['benɪfɪt] (*n.*) – привилегия, преимущество / привілей, перевага

breakthrough ['breɪkθruː] (*n.*) – прорыв / прарыў

buff [bʌf] (*n.*) – человек, разбирающийся в чем-либо (например, в компьютерах / фильмах и т.д.) / чалавек, які разбіраецца ў чым-небудзь (напрыклад, у камп'ютарах / фільмах і г.д.)

bury ['beri] (*v.*) – хоронить / хаваць

captivating ['kæptɪveɪtɪŋ] (*adj.*) – пленительный, очаровательный / прывабны, чароўны

come across [kʌm ə'krɒs] (*v.*) – столкнуться, случайно встретиться / сутыкнуцца, выпадкова сустрэць

compassion [kəm'pæʃən] (*n.*) – сострадание, сочувствие / жаль, спачуванне

conscious ['kɒnʃəs] (*adj.*) – сознательный / свядомы

conservation [ˌkɒnsə'veɪʃən] (*n.*) – сохранение, охрана природы / захаванне, ахова прыроды

crave [kreɪv] (*v.*) – страстно хотеть / горача хацець

devote [dɪ'vəʊt] (*v.*) – посвящать / прысвячаць

entrance fee ['entrəns fiː] – плата за вход / плата за ўваход

expose to [ɪk'spəʊz] (*v.*) – подвергать воздействию / падвяргаць уздзеянню

fair price [feə praɪs] – справедливая цена / справядлівая цана

folly ['fɒli] (*n.*) – причуда / дзівацтва

glimpse [glɪmps] (*n.*) – быстрый взгляд, мимолетная картина / хуткі погляд, мімалётная карціна

glorify ['glɔːrɪfaɪ] (*v.*) – превозносить, восхвалять / расхвальваць, усхваляць

handle ['hændl] (*v.*) – иметь дело с чем-либо, справляться / мець справу з чым-небудзь, спраўляцца

insatiable [ɪn'seɪəbl] (*adj.*) – ненасытный, неутолимый / не наедны, няўтольны

insight ['ɪnsaɪt] (*n.*) – проницательность, понимание / пранікліваць, разуменне

lavish ['lævɪʃ] (*adj.*) – роскошный, расточительный / раскошны, марнатраўны

marvel ['mɑːvəl] (*n.*) – чудо / цуд

mindset ['maɪndset] (*n.*) – образ мышления / лад мыслення

nurture ['nɜːtʃə] (*v.*) – воспитывать, обучать / выхоўваць, навучаць

offbeat [ˈɔfbɪt] (*adj.*) – неизбитый / нязбіты
ordeal [ɔːˈdi:l] (*n.*) – тяжелое испытание / цяжкае выпраба-
 ванне
pace [peɪs] (*n.*) – скорость, темп / хуткасць, тэмп
permit [ˈpɜːmɪt] (*n.*) – разрешение / дазвол
perspective [pɜːˈspektɪv] (*n.*) – точка зрения / пункт гледжання
pilgrimage [ˈpɪlgrɪmɪdʒ] (*n.*) – паломничество / паломніцтва
pursue [pɜːˈsjuː] (*v.*) – следовать курсу, идти за / прытрым-
 лівацца курсу, ісці за
recharge [ˌriːtʃɑːdʒ] (*v.*) – перезаряжать / перазараджаць
rejuvenate [riˈdʒuːvəneɪt] (*v.*) – восстанавливать силы / аднаў-
 ляць сілы
relief (from) [rɪˈliːf] (*n.*) – облегчение / палягчэнне
resort [rɪˈzɔːt] (*n.*) – курорт / курорт
resourceful [rɪˈzɔːsfəl] (*adj.*) – находчивый / знаходлівы
rip off [ˈrɪpɒf] (*n.*) – обдираловка / абдзіралаўка
search for [sɜːtʃ] (*v.*) – искать / шукаць
seasoned [ˈsiːzənd] (*adj.*) – закаленный, бывалый / загартава-
 ны, бывалы
seek [siːk] (*v.*) – искать / шукаць
shrine [ʃraɪn] (*n.*) – храм, святыня / храм, святыня
stuck in a rut [stʌk ɪn ə rʌt] (*v.*) – погрязнуть в рутине / за-
 грязнуць у руціне
sustainable [səˈsteɪnəbl] (*adj.*) – устойчивый / устойлівы
swoon over [swuːn ˈəʊvə] – терять голову от / губляць галаву ад
temple [ˈtempl] (*n.*) – храм / храм
thrill-seeker [θrɪl ˈsiːkə] (*n.*) – любитель острых ощущений,
 экстремал / аматар вострых адчуванняў, экстрэмал
travel bug [trævl bʌg] – чемоданное настроение / чамаданны
 настрой
trek [trek] *n* поход (*v.*) – совершать поход / здзяйсняць паход
vacation [vəˈkeɪʃən] (*n.*) – отпуск, отдых / водпуск, адпачынак
wander [ˈwɒndər] (*v.*) – бродить / блукаць

UNIT 8

alumni [əˈlʌmnaɪ] (*Br.E.*) [əˈlɛm,naɪ] (*Am.E.*) (*n.*) – выпускники,
 бывшие питомцы / выпускнікі, былыя гадаванцы
civic [ˈsɪvɪk] (*adj.*) – гражданский / грамадзянскі

collaborate [kə'læbəreit] (*v.*) – сотрудничать / супрацоўнічаць
collaboration [kə'læbə'reiʃ(ə)n] (*n.*) – сотрудничество / супрацоўніцтва
comfort zone ['kʌmfət ,zəʊn] – зона комфорта / зона камфорту
cooperation [kəʊ,ɒrə'reiʃən] (*n.*) – сотрудничество / супрацоўніцтва
culture shock ['kʌltʃə ,ʃɒk] – культурный шок / культурны шок
embassy ['embəsi] (*n.*) – посольство / пасольства
ensure [ɪn'ʃʊə] (*v.*) – гарантировать, обеспечить / гарантаваць, забяспечыць
favourable ['feɪv(ə)rəb(ə)l] (*adj.*) – благоприятный / спрыяльны
forum ['fɔ:rəm] (*n.*) – форум / форум
foster ['fɒstə] (*v.*) – содействовать, способствовать / садзейнічаць
gain [geɪn] (*v.*) – приобрести / набыць
grassroots ['grɑ:sru:ts] – низовой / нізавы
homestay ['həʊmsteɪ] (*n.*) – проживание в семье / пражыванне ў сям'і
humanitarian [hju:mənə'teəriən] (*adj.*) – гуманитарный / гуманітарны
immerse [ɪ'mɜ:s] (*v.*) – погружать / апускаць (у воду)
introduce [ɪn'trə'dju:s] (*n.*) – вводить; знакомить / уводзіць; знаёміць
intangible [ɪn'tændzəbəl] (*adj.*) – неосязаемый, нематэрыяльны / неадчувальны, нематэрыяльны
joint [dʒɔɪnt] (*adj.*) – совместный / сумесны
mutual ['mju:tʃuəl] (*adj.*) – взаимный, общий, обоюдный / узаемны, агульны
overseas [əʊvə'si:z] – заокеанский, зарубежный; за рубежом / заакіянскі, замежны; за мяжой
pass on ['pɑ:s'ɒn] (*v.*) – передать / перадаць
rite [raɪt] (*n.*) – обряд / абрад
revive [rɪ'vaɪv] (*v.*) – возродить / адрадзіць
revival [rɪ'vaɪvəl] (*n.*) – возрождение, оживление / адраджэнне, ажыўленне
safeguard ['seɪfgɑ:d] (*v.*) – сберечь, сохранить / зберагчы, захаваць
showcase ['ʃəʊkeɪs] (*n.*) – демонстрация, витрина; демонстрировать / дэманстрацыя, вітрына; дэманстраваць

sign up (for) ['saɪn'ʌp] (*v.*) – записаться (на курс, программу и т.д.) / записатца (на курс, програму і г.д.)

UNIT 9

agreeable [ə'grɪ:əb(ə)l] (*adj.*) – приятный, милый; согласный / прыемны, мілы; згодні; адпаведны

ambitious [æm'bɪʃəs] (*adj.*) – амбициозный / амбіцыйны

anxious [ˈæŋkʃəs] (*adj.*) – беспокойный, суетливый / неспакойны, клапацлівы

arrogant [ˈærəɡənt] (*adj.*) – высокомерный / пагардлівы

aspiration [ˌæspɪ'reɪʃ(ə)n] (*n.*) – стремление / імкненне

assertive [ə'sɜ:(r)tɪv] (*adj.*) – напористый / напорысты

bond [bɒnd] (*n.*) – связь, узы / сувязь, вузы

caring [ˈkeərɪŋ] (*adj.*) – заботливый / клапацлівы

controlled [kən'trəʊld] (*adj.*) – контролируемый / кантралюемы

destiny ['destəni] (*n.*) – судьба / лёс

distrust [dɪ'strʌst] (*n.*) – недоверие / недавер

diverse [daɪ'vɜ:(r)s] (*adj.*) – разнообразный, неоднородный / разнастайны, неаднародны

diversity [daɪ'vɜ:səti] (*n.*) – разнообразие / разнастайнасць

devotion [dɪ'vəʊʃ(ə)n] (*n.*) – преданность / адданасць

exclusion [ɪk'sklu:zən] (*n.*) – исключение / выключэнне

famous ['feɪməs] (*adj.*) – знаменитый / знакаміты

fear [fiə] (*n.*) – страх / страх

flexible ['fleksəb(ə)l] (*adj.*) – гибкий / гнуткі

generalisation [ˌdʒen(ə)rəlaɪ'zeɪʃ(ə)n] (*n.*) – обобщение / абагульненне

generous ['dʒenərəs] (*adj.*) – щедрый / шчодры

harsh [hɑ:ʃ] (*adj.*) – резкий, грубый / рэзкі, грубы

honest ['ɒnɪst] (*adj.*) – честный / сумленны

humble ['hʌmb(ə)l] (*adj.*) – скромный / сціплы

humorous ['hju:mərəs] (*adj.*) – забавный, с чувством юмора / пацешны, з пачуццём гумару

ignorance [ɪ'gnərəns] (*n.*) – невежество / невуцтва

impulsive [ɪm'pʌlsɪv] (*adj.*) – импульсивный / імпульсіўны

inventive [ɪn'ventɪv] (*adj.*) – изобретательный / вынаходлівы

jealousy ['dʒeləsi] (*n.*) – ревность / рэўнасць

law-abiding [ˈlɔː əˌbaɪdɪŋ] (*adj.*) – законопослушный / законпаслухмяны

materialistic [məˈtɪəriəlɪstɪk] (*adj.*) – практичный / практычны

modest [ˈmɒdɪst] (*adj.*) – скромный / сціплы

obsessive [əbˈsesɪv] (*adj.*) – навязчивый / дакучлівы

offence [əˈfens] (*n.*) – обида / крыўда

open-minded [ˈəʊpənˈmaɪndɪd] (*adj.*) – непредубежденный, объективный / непрадузяты, аб’ектыўны

organised [ˈɔː(r)ɡənaɪzɪd] (*adj.*) – организованный / арганізаваны

prejudice [ˈpredʒudɪs] (*n.*) – предубеждение / прадужытасць

respectful [rɪˈspektf(ə)l] (*adj.*) – уважительный, почтительный / паважлівы, пачцівы

selfishness [ˈselfɪʃnəs] (*n.*) – эгоизм / эгаізм

shallow [ˈʃæləʊ] (*adj.*) – неглубокий, поверхностный / неглыбокі, павярхоўны

stereotype [ˈsteriəˌtaɪp] (*n.*) – стереотип / стэрэатып

straightforward [ˌstreɪtˈfɔː(r)wə(r)d] (*adj.*) – прямолинейный / прамалінейны

submissive [səbˈmɪsɪv] (*adj.*) – покорный / пакорлівы

suspicion [səˈspɪʃən] (*n.*) – подозрение / падазрэнне

talkative [ˈtɔːkətɪv] (*adj.*) – болтливый, разговорчивый / балбатлівы, гаваркі

technical [ˈteknɪk(ə)l] (*adj.*) – технический / тэхнічны

tension [ˈtenʃən] (*n.*) – напряжение / напружанне

tolerance [ˈtɒlərəns] (*n.*) – терпимость / цярпімасць

vulnerability [ˌvʌlnərəˈbɪləti] (*n.*) – ранимость / ранимасць

To ex. 1a, page 4

No	The UK	Australia	Canada
1.	Northwestern Europe	Between the Pacific and Indian oceans in the Southern Hemisphere	The top half of North America
2.	A constitutional monarchy	A representative democracy and a constitutional monarchy; a federation of states	A constitutional monarchy and a parliamentary democracy
3.	(no official language) English (de facto) In addition, there is Welsh, Scots, Irish, and other native languages.	(no official language) Australian English (80% of the population)	English and French
4.	9 regions and 48 ceremonial counties	Six federated states and ten federal territories	10 provinces and 3 territories
5.	The Tudor rose	The coat of arms of Australia	A Maple leaf
6.	The lion	The kangaroo	The beaver
7.	Roast beef and Yorkshire pudding	Roast lamb	Poutine ¹

¹ Poutine – a dish of french fries and cheese topped with brown gravy.

To ex. 1a, page 35

Key:

1. The Metropolitan Museum of Art, New York, USA;
2. Wapusk National Park, Manitoba, Canada;
3. Space Center Houston (the official visitor center of NASA), Texas, USA;
4. Vancouver Cherry Blossom Festival, Canada;
5. Mount Rushmore National Memorial, South Dakota; USA.

To ex. 4b, page 47

Key:

- 1 – the council of Ministers;
- 2 – the Constitution;
- 3 – the President;
- 4 – the House of Representatives;
- 5 – courts;
- 6 – the Constitutional Court;
- 7 – the Council of the Republic.

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20 /			
20 /			
20 /			
20 /			

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