

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Т. А. СЕЛЕЗНЁВА

АНГЛИЙСКИЙ ПАРТНЁР

THE ENGLISH PARTNER

ENGLISCHER PARTNER

Сборник методических материалов

В 3 частях

Часть 2

Рекомендовано к печати
редакционно-издательским советом университета

Барановичи
РИО БарГУ
2012

УДК 811.111 (075.8)
ББК 81.2Англ-923
С29

А в т о р

Т. А. Селезнёва

Р е ц е н з е н т ы:

Н. Г. Оловникова, кандидат психологических наук, доцент,
заведующий кафедрой иностранных языков БГПУ имени М. Танка;

Г. М. Лобковская, старший преподаватель кафедры теории и практики немецкого языка БарГУ;
кафедра профессиональной иноязычной подготовки БарГУ

Селезнёва, Т. А.

С29

Английский партнёр = The English Partner = *Englischer Partner* [Текст] : сб. метод. материалов : в 3 ч. / Т. А. Селезнёва. — Барановичи : РИО БарГУ, 2011. — Ч. 2. — 110, [4] с. : ил. + 1 электрон. опт. диск (CD-R) : зв., цв. ; в бумажной упаковке 12 × 12 см. — 110 экз.

ISBN 978-985-498-496-4 (Ч. 2)

ISBN 978-985-498-494-0

Вторая часть сборника методических материалов включает частично подкрепленный методическими указаниями свод тематических модулей, содержащих тексты, упражнения и задания, направленные на дальнейшее (в отличие от первой части) развитие умений устной и письменной речи лиц, изучающих английский язык, а также на развитие умений аналитического чтения.

Предназначено для студентов факультетов иностранных языков и широкого круга лиц, изучающих английский язык и культуру.

Табл. 112. Рис. 48.

ISBN 978-985-498-496-4 (Ч. 2)
ISBN 978-985-498-494-0

© Селезнёва Т. А., 2012
© БарГУ, 2012

FOREWORD

The present edition is done in a two-language (English/German) format for learners who study English as the second foreign language. The distinctive feature of the book lies in the opportunity to use the presented methodical materials and the students' knowledge of German in the course of their English studies.

Thematically, the book meets the requirements of the curriculum and covers a wide range of verbal communication areas. The edition contains 5 modules each resulting in a series of revision tasks.

Modules 1—5 (“Future Teachers: Teachers of Future?”, “Man and Nature: Partners or Enemies?”, “Food and Meals: Yummy!”, “Holidays and Holiday Traditions: Let’s Celebrate!” and “At the Map of the World”) are oriented on a more independent way of the English language acquisition and suggest the theoretical material and practical assignments facilitating the formation and development of the learners' pronunciation, reading, speaking and writing skills. The vocabulary under study is still presented in the English/German format, the grammar rules and instructions, however, are given only in English, thus providing the learners with opportunities for their further self-study.

The present edition comprises a stock of authentic printed, audio- and video materials and comes with a CD version of audio and video tasks and activities. Appended to the book is a list of used resources.

Although primarily intended for the learners of the specialty “German. English”, the book can be successfully used by other learners of English.

VORWORT

Die vorliegende Ausgabe ist in zweisprachiger Form (Englisch / Deutsch) für die Studierenden, die Englisch als zweite Fremdsprache erlernen, ausgearbeitet. Die Besonderheit dieser Ausgabe besteht darin, dass die Studierenden anhand dieser methodischen Materialien ihre Deutschkenntnisse im Englischunterricht gebrauchen können.

Thematisch entspricht das Buch allen Anforderungen des Lehrplans und umfasst eine große Auswahl an den Umgangsthemen. Dieses Lehrwerk umfasst 5 Module, die eine Reihe der Schlüsselaufgaben haben.

Die Module 1—5 («Zukünftige Lehrer: Lehrer von der Zukunft?», «Mensch und Natur: Partners oder Feinde?», «Essen und Mahlzeiten: Schmeckt!», «Feiertage und feierliche Traditionen: wollen wir feiern!» und «Bei der Weltkarte») sind für selbständige Beherrschung der englischen Sprache vorgesehen und bieten das theoretische und praktische Material an, das auf die Formierung und Entwicklung der Fertigkeiten der Studierenden in der Aussprache, im Lesen, Sprechen und Schreiben gerichtet ist. Der Wortschatz wird immer noch im zweisprachigen Format dargestellt, die Grammatik und Anleitungen sind aber nur auf Englisch angegeben. Auf solche Weise hat man die Möglichkeiten für die entsprechende selbständige Weiterbildung.

Das Lehrwerk umfasst eine Reihe der authentischen Druck-, Hör- und Videomaterialien und geht im Satz mit der CD-Version von Hör- und Videoaufgaben. Das Buch hat ein Quellenverzeichnis.

In erster Linie ist diese Ausgabe für die Studenten der Fachrichtung "Deutsch. Englisch" bestimmt, es kann aber auch von den Studenten anderer Lehrgänge fürs Erlernen des Englischen erfolgreich benutzt werden.

Репозиторий БарГУ

MODULE 1

FUTURE TEACHERS: TEACHERS OF FUTURE?



^ ANTICIPATING THE ISSUE

Think about your school years. Did you enjoy your studies, your school life? Why? What school did you attend?

✓ Step 1

1.1 Vocabulary Focus: Schooling. Types of Schools

1. Read the given words and check your understanding of them. What Russian equivalents would you give to the terms?

nursery school / *Kindergarten, m*
 primary school (UK) / *Grundschule, f*
 elementary school (US) / *Grundschule, f*

secondary school / *Mittelschule, f*
 high school / *Oberschule, f*

comprehensive school / *Gesamtschule, f*
 grammar school (UK) / *Gymnasium, n*
 grammar school (US) / *Realschule, f*
 gymnasium / *Gymnasium, n*

lyceum / *Lyzeum, n*
 public school (UK) / *Privatschule, f*
 public school (US) / *Staatliche Schule, f*

state-run school / *Staatliche Schule, f*
 private school (US) / *Privatschule, f*
 independent school / *Schule in nichtstaatlicher Trägerschaft, f*

fee-paying school / *Gebürrschule, f*
 free school / *Gebürrfreischule, f*

single-sex school / *Schule nur für Mädchen/Jungen, f*
 mixed school / *Schule für beide: Mädchen und Jungen, f*
 school with extensive learning/study of ... / *Schule mit einem umfangreichen Studium von ..., f*

school with a ... bias / *Schule mit ... Einschlag, f*
 music school / *Musikschule, f*
 art school / *Kunstschule, f*
 parochial school / *Parochialschule, f*

2. Think about your schooling so far. Discuss the following questions.

Subject	Ages 5/6—11	Ages 11—14	Ages 14—16
Mathematics			
Science			
Native language			
Other language 1			
Other language 2			

The table termination

Subject	Ages 5/6—11	Ages 11—14	Ages 14—16
History			
Geography			
Art			
Music			
PE (physical education)			
RE (religious education)			
IT (information technology)			
Other(s)			

1. What school did you attend when a child?
2. What subjects did you take? Tick the boxes.
3. Which subjects do you think were most important for you?
4. What extra knowledge/skills you think you could have got at school?
5. Do you think your curriculum had any flaws? If you were planning the curriculum, what changes would you like to see, compared to your own study programme?
6. What assessments would you have for the subjects? Class tests? Exams? No assessments? How would you assess?

N 7. Watch the PP presentation on Eton school for boys, England. What do you think are the advantages or disadvantages of the British public school system?

9 8. Watch two short video pieces on two different schools. Answer the following questions:

- What is the time of the action? (how “old” the schools are);
- What type of school do the institutions represent? How can one prove it?
- What are the advantages and disadvantages of the former and the latter?

1.2 Grammar Focus: The Present Perfect Continuous Tense

— Sorry, I’m late!

— We **have been waiting** for you for 2 hours!



Rules:

We use the Present Perfect Continuous Tense for an action that began in the past and continues up to the present. We use **for hours, all day (week, month, year)** for a period of the action duration, **since** for an exact time of the beginning of the action.

What **have** you **been doing** all day?

I’ve been reading.

How long **has he been studying here**?

He **has been studying here** for five hours.

F PRACTICE

1. Put the verbs in brackets into the correct tense forms.

1. You are still here? How long (*work*) on this essay of yours? It’s 7 p.m already!
2. Sorry, I’m late! you (*wait*) for me long?

3. My mum is eager to send my little brother to a public school in England. She (*talk*) about this for two year already.
4. I know he's learning Latin for the next year admission. For how long he (*study*) Latin?
5. He (*learn*) Latin and Greek for three years already, but I can't say he is very good at these languages.
6. Honestly, I'm not going to pass this exam. I (*read*) these materials for two days already and still have know idea what it is all about.
7. — Where's Kate? — She's in the lab. — What is she doing there? — Practising. She (*practise*) there since 7 a.m.
8. She (*work*) in the local library since leaving secondary school.
9. The place is lovely. How long your father (*work*) here? — He (*work*) here for 10 years already.
10. — Why such a face? What's the matter? — I (*think*) about my sister's suggestion. May be she's right and I should go to college.

2. Past Simple, Present Perfect or Present Perfect Continuous?

- Hello, Jacky, how are you? And where are you? (*see/not*) you for ages!
- Well, things (*change*) a little bit since 2005. I (*finish*) school and (*start*) to work with my dad.
- In his shop?
- Yeah, he only has Michael, his assistant, and me to help him.
- And how long you (*work*) with him?
- It (*be*) five years, I guess.
- But what about your college ambitions? I (*think*) you (*want*) to go to college and study law.
- At that time by dad (*need*) me. And about this college idea... Who knows?
- You still have time, you know.
- Well, actually, I (*think*) about it lately. A lot.

3. You **have been learning** English for some time already. What are the current results of your studies? Interview your practice partner on the matter.

✓ Step 2

2.1 Vocabulary Focus: Higher Education Outside&Inside (UK, US) (Part I)

^ ANTICIPATING THE ISSUE

Do you believe everyone should have higher education? Why (not)?

What do you know about the higher educational establishments of the UK and US?

1. Read the given words and check your understanding of them. What Russian equivalents would you give to the terms?

Types of higher education institutions / Hochschultypen

institution of higher/tertiary education / *tertiäre Bildungsbereichschule, f*
 junior college / *Fachschule, f*
 commercial college / *Handelsschule, f*
 open university (UK) / *Fernschule, f*
 military school/academy (Suvorov Military School) / *Militärakademie, f*
 business school / *kaufmännische Fachschule, f*

college / *College, n*
 senior college (US) / *Hochschule, f*
 state university / *staatliche Universität, f*
 academy / *Akademie, f*
 naval school / *Marineakademie, f*
 redbrick university (UK) / *weniger traditionsreiche Uni, f*
 school of forestry/forestry institute / *forstwirtschaftliche Fachschule, f*

residential college (US) / *eine Fachhochschule, wo Studenten am Ort wohnen*
training college/teacher's training college / *pädagogische Hochschule, f*
secretarial school / *Sekretärschule, f*
academy (college) of music / *Musikhochschule, f*

scientific research institute / *Forschungsinstitut, n*
art school / *Kunsthochschule, f*
ballet school / *Ballettschule, f*

Further education / *Weiterstudium, n*

Master's Department (MA — Master of Arts, MS — Master of Science) / — (*M.A., M.Sc.*)

BA — Bachelor of Arts, BS — Bachelor of Science / *Bakkalaureus der philosophischen Fakultät, Bakkalaureus der Naturwissenschaften*
post-graduate studies (Ph.D.) / *Postgraduiertes Studium, n*

Structure / *Struktur, f*

deanery / *Dekanat, n*
chair (to hold a chair) / *Lehrstuhl, m (einen Lehrstuhl innehaben)*

school/faculty (law school) / *Fakultät, f*
department (... department) / *Seminar, Institut für..., n*

People in charge / *Administration, f*

chancellor (UK, US) / *Kanzler, m*
vice-rector (provost — US) / *Prorektor, m*
head of a chair / *Lehrstuhlleiter, m*
reader (UK) / *Assistenzprofessor, m*
lecturer / *Vortragende, m/f*

rector (president — US) / *Rektor, m*
dean / *Dekan, m*
faculty / *Lehrpersonal, n*
student body / *Studentenrat, m*
tutor (UK, US) / *Dozent, m*

Students / *Studenten*

fresher (freshman) / *Student(in) im ersten Studienjahr*
sophomore / *Student(in) im zweiten Studienjahr*

junior / *Student(in) im vorletzten Studienjahr*
senior / *Student(in) im letzten Studienjahr*

2. Think about your tertiary education experience. Discuss the following questions:

1. Do you remember your being a freshman? What was it like? Share your experience with a partner.
2. Do you have any plans for further education? What educational establishments appeal to you?
3. What famous institutions of higher education in Belarus do you know?

3. Read the given text. Try to guess the meaning of the underlined words. What is, in your opinion, the German term (equivalent) for the UK Open University?

In the nineteenth century as a result of the Industrial Revolution and the expansion of Britain's overseas empire more universities were established to respond to the greatly increased demand for educated people. Many of these were sited in the industrial centres, for example Birmingham, Manchester, Nottingham, Newcastle, Liverpool and Bristol.

With the expansion of higher education in the 1960s 'plate-glass' universities were established. Over 50 polytechnics and similar higher education institutes acquired university status in 1992. There is also a highly successful Open University, which provides every person in Britain with the opportunity to study for a degree, without leaving their home. It is particularly designed for adults who missed the opportunity for higher education earlier in life. It conducts learning through correspondence, radio and television, and also through local study centres.

Using the text, find the answers to the following questions:

1. What predetermined, in your opinion, the location of the major British universities?
2. What are the major "student centres" of the UK?
3. What, do you think, are the "plate-glass" universities mentioned in the text? Give your ideas on the matter.
4. What educational opportunities does the British Open University suggest?
5. With the help of what means do they conduct learning in such institutions as the UK Open University?

4. You are sure to know something about the educational establishments of the German-speaking countries. Compare the types of higher educational establishments of Great Britain with those of Germany. Are there any similar features/tendencies? What are the differences? Get ready to present your findings to the group.

2.2 Grammar Focus: Past Perfect Continuous Tense

— By 2009 Mariah *had been learning* Chinese for 6 years.



Rules:

We use the Past Perfect Continuous Tense for a past action which continued until another past action began.

We use *hours, all day (week, year)* for a length of time, *since* for an exact time.

By noon the new airplane *had been flying* for 2 hours.

— What *had Ted been doing* before he started to work?

— He *had been studying* at the university for five years.

F PRACTICE

1. Put the verbs in brackets into the correct tense forms.

1. She (*work*) on her Ph.D. thesis for two years before she (*get*) a supervisor.

2. What the students (*do*) when the dean (*come*) in?

3. By the time I (*arrive*) the whole faculty (*discuss*) the accident for half an hour.

4. Michael (*investigate*) the case for more than three months and still couldn't find anything.

5. I (*study*) French for only a week when suddenly they (*offer*) me a job in Paris.

6. Kate (*take*) her finals when her brother (*get*) a BA.

7. The lecturers still (*gather*) in the hall when the chancellor (*arrive*).

8. My sister (*work*) for more than five years before she (*get*) a promotion.

9. They (*practise*) for two weeks together when his rival (*fall ill*).

10. When we came from university, Helen still (*practise*).

2. Past Simple, Past Continuous, Past Perfect or Past Perfect Continuous?

— I've heard your son got a BS. Congratulations! You must be very proud.

— Thank you, yes.

— I remember he (*be*) always at the top of his class, even in primary school. He (*read*) D. Defoe by the time his classmates (*learn*) the ABC.

— At university it (*be*) the same. He often (*leave*) the university lab late at night. I never (*knew*) about it, but once on Friday, when Patrick (*work*) in the lab since 7 a.m. (as usual!) — his supervisor (*come*) in.

— And? What he (*say*)?

— He (*tell*) him not to work late hours.

3. For how long *had you been studying German* before you started to learn English? What was particularly difficult for you right from the very beginning? Has the situation changed for the better? Interview your partner on the matter.

▼ Step 3

3.1 Vocabulary Focus: Higher Education Outside&Inside (UK, US) (Part I)

^ ANTICIPATING THE ISSUE

Do you enjoy your student life? What opportunities does it provide you with? What are its advantages?

1. Read the words given and check your understanding of them. What Russian equivalents would you give to the terms?

Studies / Studium, n

credit system (US) / *Kreditsystem, n*

credit (US) / *Kredit, m*

exam / *Prüfung, f*

examination session / *Prüfungsperiode, f*

course paper / *Jahresarbeit, f*

graduate studies → graduate work / *Hochschulausbildung, f*

Master's thesis / *Masterarbeit, f*

Ph.D. thesis / *Doktorarbeit, f*

supervisor for Ph.D. thesis / *Doktorvater, m*

defend a graduate work (v) / *eine Diplomaarbeit verteidigen*

do research work in ... (v) / *auf dem Gebiet der ... forschen*

write a scientific article in (psychology, etc) (v) / *einen wissenschaftlichen Artikel in ... schreiben*

Extras / Zusätzliches

sport facilities / *Sportanlagen, pl*

annual competitions / *jährliche Wettbewerbe, pl*

student theatre / *Studententheater, n*

campus facilities / *Campusanlagen, pl*

extra-class activities / *außerschulische Tätigkeiten, pl*

fraternity (US) / *Studentenverband, m*

sorority (US) / *Studentinnenverband, m*

clubbing / *in den Club gehen*

2. Read the text and answer the questions that follow. While reading, try to guess the meaning of the underlined words.

Perhaps one of the most attractive extras in studying at a British university or college is the opportunity for contact with British students, and the chance to experience real British campus life. With excellent sports facilities, both on campus and close by, clubs and societies catering for a range of interests, the campuses stay alive and busy during the evenings and weekends with lots of social and sporting activities arranged by the students for the students. This always proves to be an excellent way to meet British students and use the English learned in the classroom in real contexts, as not only are there all the advantages of being in a country where the language is spoken, but learning is faster and more thorough as the student's language study is linked to real experience and friendship with other English speakers. However, campuses are also meeting places for all kinds of people from all over the world, so one is given a unique opportunity to make contacts and friends from around the globe, all via the medium of English.

Although it is important to choose a college or university that offers good social and sports facilities, it is really the academic facilities that students come for. State institutions offer very high standards with excellent learning resources, from large well-stocked libraries to computer suites, language laboratories and quality media facilities for graduate, post-graduate and research work. State colleges and universities in England, Scotland, Wales and Northern Ireland are all regularly inspected by the government to ensure high standards; everything from classrooms and teaching, sports and social facilities to campus and homestay accommodation is thoroughly assessed.

Discuss the following questions:

1. What are the "joys" of student life in Great Britain?
2. What opportunities does the British campus provide the students with?
3. What are campuses in Britain like?
4. Why do students from around the world come to Great Britain?
5. What facilities do the British universities provide their students with?

3. Some of you already enjoy the so-called "campus life". Do you believe the Belarusian campus is different from its British equivalent? Give your arguments on the matter.

3.2 Grammar Focus: Future Perfect Continuous Tense

— Tomorrow the seminar *will have been lasting* for 3 hours.



Rules:

We use the Future Perfect Continuous Tense for an action which will have been in progress for a certain length of time at a specific time in the future.

Tomorrow the conference *will have been lasting* for 7 hours.

Tom *will not (won't) have been watching* television the whole evening.

Will he have been selling his pictures for all summer?

F PRACTICE

1. Put the verbs in brackets into the correct tense forms:

1. By 9 a.m next Friday they (*take*) their tests.
2. I suspect my friend (*read*) the whole collection by Jeoffrey Archer by the time I start to read the first chapter.
3. Come at noon sharp. By that time he (*lecture*) on eating disorders.
4. Don't waste your time, your supervisor (*lecture*) till 5 p.m.
5. By next Monday my cousin (*work*) here for five years..
6. Why couldn't he wait for me! Now I (*wait*) for the examination list till 7 p.m.
7. By this time next year she (*watch*) Peter's first film on TV.
8. Tomorrow at the conference I (*listen*) to the reports for at least three hours.
9. By the next month he (*teach*) children in Africa for the six months.
10. For the next two terms the students (*work*) as volunteers in South America.

2. Future Simple, Present Continuous, Future Perfect or Future Perfect Continuous?

- Hi, where (*go*)?
- I (*have*) an appointment with a post-grad of mine in 15 min. Why?
- How about lunch?
- Sorry, may be next time. This one's not very responsible. I'm afraid by the time of our meeting he (*go*).
- What about a cup of coffee then? I (*not/take*) long! I (*have*) a meeting with my colleague in half an hour.
- All right. After all, by 7 p.m. I (*consult*) post-grads for 10 hours non-stop. I need a rest, otherwise by next Monday I (*be*) worn through.
- Definitely.

3. Being a student is a challenge of living under the pressure of never-ending schedules and deadlines.

What are you going to do today at, let's say, 6 p.m? And at 9 p.m.?

Interview your partner on his/her plans for the evening/next week/month/year.

▼ Step 4

4.1 Vocabulary Focus: Training to be a Teacher / Berufsbildende Schule des Lehrers

Wer vom Ziel nicht weiß,
kann den Weg nicht haben,
wird im selben Kreis
all sein Leben traben,
kommt am Ende hin,
wo er hergerückt,
hat der Menge Sinn
nur noch mehr zerstückt.

Christian Morgenstern

^ ANTICIPATING THE ISSUE

Why do people become teachers, do you think?
Why does this profession appeal to you (if it does!)?
What professional goals/ambitions do you have?

1. Read the given words and check your understanding of them. What Russian equivalents would you give to the terms? Do you think they have different notions in Belarus, US and UK?

Teachers / Lehrer, pl

instructor / *Ausbilder, m*

educator / *Erzieher, m*

kindergarten teacher / *Kindergärtner (in), m/f*

coach / *Coach, Trainer, m*

tutor / *Privat-, Nachhilfelehrer, m*

teacher-trainee / *Praktikant, m*

teacher / *Lehrer, m*

lecturer / *Lehrbeauftragte, m*

Associate professor / *außerordentlicher Professor, m*

Professor / *Professor, m*

teacher training / *Lehrerausbildung, f*

proficiency / *Können, n, Fertigkeit, f*

teachable / *lernfähig (Kinder), erlernbar (Eigenschaften)*

profile / *Personalakte, f*

2. Have a look at the encyclopedia entry for the word “teacher”. Do you agree with the given definition and data? What would you add to the list of the qualifications mentioned?

<...> In education, a **teacher** (US — **educator**) is a person who obtains professional qualifications or credentials from a university or college and provides schooling for pupils and students. The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education... <...>

F PRACTICE

1. It's common knowledge that choosing one's future profession can be a tough call. To avoid serious mistakes, scientists advise to consider several issues before making any decisions. Together with your partner, discuss the following:

1. What activities bring you joy and satisfaction?
2. What do you usually do unwillingly?
3. What are the pluses and minuses of your future profession chosen?
4. What experience do you have in the field chosen?

2. How “high” are your professional ambitions? Have you ever thought about the level of professional skills you can achieve? Do you think one can achieve any goals one wants? Why (not)?

≈ LISTENING COMPREHENSION

1. What associations do you have with the word “way”? You are going to listen to one of the most popular tunes related to the notion.

But first look through the list of the words that can be unknown to you.

English	German
spellbound	<i>verzaubert</i>
to be in sight	<i>sichtbar sein</i>
pulled down	<i>erschöpft</i>
part, v	<i>sich trennen</i>
set free, v	<i>befreien</i>

While listening to the song for the first time, fill in the blanks with the words you hear. Pay attention! The missing words are taken from your active vocabulary.

STREET OF _____

I heard the sound of _____
 Spellbound there was someone calling
 _____ no one was in sight
 Pulled down and I kept on falling
 _____ this place before
 Where you were standing _____
 _____ before tonight
 Maybe I just see what I want it to be
 I know it's a _____

Running through my _____

There you stood a _____ memory
 So good like we never parted
 Said to myself I knew you'd set me free
 But here we are right back where we started

Some things come over me
 And I don't know _____
 Maybe this _____ is real
 Now I know I see what _____
 I know it's a _____

Running through my _____

(I can hear you calling me)
On the _____...

Richie Blackmore

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

H Home assignment

Translate the lyrics up to the end. Be ready to sing it.

3. To have a goal and to achieve it are two different things. To achieve something one should definitely have some kind of plan. What major goal do you have before you? What are you ready to do to get what you seek?

Working with a partner and then with the group, discuss the following questions:

1. How much time do you need to achieve the desirable results?
2. What do you need on your way to success? (knowledge, money, etc)
3. Are you ready to face the fact that the profession you've chosen is not "yours"? When and how can you realize that?
4. Do you have any options you may stick to in case you fail? What are those?
5. Being a pro in a fast-moving world — what is it like, in your opinion?

4. Teaching: why is it so challenging today? Why do young teachers shift gears so often and flee from schools?

In your opinion, what qualities do teachers need to survive as a species? Working in small groups, make a list of 10 qualities/competencies crucial for every teacher to possess.

5. Teaching, like teachers, can be different. What makes teachers popular/unpopular with their students?

You are going to watch two video pieces featuring two different people involved in teaching. While watching the video, find the answers to the following questions:

1. What kind of teachers are the main characters? (school teachers, university lecturers, instructors, etc)
2. Does the "location" (school, institute, university) in any way influence the characters' teaching profile? If it does, where is it evident?
3. What teaching styles do the characters use while communicating with their students? Comment on your viewpoint.
4. Which teacher type (out of the two presented) appeals to you? Why?

6. They say, every profession has a future. What future, in your opinion, is ahead of the teaching profession? Why do you think so?

& A WORD WITH ANDY ROONEY

Starting from now on, in the modules that follow you're going to read and discuss the literary works of one of the most influential and talented essayists of our time.

Andrew Aitken "Andy" Rooney (born January 14, 1919) is an American radio and television writer. He is most notable for his weekly broadcast "A Few Minutes with Andy Rooney", a part of the CBS News program 60 Minutes since 1978.

Andy Rooney has won three Emmy awards, including a Lifetime Achievement Emmy in 2003. He has published over 800 essays, and his twice-weekly column is syndicated in newspapers across the country. Rooney has published 13 books, including "Common Nonsense" (2002) and "Years of Minutes" (2003).



Rooney's critical thinking together with his essays, "alive" with impeccable humour and wit, not only suggest new ideas and understanding of the most ordinary sides of our life but also give a brilliant demonstration of how beautifully one can deal with the modern English language.

Meet Andy Rooney. Read analytically. And simply have fun!

1. Consider the title of the essay. Do you agree with the statement?

BIGGER IS WORSE

(1) Bigger is not always better. Bigger isn't even *usually* better. Why we have this compulsion to enlarge everything is hard to understand. There is a perfect size for almost anything, including Miss America, but we're never satisfied with the perfect size. Whatever it is, we want it bigger.

Drive up and down any residential street and you see homes that are being renovated and enlarged. It is infrequently because the family had additional children and needs more room. It is more apt to be that the kids have all left home and the parents have enough money now to build their dream house. Their dream house is bigger.

When children grow up and leave home, I don't ever recall hearing of parents who decided to spend some money tearing off two bedrooms and a den to make the house smaller so there'd be more room for grass and trees.

(2) When I entered college it had a student body of about 594. Today the student body is somewhere around 2,800. In 1942, the entering class numbered 302. The class of 2004 enters with 900 members.

At a reunion last year the compact campus that I knew and loved has been turned into a sprawling complex of buildings that cover all the areas that used to be vacant lots, grassy fields and rolling hillsides. Many of the modern buildings look as if their architects were competing for a design prize. They are more interesting than is necessary for a place to be studied in. The word "campus" itself no longer seems like the right word for the collection of miscellaneous buildings because it suggests a unity that no longer exists.

(3) When I went into a store in the village that is dominated by the college, I spoke to the woman who waited on me about the explosion of construction. I asked her why she thought they kept enlarging the college.

“They do it because someone who went here makes a ton of money and wants his name on a building so he gives them ten million dollars and they put up a new building with his name on it. What are they going to do? Tell him they don’t want the money?”

(4) Somewhere there must be a college that has used the money it collects from wealthy alumni to improve the school without enlarging it. They could get the best teachers by paying them more instead of spending it on buildings. They could improve things for students living in what are often slum living conditions in present dormitories. There are a thousand ways any college could improve itself by putting the emphasis on getting better, not getting bigger.

(5) Some of the older classroom buildings at my college need to be rebuilt but it occurred to me that instead of rebuilding them, they ought to spend some of the money tearing them down and making a vacant lot out of where the building once stood. That’s what I’d like my name on if I had ten million dollars to give them. The brass plaque would read:

VACANT LOT GIFT OF ANDY ROONEY ‘42

It is difficult to understand why a good little college wants to get big.

(6) It isn’t just colleges that are obsessed with growth though. You see it everywhere. The broadcast network I work for, which was dominated by one man and a board of directors — which he dominated — is now part of a gigantic entertainment goliath comprising other corporations and a wide variety of entities I never even heard of.

It bears no relationship to colleges but when I think of anything that has gotten too big, I always think of the original little hourglass-shaped five-cent Coke bottle. It was a classic design that held six and a half ounces, a perfect amount to drink. The great little Coke bottles are almost a thing of the past and the supermarket shelves are crowded with Coke bottles that hold 64 ounces. If they fit in your refrigerator at all and you open one, it goes flat before three people can finish it.

That’s the size I want my college — perfect. Like Miss America or the original Coke bottle.

2. Decide which title (A—F) best matches the passage (1—6):

- A. Educational goliaths.
- B. Size counts.
- C. Room wanted and not available.
- D. Quality, not quantity.
- E. A common tendency.
- F. Thirsty for fame.

3. Discuss the following questions:

1. Do you agree that “bigger is always worser”? Can you think of any cases when “bigger is better”? Give your examples.
2. “*We’re never satisfied with the perfect size...*” Is it really so? Do you think it’s our nature to always want more? What about you? Are you satisfied with what you already have? Why (not)?
3. What does the author mean by saying that the word “campus” no longer seems like the right word for the notion?
4. What does Rooney miss and feel nostalgic for?
5. In Rooney’s opinion, what is the best way to improve things for students? Do you think likewise?

4. “It’s difficult to understand why a good little college wants to get big”. Is it? Think about your college/university. Would you like it to get bigger? Why (not)? Comment on the issue.

5. Imagine you've got a free hand to carry out any alterations in your university. What would your first move be? Make a list of the alterations you'd like to conduct.

6. What does the concept of "size" mean to you? Would you like anything in your life to get bigger? Or, perhaps, better? Write a 300-word essay on the subject.

Module 1: Round-Up

1. Explain the meaning of the following items: *primary school/elementary school, comprehensive school, grammar school (UK, US), public school (UK, US), high school, tutor, proficiency.*

2. Interview your partner on the following issues:

- what memories he/she has about school;
- his/her reasons for the choice of future profession;
- his/her criteria for the choice of the college/university to study at;
- his/her job expectations;
- his/her plans concerning further education.

3. Consider the school subjects listed below. Which of them, in your opinion, should be compulsory for everyone? Which can be put aside? Comment on your viewpoint.

maths	IT
PE	native language
biology	foreign language
chemistry	geography
music	history

4. What is your daily university schedule? What's on your time-table? What do you do during your breaks? Speak on your daily routine using the chart given below.

Day	Time	Activity
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

5. What are, to your mind, the advantages/disadvantages of students' campus life? Provide as many arguments on the issue as possible.

6. As a future parent, what school would you like your child to go to? Give your reasons.

7. What advantages/disadvantages of studying at a British/Belarusian university can you name? Compare the two systems under discussion.

8. Give as many reasons for 1) becoming a teacher and 2) not becoming a teacher, as possible. Which “side” wins? Why? Interpret the results you’ve got.

9. Comment on the following statements:

1. The aim of education should be to teach us rather how to think, than what to think — rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men (*Bill Beattie*).

2. The whole purpose of education is to turn mirrors into windows (*Sydney J. Harris*).

3. Education is what remains after one has forgotten what one has learned in school (*Albert Einstein*).

4. I have never let my schooling interfere with my education (*Mark Twain*).

5. A good teacher is a master of simplification and an enemy of simplism (*Louis A. Berman*).

6. What the teacher is, is more important than what he teaches (*Karl Menninger*).

7. A lot of fellows nowadays have a B.A., M.D., or Ph.D. Unfortunately, they don’t have a J.O.B. (*‘Fats’ Domino*).

8. A liberal-arts education is supposed to provide you with a value system, a standard, a set of ideas, not a job (*Caroline Bird*).

9. The purpose of primary education is the development of your weak characteristics; the purpose of university education, the development of your strong (*Nevin Fenneman*).

10. Education is not preparation for life; education is life itself (*John Dewey*).

@ 10. Do you see yourself a teacher? Write a “teacher self-portrait” in a 300-word essay.

MODULE 2

MAN & NATURE: PARTNERS OR ENEMIES?

^ ANTICIPATING THE ISSUE

In your opinion, what role does nature play in people's life?
Do you consider our world stable or changing? Why do you think so?

√ Step 1

1.1 Vocabulary Focus: Seasons & Weather. Natural Phenomena



1. Read the given words and check your understanding of them. What Russian equivalents would you give to the terms?

Seasons & Weather Forecast / Jahreszeiten und die Wetterprognose

autumn (fall) — winter — spring — summer
green winter / *grüner Winter, m*

Indian summer / *Nachsommer, m*
harsh, severe winter / *raucher Winter, m*

Weather / Wetter, n

jolly / *fröhlich*
chilly / *kühl*
dull, depressing / *trübe*
changeable / *wechselhaft*
light, high, vernal wind / *leichter-, starker-, Frühlingswind, m*
beastly / *scheußlich*
slush / *Schneematsch, m*

gale / *Sturm, m*
hail / *Hagel, m*
oppressive / *drückend*
heat / *Hitze, f*
rainfall, snowfall / *Regenschauer, Schneefall, m*
sleet / *Schneeregen, m*
drizzle / *Sprühregen, m*

Natural Phenomena / Naturerscheinungen, pl

lightning / *Blitz, m*
volcano eruption / *Vulkanausbruch, m*
high water / *Hochwasser, n, Hochflut, f*

earthquake / *Erdbeben, n*
flood / *Flut, f*
tsunami / *Tsunami, m*

Useful phrases / Nützliche Redewendungen

It's raining cats and dogs!
be caught in the rain (v)
Summer months are rather cold in Alaska.
Is this river covered with ice in winter?
Waterfalls are the examples of our nature's engineering.
The last eruption killed 120 people.
The law of the jungle

The weather is unsettled.
Weather conditions
This volcano spouts lava at least once in every 5 years.
What are the best months in this region?
It is the decree of nature.
Glaciers hold roughly three-fourths of the Earth's fresh water.
This cliff is popular with climbers and campers.
What is the weather like in autumn in Belarus?

Discuss the following questions:

1. What is the most changeable season in Belarus, in your opinion?
2. What is the weather like in: 1) May; 2) October; 3) February?
3. Can we observe any natural phenomena on the territory of Belarus? If yes, what are these?

1.2 Grammar Focus: Reported Speech

T E A C H E R: The lecture will start in 15 minutes.

S T U D E N T: *The teacher said* that the lecture *would start* in 15 minutes.



Rules:

1 Direct and Indirect (Reported) Speech

Direct Speech is the words which a speaker says directly.

In Indirect (Reported) Speech, a speaker's words are reported indirectly.

Direct Speech	Indirect (Reported) Speech
He says, "I am happy to be with you"	He said that he was happy to be with me.

2 Sequence of Tenses

Sequence of Tenses is used in reported speech

Michael said that *he cleaned his room every day*.

The tense of reported speech is affected by the tense of the main verb in the sentence. If the main verb is past tense, then the verb in the clause is almost always past tense, too.

Direct Speech Tense	Reported Speech Tense
<i>Present Simple</i> F R E D: The weather is cold.	<i>Past Simple</i> Fred said the weather was cold.
<i>Present Continuous</i> M A R Y: We are reading a novel.	<i>Past Continuous</i> Mary said that they were reading a novel.
<i>Past Simple</i> L I Z: I went to Berlin four times last year.	<i>Past Perfect</i> Liz said she had gone to Berlin four times the previous year.
<i>Present Perfect</i> T O M: We have learned English for two years.	<i>Past Perfect</i> Tom said that they had learned English for two years.
<i>Future Simple</i> (<i>shall/will</i>) A N N: I'll go to the party. (<i>can, may</i>) B E N: I can dive like a seal.	<i>Future in the Past</i> (<i>should / would</i>) Ann said that she would go to the party. (<i>could, might</i>) Ben thought that he could dive like a seal.

Some pronouns and adverbs are changed in indirect speech, too:

In Direct Speech	In Indirect (Reported) Speech	In Direct Speech	In Indirect (Reported) Speech
I, my	he/she, his / her	now	then
your	his / her	today	that day
our	their	yesterday	the day before
this (<i>house</i>)	that (<i>house</i>)	tomorrow	the next day
these (<i>boys</i>)	those (<i>boys</i>)		

Direct Speech Tense	Indirect Speech
Alan said, "The weather is rainy <i>today</i> ."	Alan said that the weather was rainy <i>that day</i> .

3 Requests and Commands in Indirect Speech

Requests and commands in indirect speech are introduced by the words *told*, *asked*, *advised*, *ordered*. The imperative mood is changed to infinitive form, negative form *don't* is changed to "*not*".

Direct Speech Tense	Indirect Speech
Brenda said, "Andrew, give me a red pencil, please."	Brenda <i>asked</i> Andrew to give her a red pencil.
Mother said, "Don't eat all oranges, Tom".	Mother <i>asked</i> Tom <i>not to eat</i> all oranges.
The doctor said, "Walk more and don't eat too much".	The doctor <i>advised to walk</i> more and <i>not to eat</i> much.
The trainer said to his players, "Run quicker!"	The trainer <i>told</i> his players <i>to run</i> quicker.
The Capitan ordered, "Don't stop! Move forward!"	The Capitan <i>gave the order not to stop</i> and <i>to move</i> forward.

F PRACTICE

1. Report the statements.

E x a m p l e: Mary said to Bob, "I am glad to see you."
Mary said that she was glad to see Bob.

- John said, "I don't like such weather."
- Margaret said, "I have never been here."
- James thought, "They are making preparations for something".
- Stella said, "We are very busy today".
- Allan said, "I want to listen to the weather forecast".
- Fred said, "I will buy a new thermometer. The old one doesn't work".
- Professor: "I advise you to carry on with your research, Liz".
- The curator cried, "Don't go in there! It's dangerous!"
- The guide ordered, "Don't come closer to the crater!"

2. Rewrite the sentences in reported speech.

N I C K: What's the weather outside?

A N N: It's not quite clear. It was chilly in the morning and now I guess it's only getting colder.

N I C K: You think it's going to rain?

A N N: Thet's very possible.

N I C K: This fall is really wet.

A N N: Don't forget an umbrella — it's on the top shelf.

N I C K: Can I take yours? Mine is broken, I'm afraid.

A N N: Take it. Oh, and take a wind jacket with you — the wind is growing stronger.

N I C K: All right.

3. Have you heard the recent weather forecast? What was it about? What did it say? Report the recent meteorologists' (or your own!) expectations concerning the coming season.

▼ Step 2

2.1 Vocabulary Focus: Climate (UK, US, Belarus)

^ ANTICIPATING THE ISSUE

What do you think of your country's climate? Do you think it's different from that of the UK and US?



1. Read the words given and check your understanding of them. What German/Russian equivalents would you give to the terms given?

Climate / *Klima, n*

temperate / *gemäßigt*
subtropical / *subtropisch*
arid / *trocken*

tropical (torrid) / *tropisch*
arctic / *arktisch*
semi-arid / *arid*

Landscape / *Landschaft, f*

highland / *Hochland, n*
plain / *Ebene, f*

lowland / *Tiefland, n*

Areas and Wildlife Habitats / *Wildlebenareale, pl*

cliff / *Kliff, n*
dune / *Düne, f*
grassland / *Grasland, n*
marsh / *Sumpf, m*
reef / *Riff, n*
savanna / *Savanne, f*
waterfall / *Wasserfall, m*
glacier / *Gletscher, m*

bog / *Sumpf, m*
desert / *Wüste, f*
floe / *Eisscholle, f*
heath / *Heide, f*
prairie / *Prärie, f*
rock / *Fels, m*
tundra / *Tundra, f*
dead, active volcano / *erloschener, tätiger Vulkan, m*
Inhabit (v) / *bewohnen*

2. In pairs discuss the following issues:

1. What is the climate in the eastern part of Europe? And in Belarus? Why do you think so?
2. What kind of wildlife habitats do we have in our country?
3. What is the landscape like in Belarus? Are there any phenomenal landscape marks on the territory of the republic? If yes, what are they?
4. In what climatic zone would you like to live? Why?
5. In your opinion, does a person's character depend on the area he inhabits? If yes, in what way your living area may influence your personality?
6. Can we say that the area we live in influences our national character?

F PRACTICE

1. Read the offered texts and answer the questions that follow. Note the specific features of the weather conditions in the UK and US. Have you ever heard about the facts before?

A.

WHAT IS THE CLIMATE LIKE IN THE UK?

Contrary to popular belief, it **DOES NOT RAIN** every day in England or in the rest of the UK. However, it is always advisable to bring some type of waterproof clothing and keep yourself psychologically prepared.

Britain is an island country and the surrounding sea gives England a varied climate. One never knows what the weather will be like from one day to the other. It can be sunny one day and rainy the next. As they have such a variable climate changing from day to day, it is difficult to predict the weather. In general they have warm summers and cool winters. The summers are cooler than those on the continent, but the winters are milder.

Temperate Climate

The overall climate in England is called temperate maritime. This means that it is mild with temperatures not much lower than 0°C in winter and not much higher than 32°C in summer. It also means that it is damp and the weather changes frequently.

Warmest and coldest months

July and August are the warmest months, but they are also the wettest. The sunniest parts of Britain are along the south coast of England. Probably the best months to travel in England are May, June, September and October. These months generally have the most pleasant temperatures and less rain.

Around the coasts, February is normally the coldest month.

Rainfall

Rain is fairly well distributed throughout the year, with late winter/spring (February to March) the driest period and autumn/winter (October to January) the wettest.

The Lake District is England's wettest region, receiving 130 inches (330 centimeters) of precipitation each year. The western and northern hills receive about 40 inches (102 centimeters) of rain, while the east coast receives about 20 inches (51 centimeters).

What influences the weather?

The main influence on the climate is the island's close proximity to the Atlantic Ocean, its northern latitude, and the warming of the waters around the land by the Gulf Stream (a warm current of the northern Atlantic Ocean).

Sunshine

During June, July and August (the months of longest daylight) the average daily duration of sunshine varies from five hours in northern Scotland to eight hours in the Isle of Wight.

During the months of shortest daylight (November, December and January) sunshine is at a minimum, with an average of an hour a day in northern Scotland and two hours a day on the south coast of England.

B.

WEATHER AND CLIMATE IN THE USA

Due to the immense size and spread of topology in the US the climate is incredibly varied. If there is a "general" climate then it is temperate, but it is also tropical in Florida and Hawaii, arctic

in Alaska, arid in the Great Basin of the southwest and semi-arid in the Great Plains to the west of the Mississippi River.

The temperature range runs between the extremes of 57 degrees C during the summer months in California's Death Valley to -62 °C in Alaska, with every other shade in between.

The northern states are the coldest, with bitter, freezing winters — especially in the plains, Midwest and Northeast. Low temperatures in January and February in the Northwest are occasionally tempered by warm chilly winds from the eastern slopes of the Rocky Mountains.

In contrast, the southern states are known as the Sunbelt, where it rarely drops below freezing.

Hot summers are the norm throughout the US, except in New England, Oregon and Washington state, all of which are rainier and less predictable than the rest of the country.

Temperate states are concentrated in the Pacific Northwest, while humidity is characteristic of the south, east coast and Midwest (smog levels rise accordingly and can make visiting some cities uncomfortable for those with respiratory problems), and heat waves common in the Southwest.

Spring and autumn (fall) conditions are generally mild, warm and sunny — but also wet in some areas, particularly the Pacific Northwest.

Tornado season arrives in the Midwest between April and June, and hurricanes are common in early summer along the southern East Coast and Gulf of Mexico coast — TV and radio broadcast warnings for both, but the chances of encountering one at a particular place are remote.

Answer the following questions:

1. What are the peculiarities of the UK weather conditions?
2. What influences the weather in the UK, in the first place?
3. What other factors predetermine the climate of Great Britain?
4. What are the specific features of the US climatic conditions?
5. What is the temperature range in the US?
6. What natural phenomena are typical of the US? Are they typical of other countries as well? If they are, what are the countries?

2. Make the list of similarities and differences of the climate conditions of the UK, US and Belarus. Get ready to discuss the information with your partner and your groupmates.

3. Prepare the information about one of the most unusual natural phenomena you know about. Get ready to share the information with your group mates.

4. Working in small groups and using the maps available, compare the world's most significant climate zones. Get ready to present your findings to the whole group.

2.2 Grammar Focus: Questions in Reported Speech

TEACHER: Are you ready?

STUDENT: *The teacher asked if we were ready.*



Rules:

Indirect Questions

1 Yes–no questions

In indirect speech questions without question words are introduced by *if or whether*.

Direct Speech	Indirect Speech
“Is Helen’s father coming to school?” — “Yes, he is”.	Do you know if Helen’s father is coming to school? Do you know whether Helen’s father is coming to school?

If the main verb is past tense, the verb in the indirect question is past tense, too.

Direct Speech	Indirect Speech
“Is Helen at school?” the teacher asked.	The teacher <i>asked</i> if Helen <i>was</i> at school.

2 Question word-questions

In these sentences the questions are introduced by the words: *why, when, which, etc.*

Direct Speech	Indirect Speech
“Why does Peter go to New York?” — Andrew asked.	Andrew asked <i>why</i> Peter went to New York.

F PRACTICE

1. Report the questions.

Example: Mark said, “Are you busy?”
Mark asked me if I was busy.

- Mum said, “Are you going to help me in the garden?”
- Jackson shouted, “Where are you?”
- The guide said, “Has anybody ever been so close to the wild before?”
- The teacher said, “What animals live in the torrid zone of the country?”
- She said, “Why is it always me to fetch the equipment?”
- They said, “When are we leaving for Armagh?”
- The instructor cried, “Is everything clear?”
- Max said, “Where have you been for the last three years?”
- Alison said, “Would you like to see a dead volcano?”

2. Rewrite the sentences in reported speech.

A N D R E W: Have you already decided what you are going to take with you?

M A R I A H: To Arizona? Why, is there anything special I should take?

A N D R E W: Well, aren’t you going to one of the hottest places in the US? Besides, we don’t know where your baseball camp will be located.

M A R I A H: So, what do you suggest?

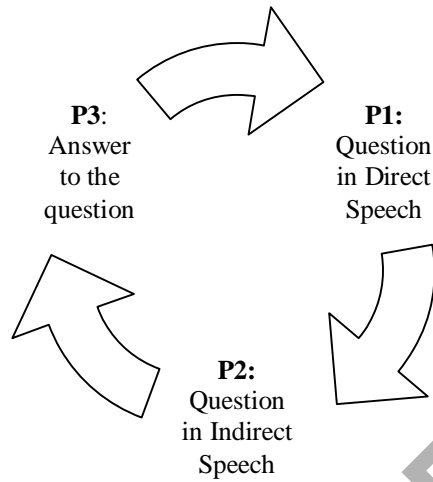
A N D R E W: I think you will need a vacuum flask, a heat-resistant watch and may be even a compass.

M A R I A H: Is THAT all? I’m going to play baseball, not go on some expedition!

A N D R E W: You’d better take your sunglasses as well. The sun in Arizona can be really dangerous.

3. Work with your groupmates in minigroups of 3. In the way suggested interview each other on one of the following issues:

- a) the climate and weather conditions in your country;
- b) the climatic zone you'd like to live in;
- c) the nature phenomena in your area.



▼ Step 3

3.1 Vocabulary Focus: Plants & Vegetable kingdom

^ ANTICIPATING THE ISSUE

Do you like flowers? Do you grow any yourself? Perhaps, your family members grow some?



1. Read the given words and check your understanding of them. What Russian equivalents would you give to the terms?

Trees / Bäume, pl

acacia / Akazie, f
 apple-tree / Apfelbaum, m
 asp / Espe, f
 bay / Lorbeerbaum, m
 birch / Birke, f
 cedar / Zeder, f
 coco / Kokospalme, f
 oak / Eiche, f
 pussy-willow / Weide, f
 fir / Fichte, f

alder / Erle, f
 ash / Esche, f
 bamboo / Bambus, m
 beech / Buche, f
 poplar / Pappel, f
 chestnut / Kastanie, f
 maple / Ahorn, m
 willow / Weide, f
 pine / Kiefer, f
 rubber tree / Gummibaum, m

Flowers / Blüten, pl

blowball / Löwenzahn, m
 cornflower / Kornblume, f
 carnation / Nelke, f
 daffodil / Narzisse, f

bluebell / Glockenblume, f
 chamomile / Kamille, f
 crocus / Krokus, m
 dahlia / Georgine, f

daisy / Gänseblümchen, n
 forget-me-not / Vergißmeinnicht, n
 heartsease / Stiefmütterchen, n
 lilac / Flieder, m
 water-lily / Wasserlilie, f
 lotus / Lotusblume, f
 orchid / Orchidee, f
 poppy / Mohn, m
 viola / Veilchen, n
 sunflower / Sonnenblume, f
 tulip / Tulpe, f
 cactus / Kaktus, m

fleur-de-lis / Iris, f
 gladiolus / Gladiole, f
 lavender / Lavendel, m
 lily / Lilie, f
 may-lily / Maiblume, f
 mimosa / Mimose, f
 peony / Pfingstrose, f
 rose / Rose, f
 snowdrop / Schneeglöckchen, n
 sweet peas / wohlriechende Platterbse, f
 zinnia / Zinnie, f
 aster / Aster, f

Field & bog plants / Feld- und Sumpfpflanzen, pl

bur / Klette, f
 coltsfoot / Huflattich, m
 goose-grass / Wegerich, m
 moss / Moos, n
 sagebrush / Wermut, m

sea weeds / Wasserpflanzen, pl
 reed, cane / Schilf, n
 fern / Farnkraut, n
 ivy / Efeu, m
 nettle / Nessel, f
 thistle / Distel, f

Other words & word combinations / Andere Wörter und Wortverbindungen

bark / Borke, f
 spray / Sprößling, m
 crown / Krone, f
 exotic / exotisch
 footstalk / Stengel, m
 be in blossom/in flower (v) / in voller Blüte sein
 pollinate (v) / bestäuben
 poisonous plants / Giftpflanzen, pl
 plant flowers (v) / Blumen pflanzen
 Acacias are native to Australia and Africa / Akazien
 sind einheimisch in Australien und Afrika

branch / Zweig, m
 cluster / Büschel, n
 evergreen / immergrün
 foliage / Blatt, n
 petal / Blütenblatt, n
 fade (v) / verwelken
 cultivated flowers / Zuchtpflanzen, pl
 pick, pluck flowers (v) / Blumen pflücken
 window, indoor flowers / Zimmerpflanzen, pl
 Do these plants droop from drought? / Hängen diese
 Pflanzen wegen der Dürre herunter?

2. Discuss the following issues:

1. What trees and flowers are considered to be native to Belarus? Where do they usually grow?
2. What plants, in your opinion, can be used in the spheres of industry? Where exactly can they be used and what for?
3. What flowers do you like — indoor flowers, cultivated or field ones? What are your favourites?
4. Do you have any orchard at home? Does any of your family members have one? If yes, are there any fruit-trees *growing* there? What are those exactly?
5. What plants, in your opinion, can be called extinct nowadays? Why?

3.2 Grammar Focus: Participle I, Participle II

- What is that tree *growing* there in the yard?
- No idea. Why? — There is something *written* on its bark, I saw it this morning.



Rules:

1 The Participle: Formation and Functioning

There are two types of participles in English: **participle I** (or present participle) and **participle II** (or past participle). The difference between them lies not in time distinctions, as it may seem judging

by the traditional names applied to them, but rather in voice distinctions, participle I being an active form and participle II — a passive one. In Russian participle I corresponds to 'причастие (or деепричастие) действительного залога' and participle II corresponds to 'причастие страдательного залога'.

Participle I is formed by adding the suffix **-ing** to the stem of the verb, and **participle II** — by adding the suffix **-ed** to the stem of the regular verbs, while the irregular verbs have special forms of participle II.

2 Participle I

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

1. The indefinite forms, both active and passive, are used to express an action or a state simultaneous with that expressed by the predicate of the sentence.

She leaned against the gate pretending to read the morning paper.

2. The perfect forms, both active and passive, express an action or a state which took place before the time expressed by the predicate of the sentence.

Having returned from a business trip, he suggested new methods of work.

3. When participles qualify a noun, they can be used attributively or predicatively.

It's an exciting story. The news was disappointing.

4. Like ordinary adjectives, single participles in attributive position usually precede the noun they qualify. But when an attributively used participle forms a phrase, the whole participial phrase should be put after the noun it modifies.

The falling leaves made me think about the coming autumn.

But!

Here is a leaflet giving full particulars of the plan.

5. Participle I indefinite passive should not be confused with participle II. Though both the participles express a passive action, there is still a certain difference in meaning: participle II expresses merely a state, while participle I indefinite passive expresses rather a progressive passive action represented as a state.

A participial phrase with participle II as its head word is usually rendered in Russian with the help of a participial phrase, while a participial phrase with participle I indefinite passive corresponds to a Russian attributive clause with the verb in the form of the imperfect aspect.

Letters written by my sister are difficult to read.

6. When the subject of the participle is represented by a lifeless thing, the second part of the construction is expressed by participle II.

I heard these words mentioned several times.

7. After the verbs to make, to get, to like, to want the construction is used only with participle II.

He soon made his presence felt. She wanted her pie heated.

F PRACTICE

1. Choose the right Participle for the following statements:

1. Get closer! The lily (*grow*) here is really unique!
2. The pot plants (*grow*) by my granny are simply enormous in size.
3. Who's that guy (*watch*) us? — That is the curator of the garden. He takes care of the roses (*cultivate*) here.
4. The oak (*stand*) at the gates is more than 100 years old.
5. The girl (*play*) in the orchard is my elder daughter.
6. I saw that picture once on the bark (*carve*) from one of the old trees in my parents' garden.
7. The birds (*nest*) here are very rare.
8. I've never seen more beautiful butterflies than those (*present*) by our teacher.
9. Scientists (*watch*) birds are called ornithologists.
10. Do you have any more of the plants (*use*) in this recipe?

2. Translate the following statements into English using the appropriate participle.

1. Die von mir hier pflanzenden Blumen sind ihm unbekannt.
2. Die sich interessierenden Forscher standen um den Professor herum.
3. Das laufende Tier ist noch weit von uns.
4. Die hängenden Zweige stören mich, das Garten zu sehen.
5. Die wachsenden hier Wasserlilien hat meine Mutti gepflanzt.

3. Have you ever heard about the so-called “bonsai” plants? What are these, in your opinion? Look at the picture presented below and say what the peculiarities of these plants are. Would you like to grow such a plant? Why (not)? Consult the information given.

Bonsai (Chinese, Japanese) is a Japanese art form using miniature trees grown in containers. Similar practices exist in other cultures, including the Chinese tradition of penjing and the miniature living landscapes of Vietnamese hòn non bộ. The Japanese tradition dates back over a thousand years, and has evolved its own unique aesthetics and terminology.

“Bonsai” is a Japanese pronunciation of the earlier Chinese term penzai. A “bon” is a tray-like pot typically used in bonsai culture. The word bonsai is often used in English as an umbrella term for all miniature trees in containers or pots.

The purposes of bonsai are primarily contemplation (for the viewer) and the pleasant exercise of effort and ingenuity (for the grower). By contrast with other plant cultivation practices, bonsai is not intended for production of food, for medicine, or for creating yard-sized or park-sized gardens or landscapes. Instead, bonsai practice focuses on long-term cultivation and shaping of one or more small trees in a single container.



4. Have you ever visited the Botanic Gardens of the Republic of Belarus? If you have, what memories do you treasure? If you haven't had such an opportunity yet, what plants growing there would you like to see first? Why?

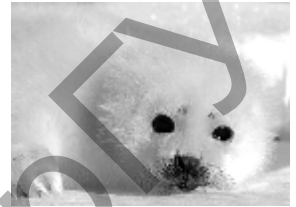
▼ Step 4

4.1 Vocabulary Focus: Animal Planet

^ ANTICIPATING THE ISSUE

Are you an animal-lover?

In your opinion, where can one enjoy the company of wild animals nowadays?



1. Read the given words and check your understanding of them. What are their Russian equivalents?

Insects / Insekte, pl

ant / Ameise, f
may-bug / Maikäfer, m
bee / Biene, f
spider / Spinne, f
dragonfly / Libelle, f
colorado beetle / Kartoffelkäfer, m

fly / Fliege, f
bug / Käfer, m
lightning bug / Leuchtkäfer, m
wasp / Wespe, f
butterfly / Schmetterling, m
mosquito / Mücke, f
daddy-long-legs / Schnake, f

Crawlers / Kriechtiere, Reptilien, pl

lizard / Eidechse, f
viper / Otter, f
varan / Waran, m

snake/serpent / Schlange, f
grass-snake / Grasnotter, f
crocodile / Krokodil, n

Birds / Vögel, pl

blackbird / Drossel, f
crane / Kranich, m
sparrow / Sperling, m
cuckoo / Kuckuck, f
pigeon / Taube, f
eagle / Adler, m
seagull / Möwe, f
titmouse / Meise, f
flamingo / Flamingo, m

swan / Schwan, m
pelican / Pelikan, m
crow / Krähe, f
duck / Ente, f
owl / Eule, f
peacock / Pfau, m
humming-bird / Kolibri, m
rook / Saatkrähe, f
stork / Storch, m
ostrich / Strauß, m

Mammals & others / Säugetiere, pl

bear / Bär, m
camel / Kamel, n
elk / Elch, m
field mouse / Wühlmaus, f
wolf / Wolf, m
tiger / Tiger, m
grizzly / Grizzlybär, m
squirrel / Eichkatze, f
hedgehog / Igel, m
leopard / Leopard, m
mink / Nerz, m

bison, buffalo / Bison, m
deer / Hirsch, m
elephant / Elefant, m
fox / Fuchs, m
giraffe / Giraffe, f
lion / Löwe, m
zebra / Zebra, n
hare / Hase, m
kangaroo / Känguruh, n
lynx / Luchs, m
raccoon / Waschbär, m

panda / *Panda*, *m*
porcupine / *Stachelschwein*, *n*
rat / *Ratte*, *f*

monkey, ape / *Affe*, *m*
beaver / *Biber*, *m*

Sea animals / *Seetiere*, *pl*

dolphin / *Delfin*, *m*
killer whale / *Mörderwal*, *m*
seal / *Robbe*, *f*
octopus / *Octopus*, *Krake*, *m*
sea horse / *Seepferdchen*, *n*

whale / *Wal*, *m*
shark / *Hai*, *m*
turtle / *Schildkröte*, *f*
fish / *Fisch*, *m*
jellyfish / *Meduse*, *f*

Domestic animals / *Haustiere*, *pl*

cow / *Kuh*, *f*
goat / *Ziege*, *f*
hen / *Henne*, *f*

pig / *Schwein*, *n*
sheep (sheep) / *Schaf*, *n*
rabbit / *Kaninchen*, *n*
goose (geese) / *Gans*, *f*

Useful phrases / *Nützliche Redewendungen*, *pl*

feed on smth. (v)
Lions inhabit grassy plains and open savanna.
Wild ducks migrate seasonally.
How long are lionesses?

Camels are able to go several days without drinking water.
For years elephants have been hunted for their tusks.
Where does the female deposit her eggs?
be a predator (v)

2. Discuss the following questions:

1. What animals are native to Belarus? What areas do they usually inhabit?
2. What animals, in your opinion, are native to the arid, semi-arid, tropical, temperate and arctic climate zones?
3. What predators live currently on the territory of our country?
4. What animals, do you think, are extinct at the moment?
5. Would you like to have any wild animals for pets? If yes, what would your choice be? Why?

F PRACTICE

1. Get acquainted with the UK “national” plants. Discuss the issues that follow. Have you ever heard of any of them?

GREEN EMBLEMS OF BRITAIN



Each country in Britain has its own patron saint and floral emblem.

England — St. George and the Rose

The national flower of England is the rose. The flower has been adopted as England’s emblem since the time of the Wars of the Roses — civil wars (1455–1485) between the royal house of Lancaster (whose emblem was a red rose) and the royal house of York (whose emblem was a white rose).

Scotland — St. Andrew and the Thistle or Scottish Bluebell

The national flower of Scotland is the thistle, a prickly-leaved purple flower which was first used in the 15th century as a symbol of defence. The Scottish Bluebell is also seen as the flower of Scotland.

Wales — St. David and the Daffodil

The national flower of Wales is the daffodil, which is traditionally worn on St. David's Day. *The vegetable called leek is also considered to be a traditional emblem of Wales.*

There are many explanations of how the leek came to be adopted as the national emblem of Wales. One is that St David advised the Welsh, on the eve of battle with the Saxons, to wear leeks in their caps to distinguish friend from foe. As Shakespeare records in 'Henry V', the Welsh archers wore leeks at the battle of Agincourt in 1415.

Northern Ireland — St. Patrick and the Shamrock

The national flower of Northern Ireland is the shamrock, a three-leaved plant similar to clover. An Irish tale tells of how Patrick used the three-leaved shamrock to explain the Trinity. He used it in his sermons to represent how the Father, the Son, and the Holy Spirit could all exist as separate elements of the same entity. His followers adopted the custom of wearing a shamrock on his feast day.

Answer the following questions:

1. What are the "green" symbols of England, Scotland, Wales and Northern Ireland?
 2. Do any other countries use plants as their national symbols? If yes, how do they choose the "right" plants, do you think?
 3. Do we have any national plants in Belarus? What are these?
2. Prepare the information about one of your favourite flowers.
3. Individually, in pairs or in groups, prepare a project on one of the following topics:
1. "Plants as Medicines".
 2. "The vegetable kingdom of the ... climate zone".
4. Get acquainted with the US wildlife. Discuss the questions that follow. Have you ever heard of the "wild" national symbols of the country?

A.

US BUFFALO

The American buffalo (bison) is an awesome animal. It is strong, loyal, tough, and always faces a storm head on. No wonder it has emerged into a symbol of strength for America.

"Buffalo" is something of a misnomer as this animal is only distantly related to either of the two "true buffaloes", the water buffalo and the African buffalo.

The bison originally inhabited the Great Plains of the U.S. and Canada in massive herds, ranging from the Great Slave Lake in Canada's far north to Mexico in the south, and from eastern Oregon almost to the Atlantic Ocean.

The American bison is often used in North America in official seals, flags and logos. In the U.S., the American bison is a popular symbol in the so-called "Great Plains" states. Kansas, Oklahoma and



Wyoming have adopted the animal as their official state mammal, and many sports teams have chosen the buffalo as their mascot, including the University of Colorado Buffaloes.

Several American coins feature the bison, perhaps most famously on the reverse side of the “buffalo nickel” from 1913 to 1938. In 2005, the United States Mint coined a nickel with a new depiction of the bison as part of its “Westward Journey” series.

B.

THE BALD EAGLE



The Bald Eagle is a bird of prey found in North America. It is *the national bird and symbol of the United States of America*. This sea eagle has two known sub-species and forms a species pair with the White-tailed Eagle. Its range includes most of Canada and Alaska, all of the contiguous United States, and northern Mexico. It is found near large bodies of open water with an abundant food supply and old-growth trees for nesting.

The Bald Eagle is a large bird, with a body length of 70–102 centimeters (28–40 in), a wingspan of up to 2.44 m (96 in), and a mass of 2.5–7 kilograms (5.5–15 lb); females are about 25 percent larger than males. The adult Bald Eagle has a brown body with a white head and tail, bright yellow irises, and golden taloned feet and hooked beak; juveniles are completely brown except for the yellow feet. Males and females are identical in plumage coloration. Its diet consists mainly of fish, but it is an opportunistic feeder. It hunts fish by swooping down and snatching the fish out of the water with its talons. In the wild, Bald Eagles can live up to thirty years, and often survive longer in captivity. The Bald Eagle builds the largest nest of any North American bird, up to 4 meters (13 ft) deep, 2.5 meters (8.2 ft) wide, and 1.1 tons in weight.

The species was on the brink of extinction in the continental United States (while flourishing in Alaska and Canada) late in the 20th century, but now has a stable population and has been officially removed from the U.S. federal government’s list of endangered species. The Bald Eagle was officially reclassified from “Endangered” to “Threatened” on July 12, 1995 by the United States Fish and Wildlife Service. On July 6, 1999, a proposal was initiated “to remove the Bald Eagle in the Lower 48 States from the List of Endangered and Threatened Wildlife”. It was delisted on June 28, 2007.

Discuss the following issues:

1. Have you ever paid attention to the fact that among the national symbols of the countries carrying them there are not only wild animals but also birds? How would you explain the phenomenon?
2. Do we have any national animals in Belarus? What are they?
3. Do you know the “wild” national symbols of Germany? Austria? Other German-speaking countries? Deliver the information on the matter.

5. Some animals scare people. Some animals amaze and bring us fun and joy. What animals do you associate with the development of human civilization?

≈ LISTENING COMPREHENSION

1. What associations do you have with the notion of the “wild”? You are going to listen to one of the most popular tunes related to the topic.

While listening to the song for the first time, fill in the blanks with the words you hear. Pay attention! The missing words are taken from your active vocabulary.

This is me
There's nowhere else _____ I'd rather be

It's just me and you
_____ we make our dreams _____

Refrain

It's a life _____

_____, _____

Here we are

And after all this time

Yeah here we are
Still goin' strong
Right here in the place
where we _____

Refrain

Right next to you
And suddenly the world is all _____

I'm gonna stay
Now there's nothin' standing in our way
Oh, _____

This is me

Bryan Adams

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

Home assignment

Translate the lyrics up to the end. Be ready to sing it.

6. Prepare the information on the animal you're afraid of/fascinated by most.

7. Individually, in pairs or in groups, prepare a project on one of the following topics:

1. "The most ... animal in the world";
2. "The wildlife of the climate zone".

4.2 Grammar Focus: The Infinitive. Forms & Functions

- I'm glad **to help** you with these tulips.
- I'm glad **to be helped**.
- This new encyclopedia on fir trees leaves much **to be desired**.
- Roses are difficult **to deal with**.
- These flower beds are pleasant **to look at**.



Rules:

Forms of the Infinitive

Form	Active	Passive
Simple	to do	to be done
Continuous	to be doing	—
Perfect	to have done	to have been done
Perfect Continuous	to have been doing	—

To form the negative, we simply put **not** immediately before the infinitive:

She warned me **not to** be late. (to-infinitive) She should **not be told** about it. (bare infinitive)

Functions of the Infinitive:

1. The infinitive may be the **subject** of a sentence.

To save money now seems impossible.

To know how to drive is useful or It is useful **to know** how to drive.

Note!

The use of introductory **it** in interrogatives:

Would **it** be safe **to camp** here?

2. The infinitive may be the **complement of the verb**.

His plan was **to keep** the affair secret.

3. The infinitive may be **the object or part of the object** of a verb. It can follow the verb directly:

He wants **to pay** now. Or follow verb + question words:

Please show me **what to do**. = What should I do? Please show me. Can you tell me **how to get** there? = How do I get there? Can you tell me? Or follow verb + object.

She **wants Peter to come** on Monday.

Note!

The infinitive as object or complement of the verb is used after the verbs:

want	hope	decide	seem
need	expect	choose	appear
would like	plan	promise	pretend
would love	intend	propose	attempt
would prefer	agree	help	mean
would hate	refuse	claim	long

4. The infinitive can be used **after certain nouns and pronouns**:

a) many nouns that correspond to verbs can be followed by a **to-** infinitive:

I **do not** wish to see you.

I have **no** wish **to** see you.

He **refused to help** me. His **refusal to help** me was a surprise.

We **agreed to meet** later. We made **an agreement to meet** later.

b) other verb/noun pairs like this are:

to apply — an application

to attempt — an attempt

to decide — a decision

to propose — a proposal

to determine — determination

to plan — a plan, etc.

5. The infinitive can be used **after adjectives**: adjective + to infinitive is used:

a) to express simple emotions and attitude: **to be anxious/determined/pleased/happy/easy/sure/(un) likely, etc. + to-infinitive**

I'm **pleased to be** here.

He is **sure to do** the work.

b) to praise/criticise people: **to be right/wrong/silly/generous/selfish/stupid, etc. (of smb.) + to-infinitive**

It was **kind of you to ask** them to come.

Wasn't it **clever to do** that!

c) after comparatives or superlatives of adjectives and expressions with adverbs **too** and **enough**:

It would be **more interesting** to go out.

The piano is **too heavy** to move.

He is not **strong enough to move** this box.

6. The infinitive can express **purpose**. We use **to do, in order to do** and **so as to do** to express purpose. They answer the question "Why?" or "To do what?"

I went to college **in order to get** a better job later.

Note!

The negative forms:

I went to the city *not to see* the sights *but to find* a job.

Phone for details of our holidays immediately *in order not to miss* this wonderful opportunity!

They exchanged addresses *so as not to lose* touch with each *other*.

7. The infinitive can be used with *introductory or final set expressions*.

To put it mildly, you are not very polite.

I've never met him, *to tell you the truth*.

To be honest, I liked it greatly.



Rules:

Infinitive without Particle *to* (*Bare Infinitive*)

Bare infinitive is used:

1. After auxiliaries and modal verbs except: *ought, have, be*.

Do you *know* what time it is now?

You *must come* and *see* us one day.

You *ought to have come* earlier.

2. After the verbs denoting sense perception such as *to hear, to see, to feel, to watch, to observe, to notice*, etc. in the active voice.

I saw him *enter* the shop.

But!

He *was seen to enter* the shop.

3. After the verbs *to let, to make, to have* (in the meaning *to get*), *to know* (in the meaning *to see* or *to observe*) in the active voice.

Don't let the children annoy you.

She *made* me *do* this test again.

I'll have an electrician *repair* it.

But!

I was made to stand in the corner.

4. After modal expressions *had better, cannot but, would rather, nothing but, would sooner, cannot choose but*.

I'd rather be told the truth. *You'd better not make* a mistake next time. He *couldn't but go* there.

5. In infinitive sentences beginning with *why (not)*.

Why not cook fish tonight? You look tired. *Why not take* a holiday?

6. We use both bare infinitive and to-infinitive forms after the verbs **need, dare, do and help**. (Bare infinitive is preferable after positive forms and **needn't**. To-infinitive after **doesn't/ don't need, dare not** and **help not**)

You **needn't do** this washing up. You **don't need to clean** the floor. Does **he dare (to) refuse** you? All I **did** was (to) **give** him the information. Mother **helped** me (to) **do** my homework. How can **I help** my children **not to worry** about their exams?

F PRACTICE

1. Read the sentences and analyze the forms of infinitives:

1. I intend to start immediately.
2. They happened to be discussing some sea weeds when I came in.
3. The blowers waited to be examined.
4. She didn't want to bother anyone and she didn't want to be bothered either.
5. Ann appears to have been working in the garden since morning.
6. Lions don't like to be disturbed.
7. Wild cats are always fascinating to look at.
8. Father took me once to the Zoo to see a giant crizzly bear.
9. For a moment the monkeys seemed to be looking for something.
10. Would you like to buy a serpent for a pet?

2. Paraphrase the following sentences using the infinitive active or passive.

1. She was sorry that she had missed so many classes in biology.
2. I know you feel frustrated about your mother refusing to take the monkey.
3. They were glad that they had finally found a new master for that cat.
4. Last Monday I saw Max in the park. He was walking his new bulldog.
5. It's the first time for me. I have never seen dolphins so close!
6. Do not be so shy! Ask questions if you have any.
7. These dragonflies are very rare. South America is the only place where you can see them.

3. Read the dialogue and use the correct form of the infinitive of the verb in brackets.

- Why not (*go*) to the zoo? I've heard they have a bunge of new lizards (*see*).
— I don't know... I don't like (*watch*) animals in those small dark cages. I think it's cruel (*keep*) them in such conditions.
— All right, then... Let's (*go*) to the park! There you can (*watch*) wild ducks and swans and what not. It's a good opportunity (*get*) closer to the wild and (*have*) fun.
— What do you mean by fun?
— Well, there are a lot of extra attractions there. For example, one can (*participate*) in the daily bird feeding. And if you are an early bird yourself and (*come*) to the park somewhere at 7.30, you will be able (*see*) the famous local pair of black swans.

4. How do you communicate with the wild around you? Do you ever go to the green? Where and how can one enjoy the beauty of nature? With a partner and then with the group, share your ideas on the matter.

▼ Step 5

5.1 Vocabulary Focus: Environmental Problems & Nature Protection

^ ANTICIPATING THE ISSUE

Look at the picture of the so-called “eco-warriors” obstructing the falling of trees. What are your thoughts on such a way to fight for the surrounding nature?

Would you do something of the kind to protect some nature spots? Why (not)?

1. Read the given words and check your understanding of them. What Russian equivalents would you give to the terms?



Ecology / *Ökologie*, f

terrestrial ecology / *Bodenökologie*, f
marine ecology / *Meeresökologie*, f
urban ecology / *Stadtökologie*, f

ecological system / *ökologisches System*, n
ecological disturbance / *ökologische Belastung*, f
ecological catastrophe / *ökologische Katastrophe*, f

Ecological problems / *Ökologische Probleme*, pl

global warming / *globaler Temperaturanstieg*, m
greenhouse effect / *Treibhauseffekt*, m
deforestation / *Entwaldung, Abholzung*, f
overpopulation / *Übervölkerung*, f
ozone depletion / *Ozonverringerung*, f
ozone layer hole / *Ozonloch*, n

air/water/soil pollution/contamination / *Luft-,
Wasserverschmutzung, Bodenverseuchung*, f
acid rain / *saurer Regen*, m
radioactive/toxic wastes / *radioactive/toxische Abfälle*, pl
waste disposal / *Abfallbeseitigung*, f
die out/become extinct (v) / *aussterben*

Environmental protection / *Umweltschutz*, f

environmental monitoring / *Umweltüberwachen*, n
environmental management / *Umweltsmanagement*, n
environmental legislation / *Umweltgesetzgebung*, f
pollution control / *Verseuchungskontrolle*, f

waste recycling / *Abfallsrecycling*, n
waste reuse / *Abfallwiederverwendung*, f
wholesome production / *abfallfreie Produktion*, f

Useful phrases / *Nützliche Redewendungen*, pl

Energy consumption and pollution create such problems
as deforestation, acid rains and global warming.
Nowadays scientists are worried that the ice and snow
at the North and South poles are melting.

People have to do their best to save the planet.
The oceans are filled with industrial waste.
The temperature of the Earth is rising, and this causes
heavier rains and floods.

2. Discuss the following questions:

1. What are the consequences of the Chernobyl catastrophe you've probably know all about?
2. Have you ever heard of Greenpeace? What is it exactly, in your opinion?
3. What do you think is the greatest danger to human life on Earth?
4. Why is air pollution such a serious problem?
5. What shall we do to avoid ecological catastrophe?

9 3. In your opinion, what creatures have suffered most from human activity? You are going to watch a piece of the video focusing on a chain of ecological issues leading to the extinction of one of the most mysterious creatures on earth. Watch the piece and answer the questions that follow:

1. What is the location of the species' habitat?
2. How many animals remain in the wild? How do they keep in touch?
3. By nature, what are pandas like?
4. What is the panda's main defense?
5. Why are pandas so few today? What are the reasons for their extinction?

5.2 Grammar Focus: The Gerund. Forms & Functions.

- Are you fond of *growing* plants?
- I'm afraid not. I prefer more active things like *swimming* and *skate-boarding*.



Rules:

The Gerund is one more non-finite form of the verb with the *-ing* ending.

Forms of the Gerund

Form	Active	Passive
Indefinite	He likes <i>telling</i> animal stories.	He likes <i>being told</i> animal stories
Perfect	He is proud of <i>having spoken</i> to this outstanding person.	He is proud of <i>having been spoken to</i> .

The Gerund in English may perform several functions and be used:

1. As a subject:

Swimming (*subject*) is John's hobby (*predicate*).
 Making a site about the crucial problems of today is my way of having a rest.
 Walking is a good type of exercise.

2. As a subjective complement:

My hobby is making a site about nature protection.
 His job is fixing computers.
 My task is improving the quality of new technologies.

3. As the object of a verb:

I started riding when I was six.
 He has just finished downloading music from the Internet.
 I enjoy walking in my spare time.

4. As the object of a preposition:

Quite a few of them are interested in studying ecology.
 The procedure of creating a new file is very simple.
 Scientists can offer good ideas for making your life brighter.

5. In a noun phrase:

the writing of a program
the making of plans
a writing-table (a table for writing)
a waiting-room (a room for waiting)

Exceptions!

The needing of ... is *wrong*, but the need(s) of ... is right.
The writing of it is *wrong*, but the writing of the program is right.

6. After the following expressions:

It is no use (no good) asking her — she doesn't know anything.
It is a waste of money buying things you don't need.
It isn't worth fixing such a thing.

The Gerund is always used after the verbs:

to avoid	to carry/go on	to dislike
to enjoy	to finish	to give up
to imagine	to keep	to mind
to miss	to practise	to risk
to suggest	to be tired (of)	to dream (of, about)
to burst out	cannot help	to deny
to excuse	to forgive	to go on
to postpone	to put off	to stop

F PRACTICE

1. Open the brackets using the gerund forms appropriate.

1. The city's urban ecology needs (*take*) urgent measures.
2. (*Read*) about nature protection and (*protect*) it are two different things.
3. (*Make*) predictions is not the issue. One cannot predict natural phenomena.
4. Waste (*recycle*) is one of the most effective ways to protect the environment.
5. Don't do that! (*Swim*) in this lake can be dangerous. The lake is most surely to be contaminated.
6. What activities can be classified as the ways of (*protect*) the environment?
7. (*Take*) care of our surrounding vegetable kingdom is the easiest way to do good.
8. By (*promote*) different state-run programs in the field of nature protection, the city authorities try to solve the local problem of air contamination.
9. (*Develop*) new technologies in the sphere of wholesome production can solve the most pressing ecological problems of today.
10. (*Rescue*) of the marine ecology in the Mexican Bay hasn't resulted in anything yet.

2. You are sure to know about the recent ecological catastrophe in the Mexican Bay. The consequences of the oil spill have not been measured in full yet. The efforts to save the marine ecology in the location haven't been successful so far. What are your ideas on how one can change the situation for the better? Suggest and list the possible measures.

Example: reporting the latest news, ...

3. Belarus is one of the countries that suffered most terribly after the well-known Chernobyl catastrophe. As a result, the people have to face the consequences. In your opinion, what can be done by the government today to protect:

- a) the terrestrial ecology of the country;
- b) the urban ecology of such cities as Minsk, Soligorsk and Novolukoml?
- c) the ecology of such lakes as Naroch and Svityaz?

Working with a partner, discuss and list the measures possible. Get ready to present your ideas to the group.

& A WORD WITH ANDY ROONEY

1. Read the essay and do the tasks that follow. What, do you think, is "good" in the context of the title?

GARDENERS ARE GOOD PEOPLE

(1) Farmers are good people. Gardeners are amateur farmers and they're good people, too.

There are millions of people who take pleasure from growing flowers or vegetables in their small gardens in the summer or keeping pots of them going inside their homes in the winter. They nurture life and offer hope for the world. There are some decent people.

Planting and encouraging a garden takes virtues most of us don't have. Let me count the ways:

(2) A gardener has to be sensible. I am not a gardener. On the few occasions I've tried to grow something, I've killed the plant with what I thought was kindness. If it was to be fertilized, I gave it too much fertilizer. If it needed water occasionally, I flooded it every day. The best gardeners know when the ideal treatment for a plant is benign neglect. They leave it alone.

(3) Gardeners have to love life. Love of life is what drives a gardener to grow things. A farmer may do it for money but there's nothing in it for a gardener. There are people with no respect for life and certainly no love for it. A gardener accepts death as part of life more gracefully than most people. They know when it's over.

(4) Gardeners are patient. If you're going to have flowers by summer, you have to plan ahead, do some work and then be prepared to wait for results. Most of us don't wait well. To win an election, the politician has to promise us he's going to make our world better by tomorrow. We lack the gardener's patience.

Flowers won't be out any time soon when you plant the seeds today. It takes a special quality gardeners have to anticipate the reward of beauty that will come some day — not tomorrow. The gardener takes pleasure meanwhile from looking forward to the day the flowers bloom.

(5) A gardener has to have faith in his soil, in his seed and in nature. He or she has to believe that there is a miracle contained in that small, oval seed that will produce first a thin green stem, then leaves and finally, flowers. The seed is the *egg* of the flower.

The mystery of genes is nowhere more mysterious than in the seed of a flowering plant. How does the seed of a zinnia, which looks so much like the seed of a rose, know enough to come up in all those dazzling colors? How does the seed of the rose know enough to be red? Doesn't a rebellious rose ever decide it wants to be a dandelion?

A gardener has to be a nurturer. There's something of the good mother in a gardener, man or woman. Gardeners provide food and water for their young plants until they are able to gather it for themselves — water and nutrients from their root system and life-blood from the chlorophyll in their green leaves which so cleverly enables them to convert sunlight into the chemicals they need to flourish.

A good gardener has to be practical and not a romantic. When the time comes, the gardener has to chop away and prune out stems that would produce flowers in the interest of better flowers on the stems that remain. It's a cruel process but the gardener knows it has to be done and does it.

(6) The flowers might survive without their gardeners but they're not apt to flourish. Flowers and gardeners need each other. Flowers need gardeners. Gardeners need flowers. You look up into the windows of decaying old apartment buildings in big cities and the residents may be holding on to life by the price of a welfare check but in half those windows, there sits a clay pot with a few flowers trying desperately to bring some color into the lives of those without any.

2. Decide which title (A—F) best matches the passage (1—6):

- A. The gardener's driving force.
- B. Personifying art.
- C. Mutual dependence.
- D. Wait and see.
- E. The kind-hearted.
- F. Keep within limits.

3. Discuss the following questions:

- 1. According to Rooney, is gardening something very common or an activity for a selected few?
- 2. What traits of character are essential for a gardener? Which of them you think you possess?
- 3. "...A good gardener has to be practical and not a romantic". Do you agree? Comment on your viewpoint.
- 4. What values can be nurtured by such an activity as gardening? For whom, do you think, this activity is especially beneficial? Why do you think so?
- 5. Do you believe that "...a clay pot with a few flowers can bring some colour into the lives of those without any"? How is that possible, do you think? Can you give any examples?

4. Rooney states that "...love of life is what drives a gardener to grow things". What other reasons can one have for planting and growing things? Give your ideas on the matter.

5. Don't you have the feeling that, meditating on growing and nurturing things, the author is talking about something else? What can this "something" be? Follow the line of the author's comparisons used in the text, try to guess what is "hidden beneath".

6. Have you ever grown anything green on your own? What plant would you like to cultivate, if given every opportunity? Write a 300-word essay on the matter.

Module 2: Round-Up

1. Explain the meaning of the following items: *high water, flood, Indian summer, ozone depletion, predator, bonsai plants, terrestrial ecology, deforestation, greenhouse effect, eco-warriors, environmental monitoring.*

2. Interview your partner on the following issues:

- a) what trees native to Belarus he/she knows;
- b) what field plants he/she is familiar with;
- c) what indoor plants he/she cultivates (if any);
- d) what animals he/she favours/fears most;
- e) what measures he/she takes to protect the environment.

3. Complete the table given below. What plants and animals are native to:

Criteria	US	Belarus	China	Africa	Australia
Plants					
Animals					

4. Match the English proverbs with their German equivalents. Comment on the sayings presented. When do we use them?

English	German
Don't count your chickens before they hatch	<i>Was Hänschen nicht lernte, lernt Hans nimmermehr</i>
You catch more flies with honey than you do with vinegar	<i>Den Bock zum Gärtner machen</i>
Let sleeping dogs lie	<i>Die Katze im Sack kaufen</i>
You can't teach an old dog new tricks	<i>Sich nicht um ungelegte Eier kümmern</i>
Setting a fox to guard the henhouse / To trust the cat to keep the cream	<i>Mit Geduld und Spucke fängt man eine Mücke</i>
To buy a pig in a poke	<i>Schlafende Hunde soll man nicht wecken</i>

5. What are the “green symbols” of Great Britain? What do they imply?

6. What “wild symbols” of the US and Belarus can you name? What can you tell about them?

7. What natural phenomena are you familiar with? Complete the table below considering the climate zones enlisted. Be ready to comment on the data.

Natural phenomena	Semi-arid climate	Arid climate	Tropical climate	Arctic climate	Subtropical climate	Temperate climate
hurricane						

8. What latest natural disasters can you recall? Where did they occur? What, in your opinion, are the most dangerous and risky places on earth to live at? Why? Give your arguments on the matter.

9. Comment on the following statements:

1. I believe in God, only I spell it Nature (*Frank Lloyd Wright*).
2. Nature reserves the right to inflict upon her children the most terrifying jests (*Thornton Wilder*).
3. Nature is a writer's best friend (*Agave Powers*).
4. God loved the birds and invented trees. Man loved the birds and invented cages (*Jacques Deval*).
5. No one in the world needs a mink coat but a mink (*Murray Banks*).
6. Thank God men cannot fly, and lay waste the sky as well as the earth (*Henry David Thoreau*).
7. Nature provides a free lunch, but only if we control our appetites (*William Ruckelshaus*).
8. Economic advance is not the same thing as human progress (*John Clapham*).
9. In an underdeveloped country, don't drink the water; in a developed country, don't breathe the air (*Changing Times magazine*).
10. When we heal the earth, we heal ourselves (*David Orr*).

@ 10. As a teacher to be, give your scenario of how children, starting right from their kindergarten age, can be taught to protect the environment. Present your ideas in a 300-word essay.

FOOD & MEALS: YUMMY!

^ ANTICIPATING THE ISSUE

What is food for you? Is it just your “energy fuel” or something else? Hobby, perhaps? Do you like cooking? Why (not)?

✓ Step 1

1.1 Vocabulary Focus: Food & Meals



1. Read the given words and check your understanding of them. What Russian equivalents would you give to the items?

Food products / Lebensmittel, pl

nutrition / *Nahrung, f* — malnutrition / *Unterernährung, f*
 feed (v) / *füttern*
 frozen food / *tiefgefrierete Lebensmittel, pl*
 cook-chill food / *durch rasche Abkühlung haltbar gemachte Fertigrichte, pl*
 pet food / *Haustierfutter, n*

keep to a diet — be on a (strict) diet / *eine Diät halten*
 fresh food / *frische Lebensmittel, pl*
 canned food / *Konserven, pl*
 uncooked food / *rohe Lebensmittel, pl*

Bread / Brot, n

flour / *Mehl, n*
 doughnut / *Pfannkuchen, Berliner, m*
 bake bread (v) / *das Brot backen*
 bread crumbs / *Brösel, m*
 stale bread / *altbackenes Brot, n*
 toast / *Toast, m*
 cake / *Kuchen, m*
 pancake / *Pfannkuchen, m*

dough / *Teig, m*
 dumpling / *Kloß, m*
 white/brown/rye bread / *Weiß-, Braun-, Roggenbrot, n*
 a slice of bread / *eine Scheibe Brot*
 bun / *Brötchen, n*
 pie / *Pastete, f*
 cheese cake / *Käsetorte, f*

Cereals & Groats / Gräser, pl

wheat / *Weizen, m*
 buckwheat / *Buchweizen, m*
 semolina / *Grieß, m*
 cornflakes / *Corn-flakes, pl*

oats — porridge / *Haferflocken, pl* — *Haferbrei, m*
 pearl barley / *Perlgraupen, pl*
 rice / *Reis, m*
 corn / *Mais, m*
 millet / *Hirse, f*

Dairy Products / Milchprodukte, pl

milk / *Milch, f*
 sour cream / *saure Sahne, f*
 margarine / *Margarine, f*
 cream cheese / *Frischkäse, m*
 egg (white/yolk of an egg) / *Ei, n (Eiweiß/Eigelb)*

cream / *Sahne, f*
 butter / *Butter, n*
 cheese (processed cheese) / *Käse (Schmelzkäse), m*
 cottage cheese / *Quark, m*
 a hard-boiled/soft-boiled egg / *ein hartes, weiches Ei*

Meat / Fleisch, n

beef / *Rindfleisch, n*
 roast beef / *Roastbeef, n*

beefsteak / *Beefsteak, n*
 pork / *Schweinefleisch, n*

mutton/lamb / *Lamm, n*
kidney / *Niere, f*
stomach / *Magen, m*
chop / *Kotelett, n*

veal / *Kalbfleisch, n*
liver / *Leber, f*
tongue / *Zunge, f*
cutlet / *Bulette, f*

Sausages / *Würste, pl*

salami / *Salami, f*
ham / *Schinken, m*

sausage / *Wurst, f*
(fat, lean) bacon / (fett, mager) *Früstücksspeck, m*
cold pork / *gekochte Schinken, pl*

Fish and Sea-food / *Fisch und Meeresprodukte, pl*

carp / *Karpfen, m*
herring / *Hering, m*
perch / *Barsch, m*
plaice / *Scholle, f*
clam / *Molluske, f*
jellied fish / *Meduse, f*
lobster / *Hummer, m*
shrimp/prawn / *Krabbe, f*

cod / *Dorsch, m*
mackerel / *Makrele, f*
pike / *Hecht, m*
salmon / *Lachs, m*
trout / *Forelle, f*
crab / *Krabbe, f*
oyster / *Auster, f*
bream / *Brachse, f*

Poultry and Game / *Geflügel und Wild, n*

duck / *Ente, f*
turkey / *Trutthenne, f*

chicken / *Hähnchen, n*
goose / *Gans, f*
rabbit / *Kaninchen, n*

Vegetables / *Gemüse, n*

cucumber / *Gurke, f*
beet / *Rübe, f*
marrow / *Melonenkürbis, m*
cauliflower / *Blumenkohl, m*
asparagus / *Spargel, m*
pumpkin / *Kürbis, m*
garlic / *Knoblauch, m*
pepper / *Pfeffer, m*
dills / *Dill, m*
celery / *Sellerie, m*

tomato / *Tomate, f*
carrot / *Karotten, f*
potatoes / *Kartoffel, f*
cabbage / *Kohl, m*
beans / *Bohnen, pl*
radish / *Radieschen, n*
onion / *Zwiebel, f*
leeks / *Lauch, m*
sweet pepper / *Paprika, f*
parsley / *Petersillie, f*
mushrooms / *Pilze, pl*

Fruits, Berries and Nuts / *Obst, Beeren und Nüsse*

apple / *Apfel, m*
plum / *Pflaume, f*
peach / *Pfirsich, m*
pomegranate / *Granatapfel, m*
orange / *Apfelsine, f*
tangerine / *Mandarine, f*
melon / *Melone, f*
strawberry / *Erdbeeren, pl*
currant (black, red, white) / *Johannisbeeren, pl*
blueberry / *Heidelbeeren, pl*
peanut / *Erdnuss, f*
almond / *Mandel, f*

grapes / *Weintrauben, pl*
pear / *Birne, f*
cherry / *Kirsche, f*
apricot / *Aprikose, f*
lemon / *Zitrone, f*
pine-apple / *Ananas, f*
banana / *Banane, f*
water melon / *Wassermelone, f*
raspberry / *Himbeeren, pl*
gooseberry / *Stachelbeeren, pl*
walnut / *Walnuss, f*
hazel nut / *Haselnuss, f*
seeds / *Samen, pl*

Sweets / *Süßigkeiten, pl*

a bar of chocolate / *eine Tafel Schokolade*
ice-cream / *Eis, n*
marmalade / *Geleekonfekt, n*
pudding (plum pudding) / *Pudding, m*

a box of chocolates / *Pralinenschachtel, pl*
jam (a jar of jam) / *Marmelade, f*
honey / *Hönig, m*
chocolate (milk/nut/bitter chocolate) / *Milch-, Nuss-, Bitter-Schokolade, f*

Beverages / Getränke, pl

soft drinks / alkoholfreie Getränke, pl
juice / Saft, m
(brandy, whisky) / Kognak, m, Whisky, m
champagne / Sekt, m
coffee (strong coffee) / Kaffee, m
cappuccino/expresso/decaf / (cappuccino, expresso, koffeinfrei)

mineral water / Mineralwasser, n
strong drinks / alkoholische Getränke, pl
wine (red/white, dry/sweet/table wine) / Wein, m
tea / Tee, m
instant coffee / Pulverkaffee, m
cocoa / Kakao, m

Meals & Other word combinations / Andere Wortverbindungen

to have tea / Tee trinken
to be hungry (thirsty) / Hunger (Durst) haben
to eat out / auswärts essen
tasty (delicious) / lecker
to treat smb. with smth. / traktieren
to chew — to swallow / kauen — hinunterschlucken
to sit down to table / sich zu Tisch setzen

to be a foodie / ein Feinschmecker sein
to have a snack / einen Imbiss einnehmen
I feel like eating... / ich habe (einen) Gusto auf...
to be a hearty eater / ein guter Esser sein
tasteless (uneatable) / geschmacklos (fade)
a second helping / die zweite Portion
to lay the table / aufdecken, den Tisch decken
to have breakfast (lunch, dinner, supper) / frühstücken
(zu Mittag essen, zu Abend essen, Abendbrot essen)

2. In pairs discuss the following questions:

1. What are your eating habits? Do you take your meals regularly?
2. Do you eat out often? If you do, where do you usually go?
3. What baked products do you prefer?
4. What do you usually have for: 1) breakfast; 2) lunch; 3) dinner?
5. Do you have supper? Is it light or substantial?
6. Are you a sweet tooth? What sweets do you like?
7. What fruits do you eat mostly?
8. What beverages do you like? Are you a tea-lover or a coffee addict? What are your favourites?
9. Are you an “alter Hase” in buying and storing food? Where is it better, in your opinion, to buy:
 - dairy products;
 - fish;
 - greens and fruit;
 - sweets;
 - beverages.

Why do you think so? Comment on your viewpoint.

1.2 Grammar Focus: Pronouns. Reciprocal & Indefinite Pronouns

- I need **somebody** to help me.
- Don't you and Ann help **each other**?

Rules:

Pronouns can take the place of nouns. In English there are the following types of pronouns:

1. *Personal pronouns* (**I — me, you — you, he — him, she — her, it — it, we — us, they — them**):

Give me a pen, please.

2. *Possessive pronouns* (**mine, yours, his, hers, its, ours, theirs**):

The book is hers.

3. Reflexive and intensive pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*):

They learn themselves.

4. *Demonstrative pronouns (this — these, that — those)*:

Show me those books!

5. *Relative pronouns (who, whom, whose, which, that)*:

Yesterday I saw Jane whose brother is my boss.

6. *Reciprocal pronouns (each other, one another)*:

Look at each other, you two!

Reciprocal pronouns. Reciprocal pronouns show connection between people:

Susan and Kate look at *each other* and laugh.

Our sportsmen help *one another* during all competitions.

7. *Indefinite pronouns (some, any, other, another, anybody, somebody, someone, anywhere, nothing, anything, etc.)*:

Is anybody here?

Indefinite pronouns. Indefinite pronouns refer to nouns that are not specific:

– Singular indefinite pronouns refer to:

- people: *anybody, anyone, nobody, no one, somebody, someone*:

Is *anybody* here? There isn't *anyone* here.

Nobody can fly like a bird.

Someone is in the classroom.

- places: *anywhere, nowhere, somewhere*:

Let's go *anywhere*!

My textbook is *nowhere* in the room.

But it must be *somewhere* in the house.

- people or things: *one, another, any, each, either, neither*:

Is there any student in the library? — Yes, there is *one*.

This pen won't write — can you give me *another* one?

I need some pencils. Have you got *any*?

Each of the boys has got a bike.

Do you want a cake or a chocolate? — *Either* is good.

Which bag is yours? (1 out of 2) — *Neither* is mine.

– Plural indefinite pronouns: *none, some, both, either, neither, several, enough, a lot*:

How many students are there in the lab? — There are *none*.

How many books are there in the box? — There are *some*.

Which book is yours? (out of 2) — *Both* are mine.

Which hat do you want? — *Either* are fine.

Which CDs are yours? — *Neither* are mine.

How many photos are there? — There are *several*.
How many pens are there on the table? — There are *enough*.
How many cakes are there? — There are *a lot*.

– Non-Count Indefinite Pronouns: *none, either, neither, some, little, a little, enough, a lot, too much*:

How much information is there? — There is *a little*.

F PRACTICE

1. Complete the sentences using reciprocal pronouns:

1. Say “Good morning!” to _____ .
2. Our culinary teams always support _____ .
3. In summer we often write letters to _____ .
4. They go _____ after _____ in the list.
5. We see _____ every day but we never talk to _____ .

2. Read the dialogue. Put in (where necessary) the appropriate pronouns from the box.

each other	any	none	anywhere	something
	anything	some	nowhere	

- Do you feel like eating? It’s 10.30 already.
— Actually, I do. Do you have _____?
— Let me see... Well, we have two big ham sandwiches, _____ crisps and lettuce left-overs.
— _____ fruit?
— Sorry, _____ .
— There must be _____ else. Dad went shopping only yesterday.
— Do you always check up on _____?
— We try to. I know he bought yesterday a can of chocolate milk. Do you see it _____?
— Well, if there is _____ milk left, it’s _____ to be seen.

3. Tastes differ, they say. And that’s true, everyone has his/her preferences, even in food. What are your likes/dislikes?

Are you a meat-eater? A fish-eater? Or, perhaps, a sweet tooth?

Are you allergic to anything? If you are, what is it exactly?

Interview your partner on the issues.

4. Get acquainted with the specifics of taking meals in the UK. Have you ever heard about the facts before?

A.

BRITISH MEALS AND MEAL TIMES

Some people have their biggest meal in the middle of the day and some have it in the evening, but most people today have a small mid-day meal — usually sandwiches, and perhaps some crisps and some fruit.

The British have three main meals a day:

- **Breakfast** — between 7:00 and 9:00.
- **Lunch** — between 12:00 and 1:30 p.m.

• **Dinner** (sometimes called supper) — The main meal. Eaten anytime between 6:30 and 8:00 p.m. (evening meal).

Traditionally, and for some people still, the meals are called:

- Breakfast — between 7:00 and 9:00,
- Dinner (The main meal) — between 12:00 and 1:30 p.m.
- Tea — anywhere from 5:30 at night to 6:30 p.m.

On Sundays the main meal of the day is often eaten at midday instead of in the evening. This meal usually is a Roast Dinner consisting of a roast meat, Yorkshire pudding and two or three kinds of vegetables.

B.

BREAKFAST

What is a typical English breakfast?

Most people around the world seem to think a typical English breakfast consists of eggs, bacon, sausages, fried bread, mushrooms and baked beans all washed down with a cup of coffee. Nowadays, however, a typical English breakfast is more likely to be a bowl of cereals, a slice of toast, orange juice and a cup of coffee.

Many people, especially children, in England eat a bowl of cereal. They are made with different grains such as corn, wheat, oats, etc.

In winter many people eat “porridge” or boiled oats.

What is the traditional English Breakfast?

The traditional English breakfast consists of eggs, bacon, sausages, fried bread, baked beans and mushrooms. Even though not many people eat this for breakfast today, it is always served in hotels and guest houses around Britain.

The traditional English breakfast is called the “Full English” and sometimes referred to as “The Full English Fry-up”.



C.

LUNCH

What is a typical British lunch?

Many children at school and adults at work have a “packed lunch”. This typically consists of a sandwich, a packet of crisps, a piece of fruit and a drink. The “packed lunch” is kept in a plastic container.

Sandwiches are also known as a “butty” or “sarnie” in some parts of the UK.

People like sandwiches with prawn and mayonnaise, tuna and mayonnaise and ham and pickle sandwiches.

D.

DINNER

The evening meal is usually called “tea”, “dinner” or “supper”.

What is a traditional British Dinner?

A typical British meal for dinner is “**meat and two veg**”. The British put hot brown gravy, (traditionally made from the juices of the roast meat, but more often today from a packet!) on the meat and usually some vegetables. One of the vegetables is almost always potatoes.

What is a typical British Dinner like today?

The traditional meal is rarely eaten nowadays, apart from on Sundays. A recent survey found that most people in Britain eat curry! Rice or pasta dishes are now favoured as the “British Dinner”.

Vegetables grown in England, like potatoes, carrots, peas, cabbages and onions, are still very popular.

The Sunday Roast Dinner

Sunday lunch time is a typical time to eat the traditional Sunday Roast.

Traditionally it consists of roast meat, (cooked in the oven for about two hours), two different kinds of vegetables and potatoes with a Yorkshire pudding. The most common joints are beef, lamb or pork; chicken is also popular. Beef is eaten with hot white horseradish sauce, pork with sweet apple sauce and lamb with green mint sauce. Gravy is poured over the meat.



E.

AFTERNOON TEA AND HIGH TEA IN ENGLAND

Afternoon tea (4 o'clock tea)

This is a small meal, not a drink. Traditionally it consists of **tea** (or coffee) served with either of the following:

- freshly baked scones served with cream and jam (known as a cream tea);
- afternoon tea sandwiches — thinly sliced cucumber sandwiches with the crusts cut off;
- assorted pastries.

Afternoon Tea today

Afternoon tea is not common these days because most adults go out to work. However, you can still have afternoon tea at the many tea rooms around England.

Afternoon tea became popular about one hundred and fifty years ago, when rich ladies invited their friends to their houses for an afternoon cup of tea. They started offering their visitors sandwiches and cakes too. Soon everyone was enjoying the tradition of afternoon tea.

High tea (6 o'clock tea)

The British working population did not have afternoon tea. They had a meal about midday, and a meal after work, between five and seven o'clock. This meal was called “high tea” or just “tea”.

Traditionally, high tea was a substantial meal that combined delicious sweet foods, such as scones, cakes, buns or tea breads, with tempting savouries, such as cheese on toast, toasted crumpets, cold meats and pickles or poached eggs on toast. This meal is now often replaced with a supper due to people eating their main meal in the evenings rather than at midday.

Discuss the following issues:

1. Apart from the meals mentioned in the text, the British may have one more daily meal called “brunch” (sometimes called “elevenses”). What do you think it is?
2. What is the “Full English” and what does it consist of? Is it popular with the British nowadays? Why (not)?
3. What is the so-called “packed lunch”? When a child, did you have any? Do you have it these days?
4. What is the typical British “meat and 2 veg”?
5. What are the popular British “afternoon tea” and “high tea”? How are these meals different? Do you have such meals in your country?

5. What are the favourite food products in Great Britain? Using the information from the text, try to prove your viewpoint.

6. Prepare the information on the traditions of meal times in:

- the US;
- Germany;
- Belarus.

Get ready to present the information to your groupmates.

▼ Step 2

2.1 Vocabulary Focus: Cooking

^ ANTICIPATING THE ISSUE

Can you cook? If you can, what are you especially good at?
Are you fond of cooking in general? Who's the best cook in your family?



1. Read the given words and check your understanding of them. What Russian equivalents would you give to the items?

Cook (v) / Kochen

sprinkle (v) / *streuen, sprengen*
let smth grow cold (v) / *etw. abkühlen*
taste (v) / *probieren*
carve the meat (v) / *aufschneiden*
roast (v) / *braten, rösten*
beat up (v) / *schlagen*
boil (v) / *kochen*
simmer (v) / *sieden*
fry (v) / *braten*
stew (v) / *schmoren*
overdone, underdone, raw, well done meat / *verbratenes, halbgares, rohes, durchgebratenes Fleisch, n*

peel (v) (potatoes, onion) / *schälen*
grate(v) (grater) / *reiben*
chop (v) (vegetables, etc) / *kleinschneiden*
mince the meat (v) / *kleinhacken*
roll smth in breadcrumbs (v) / *panieren*
drain (v) / *abgießen*
prick, probe (v) / *stechen*
whip (v) / *kräftig schlagen*
turn over (v) / *umdrehen*
pour out (v) / *eingießen*
stuff (v) (stuffed pepper) / *füllen (gefüllte Paprika)*

Tableware & Cutlery / Geschirr und Besteck, n

cup / *Tasse, f*
tea kettle / *Teekessel, m*
decanter / *Karaffe, f*
glass / *Glas, n*
bread plate / *Brotkorb, m*
sugar basin / *Zuckerschale, f*
pepper box / *Pfefferbüchse, f*
sauce (gravy) boat / *Sauciere, f*
tablecloth / *Tischdecke, f*
fork / *Gabel, f*
monkey-dish / *appetitliches Gericht, n*
knife / *Messer, n*
nutcracker / *Nussknacker, m*
cheeseboard / *Käseplatte, f*

spoon (a serving spoon, dessert spoon) / *Löffel, m*
saucer / *Untertasse, f*
tea pot, coffee pot / *Teekanne, Kaffeekanne, f*
china / *Porzellan, n*
spices / *Gewürze, pl*
butter dish / *Butterdose, f*
mustard pot / *Senftopf, m*
salt cellar / *Salzstreuer, m*
tray / *Tablett, n*
tea-bag / *Teebeutel, m*
dinner plate / *Essteller, m*
sauce/gravy ladle / *Saucenschöpfer, m*
salad bowl / *Salatschüssel, m*
dish / *Gericht, n*
corkscrew / *Korkenzieher, m*

Kitchen Utensils & Appliances / Küchengeräte, pl

paper towel / *Papierhandtuch*, n
 whistling kettle / *Pfeifkessel*, m
 lid / *Deckel*, m
 juice extractor / *Fruchtensafter*, m
 blender / *Blender*, m
 cake tin / *Kuchenform*, f
 rotisserie / *Grill*, m
 food slicer / *Schneidermaschine*, f

frying pan / *Pfanne*, f
 pan/saucepan/pot / *Kochtopf*, m
 bowl / *Schüssel*, m
 mixer / *Mixer*, m
 mincer (AmE: chopper) / *Fleischwolf*, m
 toaster / *Toaster*, m
 spit / *Bratspieß*, m

R It's not my cup of tea! / *Darauf steh' ich nicht!*

2. In pairs discuss the following issues:

1. Do you enjoy the process of cooking? Why (not)?
2. Do you remember your first cooking experience? What was it? Was it a success?
3. While cooking, what kitchen utensils do you frequently use?
4. What food products do you prefer to cook? Why?
5. How do you usually lay the table? What cutlery do you use daily? And on holidays?

2.2 Grammar Focus: Word Formation

- I don't like these frying pans. They are too flat, that is very *inconvenient*.
- *Convenience* is not the point.



Rules:

There are a lot of word-forming suffixes and prefixes in English.

The basic ones are the following:

1. Noun-forming suffixes and prefixes:

-ism	heroism	-dom	freedom	-ness	backwardness
-ant	assistant	-ion	discussion	in-	information
-ence	conference	-sion	revision	im-	impossibility
-ty	cruelty	-ness	happiness	un-	unemployment
-ing	building	-ure	pressure	il-	illiteracy

a)

-er, -or	teacher, actor	ity	majority, complexity
-ist	scientist, artist	-y	difficulty, energy
-ess	actress, hostess	-ian	musician, politician
-ment	movement	-hood	childhood
-ance	importance, distance	-ship	friendship, leadership
-(t)ion	translation	-age	marriage, passage

b)

re	reconstruction	mis	misunderstanding
dis	disarmament	ant/ent	important, dependent
co	coexistence	post	post-war

2. Adjective forming suffixes and prefixes:

less:	hopeless, homeless	able:	eatable, reliable	im:	immortal
full:	hopeful, useful	ish:	foolish, childish	il:	illiterate
ing:	boring, frightening	ible:	responsible	dis:	dishonest
ous:	famous, courageous	un:	unhappy	a:	alive
en:	wooden, woolen	in:	indifferent	non:	non-governmental
al:	central, formal	pre:	prewar	inter:	international
y/ly:	windy, lovely	ir:	irregular		

F PRACTICE

1. Complete each sentence with a noun formed from a word given in the list, ending as shown.

science	astonish	great
free	explain	employ
partner	invite	equal
music	smoke	neighbor
save		

- I don't want to be a slave in the kitchen! I demand my _____dom.
- My friend is very good at cooking, but he isn't a very good _____ian.
- To achieve _____ness, any cook should work hard.
- Imagine my _____ment when I saw my uncle with a frying pan.
- Perhaps I should give you an _____tion for my choice.
- His family has just moved into a new _____hood.
- My new _____er is paying me a much higher salary.
- Mr Manson works in _____ship with two other chefs.
- Most people say that they believe in the _____ity of men and women, but only in the kitchen.
- Doctors have proved that _____ing is harmful.
- Mr Smith regrets that he is unable to accept your _____tion.
- _____ists are hopeful that a cure for this disease will be found.
- We are going to spend all our _____ings on a new coffee machine.

2. Read the dialogue and form the appropriate derivatives from the words in brackets. To fulfil the task, use the suffixes and prefixes given below:

dis-	ir-	un-	in-	non-	-ish	-able
------	-----	-----	-----	------	------	-------

- How can you eat this? It looks (*eat*)!
- Don't be so grumpy and (*respect*). Your sister is only learning to cook, you know.

- But it's (*fool*) to pretend she can cook. Her (*numeral*) attempts always end in a disaster.
- All right, come down. Why not try this? It looks quite (*present*). What is this, do you think?
- I think it's lamb... And some greens — cabbage and cauliflower, if I'm not mistaken... Oh, and there are some traces of raddish here. Look, I think even trying THIS is (*responsible*). Your stomach will revenge on you eventually.
- All right, enough! She's your only sister and we are not going to disappoint her. We are trying this — it's (*negotiable*)!

5. Read and analyze the recipes of traditional British and American dishes. Which of them appeal to you? Why?

Discuss the following issues:

1. What are the main ingredients used? Are they typical of the British cuisine?
2. In your opinion, what kitchen utensils and appliances are needed for cooking the dishes under discussion?

A.

SCRAMBLED EGGS WITH ROSEMARY

12 eggs (two per person)

3 tbsp. half & half

16 to 36 fresh rosemary leaves, finely chopped

$\frac{3}{4}$ tsp. salt

$\frac{3}{4}$ tsp. ground pepper

6 tbsp. butter

$\frac{3}{4}$ cup grated Parmesan cheese

6 rosemary sprigs (each 3 to 4 inches long) for garnish (optional)

1. Combine the eggs, half & half, chopped rosemary leaves, salt, and pepper in a small bowl and stir the mixture with a fork until blended.
2. Melt the butter in a 10-inch skillet over medium-low heat. When the butter has melted, pour the egg mixture into the skillet, stirring the mixture occasionally as it cooks. When the eggs are still somewhat runny (just beginning to clump together), add the Parmesan cheese and continue stirring until cooked to taste.
3. Divide the eggs among plates, and, if you like, garnish each serving with sprigs of rosemary. (Just stick the sprigs into the eggs at an angle.) The rosemary and Parmesan cheese turn ordinary scrambled eggs into a richer, more flavorful dish.

B.

VENISON CUTLETS WITH APPLES

1 slice venison, $\frac{1}{2}$ inch thick

4 apples

Powdered sugar

$\frac{1}{3}$ cup port wine

Salt and pepper to taste

Butter

12 candied cherries

Wipe, core, and cut apples in $\frac{1}{4}$ -inch size slices. Sprinkle with powdered sugar; add wine, cover, and let stand 30 minutes. Drain (reserving wine) and saute in butter. Cut venison in cutlets, sprinkle with salt and pepper, and cook 3 to 4 minutes in lightly greased pan. Remove from pan. Melt 3 tablespoons butter in it; add wine drained from apples and cherries. Reheat cutlets in sauce and serve with apples.

C.

SESAME GINGER NOODLES

Dressing:

$\frac{1}{2}$ cup creamy peanut butter

$\frac{3}{4}$ cup chicken broth

$\frac{1}{4}$ cup soy sauce

2 tablespoons rice wine vinegar

1 tablespoon minced fresh ginger

1 tablespoon sesame oil

1 clove minced garlic

2 cups trimmed watercress

1 cucumber, peeled, halved lengthwise, seeded and thinly sliced

$\frac{1}{2}$ cup finely diced yellow pepper

$\frac{1}{2}$ cup finely diced red pepper

$\frac{1}{4}$ cup thinly sliced radishes

$\frac{1}{4}$ cup thinly sliced green onions

18 oz. Linguini

Puree all dressing ingredients in blender until smooth. Combine veggies in large bowl. Cook pasta according to directions; drain and rinse. Add to bowl with veggies. Toss with dressing.

D.

TWO LAYER PUMPKIN PIE

1 pie crust, baked

2 cups prepared pumpkin

1 cup cold skim milk

2 pkg. instant Vanilla Pudding mix, sugar free

1 tsp. allspice

1 tsp. cinnamon

$\frac{1}{2}$ tsp. ground cloves

8 oz. low fat cream cheese, softened

1 tbs. sugar

1 tbs. milk

8 oz. cool whip

Bake pie crust until browned and allow to cool. Mix together pumpkin, allspice, cloves, cinnamon, 1 cup milk, and pudding mixes. Mix well.

Combine softened cream cheese, sugar, and milk. Stir until smooth and add $1\frac{1}{2}$ cups cool whip. Spread cream cheese mixture in bottom of prepared cooled crust. Spread pumpkin mixture over cream cheese mixture. Top with remaining cool whip. Chill for several hours before serving.

E.

PESTO PIZZA

- 1 1/2 cups (packed) stemmed spinach leaves*
- 1/2 cup (packed) fresh basil leaves (about 1 bunch)*
- 1 1/2 tablespoons oil from oil-packed sun-dried tomatoes or olive oil*
- 1 large garlic clove*
- Olive Oil*
- 1 1/2 inch NY Style dough shell*
- 1/3 cup sliced drained oil-packed sun-dried tomatoes*
- 2 cups grated mozzarella cheese (about 8 ounces)*
- 1 cup grated Parmesan cheese*

Blend first 4 ingredients in processor to coarse puree. Transfer pesto to small bowl. Preheat oven to 500F. Grease 12 inch pizza pan with olive oil. Arrange dough in pan and spread all of pesto over dough. Sprinkle with sun-dried tomatoes, then cheeses.

Bake pizza until crust browns and cheese melts.

6. In every family there is a “family secret”, a special dish cooked on certain occasions only. Do you have such a dish in your family? What is it? Advertise the dish and (if you agree) share the recipe with your groupmates.

7. What is your favourite dish? Is it a starter, main course or, perhaps, a dessert? Can you cook it yourself? Share the recipe of your favourite dish with your groupmates.

✓ Step 3

3.1 Vocabulary Focus: Eating Out

^ ANTICIPATING THE ISSUE

What's your attitude towards different city eating stands? Or you prefer home-made food?



1. Read the given words and word combinations, check your understanding of them. What Russian equivalents would you give to the items?

Dine out (v) / *auswärts* (zu Mittag-, Abendessen)

bar / *Bar*, *f*
café / *Café*, *n*
pub / *Bierstube*, *f*
restaurant / *Restaurant*, *n*
fast-food restaurant / *Schnellrestaurant*, *n*

cafeteria / *Cafeteria*, *f*
coffee bar, coffee house / *Kaffeehaus*, *n*
chop-house / *Schnitzelhaus*, *n*
vegetarian restaurant / *vegetarisches Restaurant*, *n*
waiter (waitress) / *Kellner*, *m* (*Kellnerin*), *f*

At the restaurant / ...Im Restaurant...

a three-course dinner / *Mittagessen aus drei Gängen*
 invite smb to/for dinner (v) / *jmdn. zum Abendessen einladen*
 make out an order (v) / *bestellen*
 speciality of the house / *Spezialität, f*

buffet breakfast (buffet lunch/restaurant) / *Büffettessen, n*
 drop into a bar (v)/... / *bei ...hereinschauen*
 plat du jour/standing dish / *Tagesgericht, n*

Dishes / Gerichte, pl

starter, appetizer / *Imbiss, m*
 dessert / *Nachtisch, m*
 refreshments / *Erfrischungen, pl*
 vegetables and herbs / *Gemüse und Kräuter, pl*
 pizza / *Pizza, f*
 French fries / *Pommes frites, pl*
 Pelmeni (Siberian meat dumplings) / —
 goulash / *Gulasch, m*
 chicken broth, beef tea / *Hühnerbrühe, Fleischbrühe, f*

ketchup / *Ketchup, m*
 main course / *Hauptgericht, n*
 mayonnaise / *Mayonnaise, f*
 spaghetti / *Spaghetti, m*
 for the first/second course ... / *zum zweiten Gang ...*
 pasta / *Paste, f*
 mashed potatoes / *Kartoffelbrei, m*
 ravioli / *Ravioli, pl*
 stew / *Ragout, n*
 Vareniki (curd or fruit dumplings) / —

Useful phrases / Nützliche Redewendungen

Please, help yourself / *Bitte bedienen Sie sich!*
 I would like... (a glass of orange juice) / *Ich möchte...(ein Glas Orangensaft)*
 Thank you, I am full / *Danke, ich bin satt*
 Could I have a menu? (A menu, please) / *Speisekarte bitte!*
 I'd like to make an order / *Ich möchte bestellen*
 Would you like an aperitif? / *Möchten Sie Aperitif?*
 Another cup of tea? / *Noch eine Tasse Tee?*
 Have you reserved the table? / *Haben Sie den Tisch reserviert?*
 Could we have a table at the window? / *Können wir einen Tisch am Fenster bekommen?*
 Could we have a table outside? / *Können wir einen Tisch draußen bekommen?*

I prefer soft drinks / *Ich ziehe alkoholfreie Getränke vor.*
 Anything to drink? / *Möchten Sie etwas trinken?*
 Nothing more, thanks / *Das genügt, danke.*
 The bill, please / *Rechnung bitte!*
 Keep the change / *Es stimmt so.*
 We'd like a table for two / *Wir möchten einen Tisch für zwei*
 You'll be served in a minute / *Sie werden in einer Minute bedient*
 Where is the nearest restaurant? / *Wo ist hier in der Nähe ein Restaurant?*
 Is there a good restaurant in your town? / *Gibt es ein gutes Restaurant in Ihrer Stadt?*
 It's on the house (It's on me) / *Das geht aufs Haus (auf mich)*

2. In pairs discuss the following issues:

1. Do you eat out? If yes, what are your favourite places?
2. What do you usually eat for a starter/main course/dessert?
3. Get ready with a "client" waiter/waitress" dialogue (coffee bar/café/restaurant).

2 LISTENING COMPREHENSION

1. What associations do you have with the notion of "national speciality"? You are going to listen to one of the most popular tunes related to the topic.

But first look through the list of the words that can be unknown to you.

English	German
quota	<i>Quote, f</i>
planter	<i>Plantagenbesitzer, m</i>
bill	<i>Rechnung, f</i>
to be fined	<i>bestraft sein</i>
outsell	<i>schnell verkauft werden</i>

While listening to the song for the first time, fill in the blanks with the words you hear. Pay attention! The missing words are taken from your active vocabulary.

Way down among Brazilians
_____ grow by the billions
So they've got to find those extra cups to _____
They've got an awful lot of _____ in Brazil

You can't get _____
'Cause they've got to sell that quota
And the way things are I guess they never will
They've got _____ in Brazil

Refrain

No _____ or _____
You'll see no _____
'Cause the planters down in Santos all say, "No, no, no!"

A politician's daughter
Was accused of drinking _____
And was fined a great big fifty dollar bill
They've got an awful _____ in Brazil

And when their _____ need savor
Coffee _____ gives them flavor
Coffee pickles way outsell the dill
Why, they put _____ in the _____ in Brazil

Refrain

So you'll add to the local color
Serving _____ with a _____
Dunking doesn't take a lot of skill
They've got an awful _____ in Brazil,
Man, they've got a _____ in Brazil!

Frank Sinatra

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

H Home assignment

Translate the lyrics up to the end. Be ready to sing it.

Coffee... Are you a coffee addict or not?

What is your idea of the concept “coffee culture” popular in the west? What is it, in your opinion?

It’s a well-known fact that Vienna is one of the world’s coffee Meccas. Coffeeshouses are more commonplace there than McDonald’s in the English-speaking world these days.

The names of some Viennese coffee varieties can be confusing for the English-speaking culture of Starbucks. Being the learners of both English and German, you have the opportunity to avoid any misunderstanding of the sort.

Consider your background knowledge of the German country studies and match the Austrian coffee varieties with their English/American equivalents. To help you with the task, the description of the “cup contents” is given below.

Austrian	English/American
<i>Schwarzer</i>	Coffee with a dash of milk or cream
<i>Brauner</i>	Coffee with milk; similar to “regular coffee” in New York
<i>Goldener</i>	Cappucino
<i>Melange</i>	Coffee in a glass with a hefty dollop of Schlagobers or Schlag (whipped cream)
<i>Kapuziner</i>	Strong black coffee. Also called a <i>Mokka</i>
<i>Kurz</i>	Coffee with hot water added; a good choice for those who like their coffee weak
<i>Verlängter</i>	Equal amounts of milk and coffee with froth
<i>Einspänner</i>	Espresso in a glass with sugar, whipped cream, cocoa, and a shot of rum
<i>Fiaker</i>	A single shot of espresso
<i>Phariser</i>	Espresso in a glass with sugar and <i>Kirschwasser</i> (a dry cherry brandy), topped with whipped cream and a cherry

What coffee appeals to your taste?

With the group, discuss the following issues:

- What are the pluses and minuses of coffee consumption?
- What is the coffee culture of your city/town like? Would you like it to spread? Why (not)?

3.2 Grammar Focus: “If-sentences”/Conditionals

— *If you had* a choice, *would you* dine at home or in a restaurant?

Rules:

There are 3 main types of “if-sentences” in English. They are the following:

Type	English
I	If the weather <i>is</i> fine, we <i>will go to the summer café</i> .
II	If the weather <i>were</i> fine, we <i>would go to the summer café</i> .
III	If the weather <i>had been</i> fine, we <i>would have gone to the summer café</i> .

Example: If I have time tomorrow, we will go to the theatre.

If I were you, I would do it in a different way.

If my grandma had only called me, we would have met him.

3.2.1 Conditional sentences — type I

— *If I spare* some money, *I will go* to London this summer.



Rules:

Use: It is *possible* to fulfil a *condition* which is given in the if-clause.

Form:

If-clause	Main clause
Simple Present	will-future or infinitive or modal + infinitive

If I *study*, I *will pass* the exams.
If you *see* John tonight, *tell* him to e-mail me.
If Ben *gets up* early, he *can catch* the bus.

The if-clause can be at the beginning or at the end of the sentence:

If I *study*, I *will pass* the exams.
I *will pass* the exams if I *study*.

3.2.2 Conditional sentences — type II

— If I *had* a ticket, I *would fly* to London.



Rules:

Use: It is *theoretically possible* to fulfil a *condition* which is given in the if-clause.

Form:

If-clause	Main clause
Simple Past	would + infinitive or could + infinitive or might + infinitive

If I *studied*, I *would pass* the exams.
If I *studied*, I *could pass* the exams.
If I *studied*, I *might pass* the exams.

The if-clause can be at the beginning or at the end of the sentence.

If I *studied*, I *would pass* the exams.
I *would pass* the exams if I *studied*.

3.2.3 Conditional sentences — type III

— If I *had practiced* better, I *would have gone* to England with that student project.



Rules:

Use: It is *impossible* to fulfil a *condition* which is given in the if-clause.

Form:

If-clause	Main clause
Past Perfect	would + have + past participle or could + have + past participle or might + have + past participle

If I *had studied*, I *would have passed* the exams.
 If I *had studied*, I *could have passed* the exams.
 If I *had studied*, I *might have passed* the exams.

The if-clause can be at the beginning or at the end of the sentence.

If I *had studied*, I *would have passed* the exams.
 I *would have passed* the exams if I *had studied*.

3.2.4 Mixed Conditionals

— If I *had booked* those tickets beforehand, we *wouldn't have* such problems now.



Rules:

Unreal conditionals (type II + III) sometimes can be mixed, that is, the time of the if-clause is different from the one of the main clause.

Past > Present:

If I *had taken* an aspirin, I *wouldn't have* a headache now.

When the situation or action depicted in the if-clause is a result of the main clause, the will future is used in the if-clause:

He'll pay me \$10 if I'll help him do the dishes. (Doing the dishes is the result of paying ten dollars.)

In polite requests would is possible in if-clauses:

It would be nice if you *would* help me in the kitchen. (Are you ready to help me in the kitchen?)

F PRACTICE

1. Open the brackets using the right form of the verbs:

1. If he were not such an outstanding actor, he (*not to have*) so many admirers.
2. If you (*to give*) me your address, I shall write you a letter.
3. If she (*not to be*) so absent-minded, she would be a much better student.
4. If my sister does not go to the south, we (*to spend*) the summer in St. Petersburg together.
5. If they (*not to go*) to Moscow last year, they would not have heard that famous musician.
6. If you (*not to get*) tickets for the Philharmonic, we shall stay at home.
7. If you were not so careless about your health, you (*to consult*) the doctor.
8. I should be delighted if I (*to have*) such a beautiful fur coat.

9. If it (*to rain*), we shall have to stay at home.
10. If he (*to work*) hard, he would have achieved great progress.
11. If it is not too cold, I (*not to put*) on my coat.
12. I (*to write*) the composition long ago if you had not disturbed me.
13. If he (*not to read*) so much, he would not be so clever.
14. If my friend (*to be*) at home, he will tell us what to do.

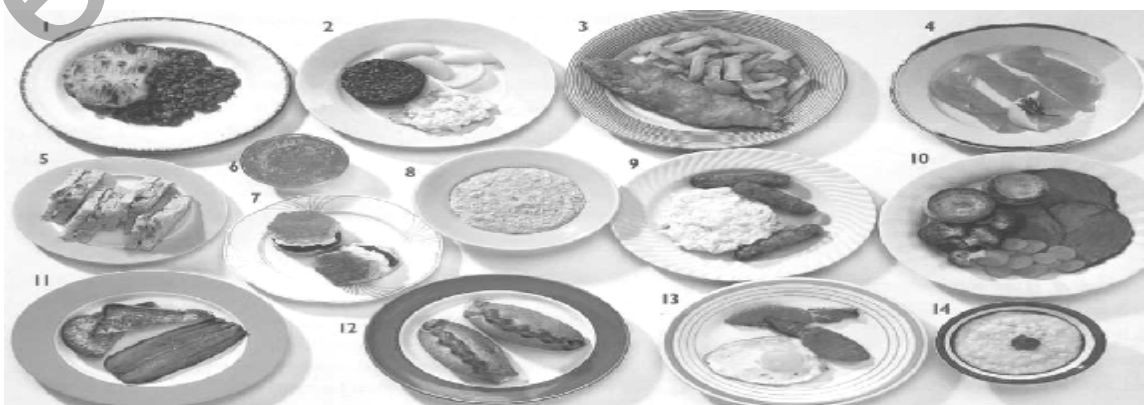
2. Open the brackets using the right form of the verbs:

1. If you (*not to buy*) coffee, we shall drink tea.
2. If he is free tomorrow, he certainly (*to come*) to our party.
3. My brother would not have missed so many lessons if he (*not to hurt*) his leg.
4. If my friend (*to work*) in my office, we should meet every day.
5. If you spoke English every day, you (*to improve*) your language skills.
6. If you get an "A", your mother (*to be*) happy.
7. If she (*to return*) earlier, she would have been able to see him before he left.
8. If these shoes were not too big for me, I (*to buy*) them.
9. If you (*to ring*) me up, I shall tell you a secret.
10. If you (*to be*) a poet, you would write beautiful poetry.
11. If he did not read so much, he (*not to know*) English literature so well.
12. If he (*to come*) to our house yesterday, he would have met his friend.
13. If he (*not to pass*) his exam, he will not get a scholarship.
14. If she (*not to help*) me, I should have been in a very difficult situation.
15. My father would have more free time if he (*not to read*) so many newspapers.
16. If only you had let me know, I (*to go*) there immediately.
17. If I were a famous singer, I (*to get*) a lot of flowers every day.

3. If you had a choice, where would you like to dine out? Why? Using different types of "if-sentences", discuss with your partner the possible locations. Consider the following stands:

- café;
- coffee bar;
- McDonald's;
- restaurant;
- vegetarian restaurant;
- pub.

4. Imagine you're in a summer café looking at the layout of the dishes being offered. Can you name all of them? With your friend, discuss the variety of foods offered. Make an order for the two of you.



5. Study the offered sample of the restaurant menu. In your opinion, which of these dishes come from Britain? Can you guess where the others come from? Role play the situation “making an order” in the restaurant using the menu presented.

<p>Starters Melon with Parma ham Smoked salmon Vegetable samosas Kipper pate with toast Taramasalata Oxtail soup</p> <p>Main courses Seafood Deep fried cod or haddock and chips Herrings in oatmeal with mustard sauce Paella Fisherman’s pie Curried prawns with pilau rice Moules mariniere</p>	<p>Meat Beef goulash Roast sirloin of beef with Yorkshire pudding Steak and kidney pie Shish kebab Spare ribs Tex-Mex style Peking duck Wiener schnitzel Roast pheasant with bread sauce</p> <p>Desserts Apple and blackberry crumble Creme caramel Apple strudel Rhubarb pie and custard Treacle sponge pudding</p>
--	---

6. Invent your own restaurant menu (categories “starters”, “main courses”, “desserts”, “beverages” should be included). Get ready to present it in class.

Be ready to role play the situation “making an order” using the menu invented.

✓ Step 4

4.1 Vocabulary Focus: British National Cuisine



1. What do you know about eating and drinking habits of the British?

In your opinion, is the British cuisine different from your national one? If yes, in what way?

What do you know about the traditional English breakfast? What does it include?

2. Some famous British dishes have strange or surprising names (“Welsh rabbit”, for instance, contains no rabbit at all. It is made with bread, beer, mustard and cheese).

Look at the definitions of another well-known dish, “toad in the hole”. Which is the right one, in your opinion?

1. Stewed plums in a rich vanilla custard.

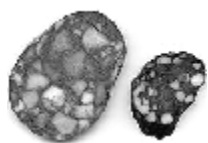
2. A country pie made with frog’s legs, mushrooms and cream.

3. Sausages baked in Yorkshire pudding batter.

3. Have a look at the list of traditional British dishes. Can you guess their meaning? What are they made of, do you think? Try to match the dishes in the pictures with their popular names and descriptions given below.



a)



b)



c)



d)



e)



f)



j)



h)



g)



k)

1. Ploughman's lunch.
2. Shepherd's pie.
3. Bubble & squeak.
4. Devils on horseback.
5. Summer pudding.
6. Spotted dog.
7. Black pudding.
8. Cottage pie.
9. Brandy snaps.
10. Scotch woodcock/

Dish	Description
	A hot appetizer or savoury commonly served as part of a Christmas feast and containing a pitted prune (though dates are sometimes used) stuffed with mango chutney and wrapped in bacon. This is then baked in the oven and quite often served on toast, with watercress. Other recipes stuff the prune with cheese, almonds, smoked oysters or other things in place of the mango chutney
	A type of sausage made by cooking blood or dried blood with a filler until it is thick enough to congeal when cooled. The dish exists in various cultures from Asia to America. Pig, cattle, sheep, duck and goat blood can also be used depending on different countries
	A British dessert made of sliced white bread, layered in a deep bowl with fruit and fruit juice. It is left to soak overnight and turned out onto a plate. The dessert was most popular from the late 19th to the early 20th century. However, there is no clear record of its origin
	The term ... did not appear until the 1870s, and since then it has been used synonymously with "cottage pie", regardless of whether the principal ingredient was beef or mutton. There is now a popular tendency for ... to be used when the meat is mutton or lamb, with the suggested origin being that shepherds are concerned with sheep and not cattle. This may, however, be an example of folk etymology
	A British or Irish meat pie made with beef mince and with a crust made from mashed potato. The term is known to have been in use in 1791, when the potato was being introduced as an edible crop affordable for the poor (with "cottage" meaning a modest dwelling for rural workers). In early cookery books, the dish was a means of using leftover roasted meat of any kind, and the pie dish was lined with mashed potato as well as having a mashed potato crust on top

The table termination

Dish	Description
	A traditional English dish made with the shallow-fried leftover vegetables from a roast dinner. The chief ingredients are potato and cabbage, but carrots, peas, brussels sprouts, and other vegetables can be added. The cold chopped vegetables (and cold chopped meat if used) are fried in a pan together with mashed potatoes or crushed roast potatoes until the mixture is well-cooked and brown on the sides. It is often served with cold meat from the Sunday roast, and pickles. The name comes from the peculiar sounds made as it cooks
	A steamed suet pudding containing dried fruit (usually currants) commonly served with custard. The first part of the name refers to the dried fruit (which resemble spots) and <i>the last component</i> may be a contraction or corruption of the word <i>pudding</i> (from the last syllable) or possibly a corruption of the word <i>dough</i> or <i>dog</i>
	A common dessert in the UK, Ireland, Australia and New Zealand. They are edible, tubular, brittle, sweet, baked casings that are typically 10 cm long and 2 cm in diameter. They are usually served filled with whipped cream. They are made from a mixture of golden syrup, flour, ginger, cream, sugar and butter and are baked briefly as a flat disc that is then rolled while still hot and soft
	A savoury dish consisting of creamy, softly scrambled eggs served over toast that has been spread with anchovy paste or Gentleman's Relish. As Welsh rabbit contains no rabbit, so Scotch woodcock contains no woodcock
	A cold snack or meal originating in the United Kingdom, composed of cheese (usually a thick piece of Cheddar, Stilton or other local cheese), pickle, bread and butter. It is often accompanied by a green salad. Other common additions are half an apple, celery, pickled onions, crisps, diced hard boiled egg or beetroot

Can you think of the Belarusian “tricky” dishes of the kind? Give your examples.

4. In your opinion, are the traditional British dishes similar to the Belarusian ones? If it is so, in what way are they similar?

5. According to the public opinion, traditional English cuisine is not as rich and sophisticated as it could be. However, even in this sphere the English contributed quite a number of things popular with all the people around the world.

Read the text below and make a list of food that found its roots in the UK.

WHAT FOOD WAS “INVENTED” OR DISCOVERED IN ENGLAND?

In 1762 in a small town named Sandwich in the south of England John Montagu, the Earl of Sandwich, invented a small meal that later became a favourite snack of the international community. John Montagu, an avid gambler, invented a meal that could be eaten with one hand while he continued his nonstop gambling.

In 1902 they invented Marmite. Marmite is dark brown-coloured savoury spread made from the yeast that is a by-product of the brewing industry. It has a very strong, slightly salty flavour. It is definitely a “love-it-or-hate-it” type of food.

HP Sauce was invented in England at the end of the 19th century by Mr FG Garton, a Nottingham grocer. He was down on his luck and couldn't pay his bills, so when Edwin Samson Moore, owner of the Midland Vinegar Company, offered to cancel his debt with the company and pay him £150 for the recipe, plus the use of the name HP, Garton jumped at the chance.

Moore had been looking around for some time for a sauce to manufacture and market. He liked both the taste and the name of Garton's HP Sauce, which had an appropriately patriotic ring to it. The HP stood for Houses of Parliament, as it was rumoured that the sauce had been seen gracing the tables of one of the dining rooms there.

In 1837 John Lea and William Perrins of Worcester, England started manufacturing the so-called Worcester Sauce.

Worcester sauce was originally an Indian recipe, brought back to Britain by Lord Marcus Sandys, ex-Governor of Bengal. He asked two chemists, John Lea and William Perrins, to make up a batch of sauce from his recipe. The “invention” was an immediate success, and nowadays it stands out as one of the key elements of the British culinary culture.

6. Can you think of any food discovered in your country?

Prepare the information on food discovered in:

- Belarus;
- Germany;
- Austria.

Get ready to present your findings in class.

▼ Step 5

5.1 Vocabulary Focus: Fast Food: For & Against

^ ANTICIPATING THE ISSUE

You have definitely heard a lot about fast food before. What are your associations with the notion?



1. Read the given words and check your understanding. What German/Russian equivalents would you give to the following?

R	fast food junk food Mc'donalds hamburger cheeseburger Mac Chicken french fries milk shake Coke
----------	--

2. Discuss the following issues:

1. Are you for or against fast food? Why?
2. Do you eat fast food? If you do, how often does that happen?
3. Do you believe junk food is really bad for our health? Why?

3. Read the following article and decide what the British think of fast food. Make sure you understand the underlined words.

BURGER KINGS MARCH ON UK STOMACHS

The world's two biggest burger chains, McDonald's and Burger King, are planning big expansions to supply what they believe is the nation's increasing appetite for fast food.

McDonald's intends to open 100 restaurants each year, to add to the 830 it has at present. Its big rival, Burger King, which has 455 restaurants, is to open 55 new outlets this year.

Yesterday Tim Lang, Professor of Food Policy at Thames University, declared himself an opponent. "I would be congratulating the companies if they were moving into selling fruit and vegetables, but selling more burgers is hardly the sort of advance that the British diet needs," he said.

Professor Lang believes the American fast food wave has changed our eating habits. We have had fish and chips, Cornish pasties and sandwiches for a long time, but the difference is that the burger chains set up in prime High Street spots to tempt us in.

"We can't say people aren't enjoying it. They are buying it and eating it. But does this represent a wholesome healthy food culture? My honest opinion is no."

The answer, says Professor Lang, is to get the British back into their kitchens by teaching children to cook.

Children used to learn to cook either at home around the age of 6 to 8 or at school between 12 and 15. Now they miss the second chance and are subjected to the "burgerisation" attitude of "why bother to cook when you can nip out and get a burger or a pizza?"

Food analyst Umesh Raichada said of the McDonald's and Burger King plans: "There is definitely room for this massive expansion. People are eating out much more than they used to. These chains have to expand now to keep out the competition from pizzas and other ethnic foods. They're hoping to win over stomach share and they want to win it before anyone else does."

(The Guardian)

What is the British way of fighting fast food chains? Do you believe it's reasonable?

4. Working in small groups representing the pros in different professions (nutritionists, teachers, different public figures, etc), make suggestions on how one can prevent the habit of eating junk. Be ready to discuss the subject with the whole group.

& A WORD WITH ANDY ROONEY

1. What breakfast do you usually have? Is it substantial? Or it's a "cup-of-coffee" breakfast? Read Rooney's opinion on the subject and discuss the issues that follow.

HAVE A GOOD BREAKFAST

(1) The good people of the world, like mothers, have traditionally insisted that we should "eat a good breakfast." It sounds like sensible advice although there may not be any solid medical evidence that we should start our day's work on a full stomach.

Whether it's true or not, mothers have failed to impress us with its importance. All of us have the same thing for breakfast today that we had yesterday whether it's sensible or not. You can't get a cereal-eater to switch to toast and jam or a bagel-eater to try scrambled eggs and bacon.

(2) The monotony of breakfast diets comes from the fact that we don't want to waste time considering what to eat when we get up. We have other things on our minds. We know what we're having, where it is in the kitchen and what plate it goes on. We have no intention of experimenting.

(3) In the days when more people were working with their hands and fewer people were selling things or working in sit-down jobs in what's called "the service industry," people ate substantial breakfasts of bacon and eggs, pancakes, waffles or corned beef hash with a poached egg. That was for farmers, builders, cowboys or lumberjacks. If a family sits down to a breakfast like that now it's usually only on a Saturday or Sunday morning.

(4) Most people going to work in an office now eat one of several dozen of the boxed cereals made by just four huge corporations that keep buying each other out and putting more sugar in their cereals. Nabisco is owned by Kraft Foods but Kraft is owned by Philip Morris. Nabisco sold its Shredded Wheat to Post. Kellogg still has Corn Flakes but Quaker Oats is owned by Pepsi-Cola.

The biggest seller among the breakfast cereals is Cheerios followed by Frosted Flakes and Raisin Bran. Corn Flakes and Rice Krispies still make the top 10 although Shredded Wheat isn't on the list and Wheaties are no where to be seen. Kellogg's Special K and Fruit Loops are still fairly popular.

People have read that cereal is good for them as a cholesterol reducer so a lot of people eat what is called "cereal." The trouble with that is commercial brands calling themselves cereal are probably not what doctors had in mind. Anyone who eats one of the popular brands thinking it's "a healthy breakfast" ought to read the list of ingredients. The word "fiber" sounds good and it's on the box but many brand name cereals have more sugar in them than fiber. Kellogg's Number 2 Frosted Flakes for example, has just one gram of fiber in it but 14 grams of sugar. You look at the label and wonder where the cereal is. The box they come in might be healthier to consume than what's inside.

(5) The traditional breakfast in a cookbook or in a hotel dining room menu does not represent what people eat at home either. The buffet steam table is laid out with scrambled eggs, bacon, sausage, fried potatoes, pancakes, French toast, muffins and bagels. If you order breakfast from a waiter, it usually comes with a portion of fried potatoes. Where did hotel kitchens get the idea that most Americans eat fried potatoes for breakfast? In the South, they used to eat grits but even grits have had their day.

A commercial loaf of American bread made by one of the baking conglomerates is so poor that toast has diminished on the breakfast menu. There are small bakeries in many cities that make good bread but it is not usually in the shape of a loaf that can be sliced for toast. Many who once had toast and jam have turned to bagels.

(6) For years I worked with a man who sat down morning after morning with nothing but the newspaper, a cup of coffee and a cigarette. You couldn't talk to him about it. You can't talk to anyone about what they eat for breakfast. The young people's equivalent today of "a cuppa coffee and a cigarette" is simply a Coke or some other sugar-loaded soft drink and nothing else. What ever it is someone has for breakfast, don't try to change it.

2. Decide which title (A—F) best matches the passage (1—6):

- A. Avid grain-eaters.
- B. Habits to respect.
- C. Substantial breakfasts — needed or not?
- D. Blending traditions.
- E. Stereotyping American food.
- F. One's part of the daily routine.

3. Discuss the following questions:

1. What, according to the author, predetermines the monotony of people's breakfast diets? Do you believe your breakfast diet is monotonous? Why (not)?

2. What are Rooney's ideas on the so-called "substantial" breakfast? Initially, who was such a meal "designed" for? Why?

3. What's the author's position concerning the popular "cereal breakfasts"? Do you eat anything of the kind? What do you think of the product itself?

4. What stereotypes concerning American meals and eating habits does the author reveal in his essay?

5. What "weak points" of the American food industry bother Andy Rooney? In your opinion, do you have such problems in your country? Why (not)? Comment on the issue.

4. "A cuppa coffee and a cigarette...", "a Coke and nothing else...", "grits"... What, in your opinion, should be on a student's breakfast menu?

5. What, do you think, should be on a healthy breakfast menu of:

a) children under 10;

b) teenagers;

c) adults and the elderly.

Give your arguments on the matter.

6. "Cereal-eaters", "bagel-eaters"... What other breakfast "types" do you know? What type are you? Describe your daily "eating routine" and menu in a 300-word essay.

Module 3: Round-Up

1. Explain the meaning of the following items: *brunch, speciality of the house, ploughman's lunch, cottage pie, black pudding, devils on horseback, junk food, eating organic.*

2. Interview your partner on the following issues:

a) at what time and where he/she normally has breakfast/liunch/dinner/supper;

b) what he/she usually has for breakfast/lunch/dinner/supper;

c) his/her food preferences (is he/she a meat-eater, fish-eater, bun-eater, etc);

d) whether he/she dines out (if he/she does, where and on what occasions);

e) his/her culinary abilities.

3. Do you believe that different nationalities prefer different foods? What, in your opinion, are the "priorities" of the regions listed below? Complete the table given. Be ready to Comment on your viewpoint.

Japan	US	Belarus	France	Germany	Austria

4. In German there is such a saying: "*du bist was du isst*". Do you agree? Give your examples to prove your point of view.

5. What do you think of the British cuisine? What are its basic characteristics? Why, do you think it is so? Give your arguments on the issue.

6. What food was "born" on the territory of GB? Is it exclusively British? Be ready to comment on your viewpoint.

7. If you owned a restaurant of your own, what would be there on the menu? What would the speciality of the house be? Compile a menu sample comprising its basic lines (starters/main course/desserts/beverages).

8. What's your attitude towards diets? Have you ever been on one? If you have, what was it like? Give you arguments for and against dieting.

9. Comment on the following statements:

1. In general, mankind, since the improvement in cookery, eats twice as much as nature requires (*Benjamin Franklin*).

2. Fast food is equivalent to pornography, nutritionally speaking (*Steve Elbert*).

3. We are all dietetic sinners; only a small percent of what we eat nourishes us; the balance goes to waste and loss of energy (*William Osler*).

4. Anybody who believes that the way to a man's heart is through his stomach flunked geography (*Robert Byrne*).

5. We are living in a world today where lemonade is made from artificial flavors and furniture polish is made from real lemons (*Alfred E. Newman*).

6. If we're not willing to settle for junk living, we certainly shouldn't settle for junk food (*Sally Edwards*).

7. The more you eat, the less flavor; the less you eat, the more flavor (*Chinese proverb*).

8. All sorrows are less with bread (*Miguel de Cervantes*).

9. Cooking is like love. It should be entered into with abandon or not at all (*Harriet van Horne*).

10. Food is an important part of a balanced diet (*Fran Lebowitz*).

@ 10. What role does food play in your life? Do you believe eating habits can effect people's destiny? Give your thoughts oh the issue in a 300-word essay.

HOLIDAYS & HOLIDAY TRADITIONS: LET'S CELEBRATE!

^ ANTICIPATING THE ISSUE

What associations does the word “holiday” evoke? Do you have any favourite holidays? What are they?

▼ Step 1

1.1 Vocabulary Focus: Holidays Internationally



1. Do you prefer to celebrate holidays with parents and your immediate family or with friends? Where do you prefer to celebrate them — at home or out? Why?

Holidays / Feiertage, pl

Xmas (Christmas)
New Year's Day
St Valentine Day
Halloween (all Saints' Day)

May Day
All Fools Day
Easter
V-Day

Celebrations / Feiern, n

celebrate (v) / *feiern*
carol / *Weihnachtslied, n*
feast / *Fest, n*
firecracker (to shoot off firecrackers) / *Knallbüchse, f*
fireworks (to let off fireworks) / *Feuerwerk, n*
gift / *Geschenk, n*
petard / *Pulverpetarde, f*
hold a festival (v) / *das Festival leiten*
commemorate (v) (in commemoration of smb.) / *gedenken*

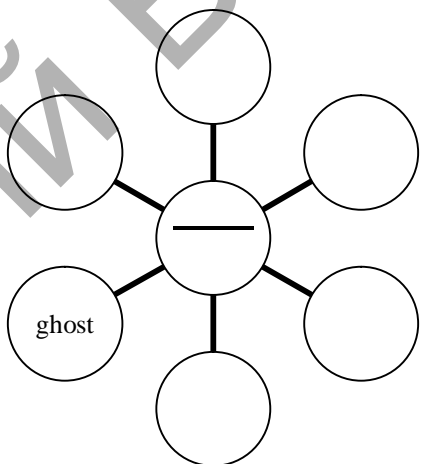
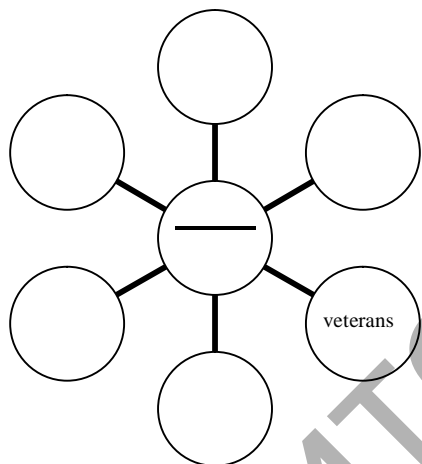
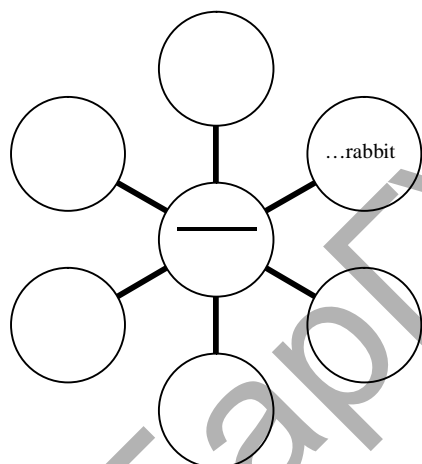
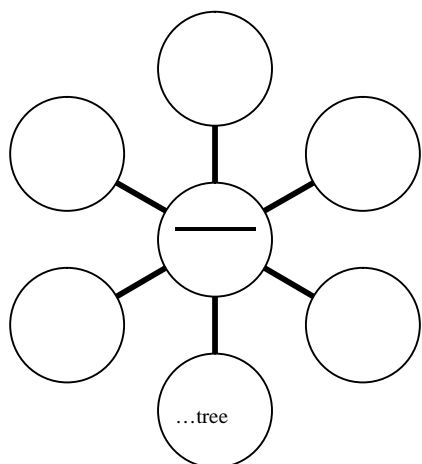
celebrate a jubilee (v) / *das Jubiläum feiern*
congratulate smb on smth. (v) / *jmdn. zu ...beglückwünschen*
give presents to smb. (v) / *jmdn, die Geschenke schenken*
hold a celebration (v) / *feiern*
Best wishes for the New Year!
Merry Xmas!
Christ is risen!
Congratulations!

2. In pairs discuss the following questions:

1. What international holidays do Belarusians celebrate? Do we have any specific traditions in celebrating these holidays in our country? If we do, what are the traditions?
2. How do people in your country celebrate Xmas? When do you celebrate it?
3. Where and with whom do you usually celebrate New Year? Are there any traditions connected with this holiday in your family? If yes, what are those?
4. What is your attitude towards All Fools' Day? Do you celebrate it? If yes, in what way?
5. How do you celebrate your favourite holiday (if you have any)?

F PRACTICE

1. What holiday is each of the diagrams devoted to? Fill in the boxes with other “missing associations”.



2 LISTENING COMPREHENSION

1. What associations do you have with Christmas? You are going to listen to one of the most popular tunes related to the topic.

While listening to the song for the first time, fill in the blanks with the words you hear. Pay attention! The missing words are taken from your active vocabulary.

Refrain

(twice) _____, I gave you _____
 _____, you gave it away
 This _____, to save me from tears

Once bitten and twice shy

I keep my distance but you still _____
Tell me baby do you recognise me?
Well it's been a year, it doesn't _____ me

(_____!) I wrapped it up and _____ it
With a _____ saying "_____" I meant it
Now I know what a fool I've been
But if you kissed me now I know you'd fool me again

Refrain

A crowded room, _____ with tired eyes
I'm _____ from you and your soul of ice
My God I thought you were someone to rely on
Me? I guess I was a shoulder to cry on
A face on a lover with a _____ in his heart
A man _____ but you tore me apart

Now I've found a real _____ you'll never fool me again

Refrain

A face on a lover with a _____ in his heart
(Gave you _____)
A man _____ but you tore me apart
Next year
I'll give it to someone, I'll give it to someone special
Special
Someone
Someone
I'll give it to someone, I'll give it to someone special
Who'll give me something _____
I'll give it to someone
hold my heart and watch it burn
I'll give it to someone, I'll give it to someone special
I've got you here to stay
I can love you for a day
I thought you were someone special
gave you _____
I'll give it to someone, I'll give it to someone
_____ I gave you _____
you gave it away
I'll give it to someone, I'll give it to someone...

George Michael

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

H Home assignment

Translate the lyrics up to the end. Be ready to sing it.

2. What Xmas traditions do you know? Get ready to discuss them with your group mates.
3. Find out what songs and poems are dedicated to holiday traditions. Be ready to present some in class.
4. Prepare the information about one of the international holidays celebrated in Belarus. Be ready to present the information in class.
5. Make a few (2-3) postcards on different occasions. "Send" the postcards to your groupmates.

✓ Step 2

2.1 Vocabulary Focus: UK Holidays

Have a look at the calendar of British holidays. Are there any holidays familiar to you? What are these?




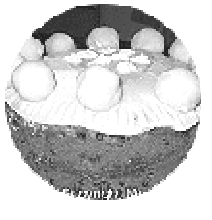




What holidays from the calendar can be called "typically British"? Have you ever heard of them? What is their essence, do you think?

In your opinion, what holidays are depicted in the pictures presented?

A CALENDAR OF BRITISH HOLIDAYS IN THE UK 2009—2011 HOLIDAYS AND NOTABLE SPECIAL DAYS IN GREAT BRITAIN

Many festivals and holidays in Britain are centuries old. Every town, village and hamlet in Britain has its own traditions, some involving months of careful planning and preparations of costumes and choreography, others requiring simply a worrying desire to make a complete and utter fool of oneself.

The calendar below contains the most important and well known festivals and popular events in Britain.

 January	 February	 March	 April
 May	 June	 July	 August



January

1st New Year's Day
5th Twelfth Night

February

1st Candlemas Day
14th Valentine's Day

March

1st St David's Day (Wales National Day)
17th St. Patrick's Day (Ireland's Special Day)

March/April

Shrove Tuesday
Lent
Mothering Sunday
Maundy Thursday
Easter
April
1st April Fool's Day
23rd St George's Day (England's National Day)

May

1st May Day

June

Trooping the Colours
Wimbledon Tennis Tournament

July

Swan Upping

August

Notting Hill Carnival

September

Harvest Festival
October
31st Halloween

November

5th Bonfire Night
11th Remembrance Day
30th St Andrew's Day (Scotland's National Day)

December

Advent
25th Christmas
26th Boxing Day

2. In pairs discuss the following issues:

1. Take a better look at June holidays in Britain. Have you ever heard about Wimbledon Tennis Tournament? What is the event famous for? What do you know about it?
2. How many national days are there in Great Britain? What are these?
3. What, do you think, Remembrance Day in Britain is about? Do we have any analogue of the holiday in Belarus? If we do, what is it?
4. What do you know about Halloween? Do people celebrate this holiday in Belarus? If yes, in what way?
5. Study the list of March holidays in Great Britain. Do Belarusians celebrate all of them? When and how do people celebrate, for instance, Mothering Day in our country?

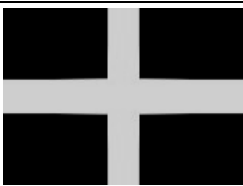
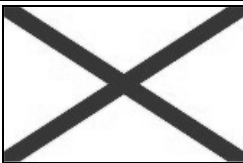


F PRACTICE

1. Read the information on the official holidays in Great Britain and answer the questions that follow.

DOES THE UK HAVE A NATIONAL DAY?

National Days are not celebrated in Britain in the same way as they are in a number of other countries. Only **St Patrick's Day in Northern Ireland** (and the republic of Ireland) and **St Andrew's Day in Scotland** (from 2007) are taken as an **official holiday**. All the other national days are normal working days.

NATIONAL DAYS IN THE UK

Wales		St. David <i>1 March</i> — The national day of Wales is St David's Day. St David is Wales's patron saint
Northern Ireland		St Patrick <i>17 March</i> — The national day of Northern Ireland is St Patrick's Day. St Patrick is Ireland's patron Saint
England		St. George <i>23 April</i> — The national day of England is St George's Day. St George is England's patron saint.
Scotland		St. Andrew <i>30 November</i> — The national day of Scotland's is St Andrew's Day. St Andrew is the patron saint of Scotland.

BANK HOLIDAYS

There are four public holidays a year, called Bank Holidays, when legislation requires banks and businesses to close. These are of no nationalistic or religious significance.

Why are they called Bank holidays?

The name Bank Holiday comes from the time when banks were shut and so no trading could take place.

Bank Holidays Today

There is currently a total of 8 permanent bank and public holidays in England, Wales and Scotland and 10 in Northern Ireland. These include **Christmas Day** and **Good Friday**, which in England, Wales and Northern Ireland are common law holidays (they are not specified by law as bank holidays but have become customary holidays because of common observance).

Are shops open on bank holidays?

Even though banks are still closed on these days **many shops today now remain open**. Shops, museums and other public attractions, such as historic houses and sports centres, may close on certain public holidays, particularly Christmas Day.

Majority of shops and attractions are closed on Christmas Day

Traditionally many businesses close on Bank Holidays to enable the workers to have a holiday. This time is often spent with the family on mini breaks and outings. Because of this, anyone who works on Bank Holidays usually gets paid extra — “time-and-a-half” or even “double time”, negotiated for them by the Trades Unions.

Do workers automatically get a day off on Bank Holidays?

Workers do not have a statutory right to paid leave on bank and public holidays. If paid leave is given on a bank or public holiday, this may count towards the statutory requirement for 24 days holiday.

What happens when bank holidays fall on a weekend?

There are holidays in lieu of those public holidays which fall at weekends.

Answer the following questions:

1. What are the most prominent of the British holidays, in your opinion? Why?
2. How many “national days” are there in the UK? What are these?
3. What are the so-called “bank holidays”?
4. Pay attention to the national flags of England, Scotland, Wales and Northern Ireland. Don't they remind you of anything?
5. Compare the traditions of the British holiday routine with that of your country. Any similarities/differences evident? Comment on the issue.

2. Prepare the information about one of the UK holidays listed in the UK holiday calendar (see Module 9). Get ready to present it in class.

3. Get ready with the presentation on one of the following British local holidays:

1. Plough Plays;
2. Cheese-rolling at Cooper's Hill, Gloucestershire;
3. Garland Day at Castleton, Derbyshire;
4. Duck-racing, Oxfordshire;
5. Mad Maldon Mud Race.

Be ready to share the information with your group mates.

✓ Step 3

3.1 Vocabulary Focus: US Holidays

^ ANTICIPATING THE ISSUE

Have a look at the picture. In your opinion, what American holiday (tradition) is depicted in it? Have you ever heard of anything of the kind?



1. Read the text and do the tasks that follow. Make sure you understand the underlined words.

HOLIDAY TRADITIONS OF THE UNITED STATES OF AMERICA

History books refer to the United States as “the melting pot” where all nations and traditions blend together. Holiday celebrations in America signify the rich blending of historic traditions from other cultures with the uniquely commemorative nature of the people of the United States. The American calendar is filled with a diverse variety of holidays, and each date is a tribute to the nation’s great heritage and history. American holidays may include official or federal holidays, traditional holidays, ethnic holidays, and religious holiday yet many Americans are not familiar with the individual history behind each special day.

Federal holidays are designated by Congress for federal employees, but many are celebrated on a nationwide level. There are currently 10 annual holidays and an eleventh, Inauguration Day, which is acknowledged once every four years after the Presidential election. However, the main focus for many Americans is the group of holidays known as *the Big Six*. New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas are days that the majority of the nation’s citizens are most familiar with. However, each of the American holidays has its own unique and interesting origin.

The federal holiday Veteran’s Day, for example, was first referred to as Armistice Day by American citizens in observance of the treaty that ended World War I. While more than twenty-five American towns claim to be the original birthplace of Memorial Day, Boalsburg, Pennsylvania was likely the origin as its citizens began decorating the graves of fallen soldiers as early as 1864. The origin of America’s New Year’s Day has roots stretching back to ancient Rome when its people would offer sacrifices to a Roman deity with two faces, one that look forward in time and one that could see the past.

Other US holidays commonly celebrated in America include Valentine’s Day, Halloween, St. Patrick’s Day, Easter, Cinco de Mayo, Chinese New Year, and April Fools’ Day. Many of these holidays are steeped in history that is both colorful and fascinating as well as unfamiliar to many Americans. For instance, it is a widely held belief among historians that Halloween was inspired by Celtic celebrations brought to the country by Irish immigrants fleeing the Great Famine during the 1800s. Experts also propose there are three possible contenders for the title of St. Valentine, but no one knows for sure which one relates to Valentine’s Day.

It is widely known that Americans love to celebrate US holidays of all types. Some calendar holidays in the United States are a collective grouping of traditions and cultures brought to the country by immigrants that gradually took on a distinctively American quality while others are dates of remembrance and reflection pertaining to critical events that are part of America’s great history. Regardless of the national holiday, there is a special historical meaning behind each date that is just waiting to be discovered.

Discuss the following issues:

1. What are the major annual US holidays?
2. What does the famous “Big Six” holiday group consist of?
3. In your opinion, what is the idea of the well-known Thanksgiving Day? Why is it so cherished in North America?
4. What is the peculiarity of US holiday traditions in general? Why so many holidays are celebrated there in the US?
5. Look through the list of US holidays. What holidays previously typically American, are nowadays celebrated internationally? Why do you think it is so? Why did it happen?
 - Thanksgiving.
 - Easter.
 - Memorial Day.
 - July, 4.
 - New Year.
 - Labor Day.
 - Christmas.
 - Halloween.

F PRACTICE

1. Get acquainted with one of the US most cherished holidays. Do you think the holiday under discussion is “purely American”? Why, in your opinion?

GIVING THANKS — THANKSGIVING

Was there really an early Thanksgiving that helped create the American holiday we know and love today? In a word, yes. Most historians believe that the first Thanksgiving in America happened in 1621, when the colonists of Plymouth, Massachusetts sat down and shared their harvest bounty in meal with the Wampanoag Indians who were natives to the area. Unlike our modern holiday celebration, this feast lasted three days! While this may have been the first Thanksgiving dinner in U.S. history, the tradition of sharing a thankful harvest meal was quite common throughout Europe and in many Native American cultures, as well. Also little known is that the pilgrim Thanksgiving dinner did not turn out to be an annual event in Colonial America, even though many people believe it did. However it did set the stage for celebrations to come.

Early Thanksgiving History

The Thanksgiving holiday really began to take hold in the late 18th century. New Hampshire was the first state to make a proclamation about Thanksgiving. In 1782 they decreed this now all-American holiday would take place on the 28th of November each year so residents could give thanks for all their blessings. Giving thanks for all our blessings, not just bountiful food and drink, got recognition throughout the country when George Washington proclaimed it a day of national Thanksgiving in 1789 when he was president, which he did again in 1795. However, it wasn't until President Abraham Lincoln that it was declared a national Thanksgiving holiday that would be on the last Thursday of November in 1863.

The Thanksgiving holiday as we know it today finally came into being when President Franklin D. Roosevelt declared the fourth Thursday in November would become Thanksgiving Day. This added an extra week to the holiday season, giving people more time to shop which was mainly the point. That date for Thanksgiving Day has been used ever since.

The Thanksgiving Menu

The traditional Thanksgiving holiday menu includes turkey, stuffing, mashed potatoes, green beans or succotash, baked squash, gravy, hot rolls, and cranberry sauce, plus pumpkin pie for dessert. But is that really what the Pilgrims shared with the Natives on that first celebration so long ago? While there aren't any written records of the exact menu, historians do know that deer, wild fowl, and

even lobster and seafood which was easy to find along the eastern coast, and many other meats were on the menu. Meat and game were plentiful, but vegetables and side dishes weren't nearly as abundant at that time of year.

Sugar was also scarce, so there probably weren't any sweets or baked goods on the menu, and since the Pilgrims didn't have ovens baking bread or other sweets couldn't have been possible. They may have had some dried corn, dried beans and a few other side dishes, but most of the meal consisted of meats and sauces, items that could be roasted over an open fire, which made it easier to cook a large selection of dishes that would feed a large group of people.

The Thanksgiving Celebration

The celebration of thanks contained singing, dancing, and entertainment as well as feasting, sort of like how our modern-day Thanksgiving is peppered with parades, football games and families getting together all around the country. Even though our celebration and menu are very different from that first Thanksgiving the holiday spirit is the same. American families sit down to a beautifully decorated meal with friends and family to show how thankful they are for all the blessings that we are privileged to share. Today, when you sit down to Thanksgiving dinner, give thanks for everything positive in your life, that's the American way to celebrate this traditional American holiday.

2. Using the text, complete the following "chain" of events:

1782 ____ ⇒ George Washington ____ ⇒ Abraham Lincoln ____ ⇒ F.D. Roosevelt ____

Restore the history of the holiday using the "guidelines" you've got.

3. Compile the traditional Thanksgiving menu of the late 19th century.

Starters _____ .

Main course _____ .

Dessert _____ .

What presupposes the choice of food products in this very case?

4. The names mentioned in the text should definitely be familiar to you. What do you know about the people mentioned?

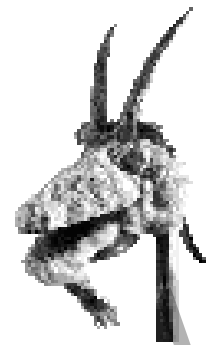
5. Prepare some additional information about one of the national US holidays. Get ready to present it in class.

✓ Step 4

4.1 Vocabulary Focus: Belarusian National Holidays

^ ANTICIPATING THE ISSUE

Have a look at the pictures. Can you recognize the holidays depicted? What are these?



1. Before 990 A.D. Belarusians were pagans. They believed in the God of Sun — Yaryla, celebrated seasons of nature according to sun and moon calendar. The cycles of folk songs that were sung at these celebrations still exist.

In pairs discuss the following issues:

1. What “pagan” Belarusian holidays do you know? What is their essence?
2. Fill in the chart using your knowledge of the Belarusian holiday traditions. Are the Belarusian holidays of today different from those of the past? If they are, what are the changes? Discuss your work results with those of your group mates.

Criteria	Holidays in the past	Holidays now
Pagan holidays		
National holidays of the Republic of Belarus		
Holiday clothes		
Holiday activities and customs		

3. What “typically Belarusian” holidays do you celebrate in your family? Are any of your family traditions connected with such holidays? If yes, what are the traditions?
4. What do you know about the annual Belarusian festivals? What are they dedicated to? Have you ever participated in any of them?
5. What, in your opinion, is the peculiarity of the Belarusian holiday traditions? Why do you think so?

F PRACTICE

1. Get acquainted with the Belarusian holiday traditions. Do you celebrate the holidays mentioned?

“**Spring Greeting**” is a cycle of celebrations designed to ‘awake’ mother Earth from the winter sleep which was important for such agricultural people as belarusians. This cycle includes such holidays as “**Maslenitsa**”, “**Vialikdzen**” (**Easter**), “**Yur’ya**” and others. Each celebration is characterized by specific cycles of spring songs. The most ancient celebration is “Yur’ia”. Yur’ia is in fact christianized name for pagan God-Sun — Yaryla. The typical ritual on Yur’ia, the Sun-God, to bring out the keys and open his mother’s (Earth, Nature) womb — to let out the grass, and flowers, and animals. As usual these holidays are also celebrated by specific ritual food — eggs (symbol of life in most of indo-european cultures), pancakes (circle is an important magical shape — it depicts the sun shape).

Kupalle (Solstace, June 21) is the most loved and charished pagan holiday in contemporary Belarus. The tradition is very ancient. Under different names this holiday is celebrated by all peoples of indo-european group. During the summer Solstice, Yaryla (God-Sun) was reaching its biggest power. Kupalle is a gedonistic summer celebration of the lands fertillity in the name of a female God — Kupala. It seems like she is considered a lunar Goddess by some pagan sources, although direct translation of the name is “She Who Bathes”. Lately it was renamed into a Christian celebration of a male saint — Ivan Kupala. There is a whole complex of traditional rituals, beliefs, love and agricultural magic. Supposedly in ancient times Kupalle was celebrated in the night from July 6 to July 7. During the day of July 6 young girls were going

into the meadows to collect different plants and remedies — corn flower, ferns, etc. It was considered that the plants gathered at this time have particular strengths for curing and magic. Part of these plants were used in food. Some plants were used for magical protection and the wreaths of these plants were put on the walls of the houses to protect against bad spirits. Some of the plants were used in the “kupal’skiia” wreaths which were weared on the head by young men and women during Kupalle celebration.

The central part in Kupalle celebration was a fire. This fire was symbolizing life and Yaryla, and was expelling death. During the day young men would prepare the place to start their fire. They would go around the village collecting old things — clothes, broken barrels — and would take them out to the chosen for festivity place. Usually it would be a meadow, a forest glade, a bank of a river. Then later the youth would go around the village calling with their special Kupalle songs for the celebration. Special ritual food was cooked on the fire — fried eggs (egg symbolized both sun and life), kulaha (a sort of a pudding made of wheat powder), vareniki (dumplings stuffed with berries — blueberries, cherries, raspberries). The oiled wooden wheel would be set on fire to symbolize sun.

Kupalle usually involves the youth going into the forests and the meadows, wearing flower and grass garlands and wreaths on their heads. There will be many rituals of purification practiced — jumping through the fire, bathing in the river or rolling in the grass dew. There would be a lot of dancing, competing in strength. A popular type of magic practiced on Kupalle night was fortune telling. The girls would put their wreaths on the water and let the river carry them. The one that would come to the bank or get entangled with another mean that there will be a marriage. Also it was believed that if you pick the leaf of plantain growing at the crossroads and put it under the pillow — you are very likely to dream your future spouse on Kupalle night. One could burn a bunch of flux plants in Kupalle fire and chant: “Flux, give birth”, to increase its crops.

It was believed once in a year on Kupalle night near the midnight the fern has a glowing flower. The lucky couple that would find it would live happily and would be able to foresee the future. It was believed that on Kupalle night rivers are glowing with a special light, trees can speak in the human language and even walk from place to place. It was believed that the Sunset on Kupalle night is special. The Sun sets down “playing” — dividing into concentric circles that expand and contract.

It was also believed that the witches could spoil things on this night. Different ways to protect yourself and your household were used. You could put garlands of special plants that have magical protective properties on the outside of your house. You could put into your rye burning coals from Kupalle fire. Of course the hands of working women were protected by red ornament on the sleeves. Sometimes to be completely safe you have to drive all your cattle through the purifying Kupalle fire. The purifying power of Kupalle fire was so believed that people would dry out on it the shirts of the sick to cure them, or bring little children close to it to expell all bad spirits.

Dzyady is a prechristian celebration originating from the cult of ancestors. It is a ritual dinner (a sort of wake) for commemoration of the dead relatives. Usually “Dziady” is also called the day on which the ritual is performed and the same name is used for the commemorated dead persons. Dziady was celebrated during particular days 3-4 times a year (depends on the region). The special ritual food is cooked for Dziady dinner — “kyccia” (fine barley porridge with berries), pancakes, fried eggs, meat. According to the tradition part of the food and drink is left in a special plate and glass for the dead. At this day families are going to the graveyards to take care of the graves. Sometimes they have food by the grave. Unlike Haloween it is a light holiday of commemoration of the dead. It does not involve any blood, fake teeth and other satanic things.

Kaliady (December 25 — January 7) is a prechristian celebration of the end of year. It comes from Latin “Calendae”, which is the name for the first day of each month. Another version of the origin of the word is the word “Kola” (the wheel) which is related to the turn of the year. In the annual cycle of folk rituals and celebrations this holiday was the beginning. Later it was very nicely adopted for Christmas celebration by Orthodox and Catholic churches. Since the Catholic Christmas is on December 25 and the Orthodox Christmas is on January 5, Kaliady are now celebrated between these two dates. The ritual food was cooked for three ritual dinners: “posnaia viachera” (En.: fasting dinner) with no meat or fat in the beginning, “toustaiia”(En.: fat) or “miasnaia” (En.: “meat”) dinner with meat, eggs and sweets on New Year Eve and the last one — “halodnaia” (En.: hungry) or “vadziaiaia” (En.: watery) at the end of Kaliady. During Kaliady there was a lot of fun going on.

Folks would dress themselves as animals and fantastic beasts, carry the sun and the goat's head on a stick and visit different houses trick-or-treating. They would sing special Kaliady carols in which the performers greet the house owners, wish them success and plenty. The youth were playing games, perform in folk theatre plays for public, "skamarohs" would entertain the crowd, play jokes on people. These are the popular holidays that have roots in pagan celebrations and stand out most.

Discuss the following issues:

1. Some pagan Belarusian holidays have already been forgotten; others, however, are still very popular with the population. Why is it so? What holidays are still cherished?
2. Do you follow the holiday traditions of such holiday phenomena as Kupalle? Why?
3. What Dzyady traditions do you and your family members follow?
4. What do the famous Kaliady celebrations include? Have you ever taken part in the annual trick-or-treating?
5. In your opinion, what makes the Belarusian holiday traditions a) similar to and b) different from the holiday traditions of such countries as Great Britain, the USA and Germany?

2. Get ready with the project about one of the local Belarusian holiday traditions. Be ready to present it in class.

3. Are there any Belarusian holidays that would have some equivalents in the holiday traditions of other countries? Find the information necessary and get ready to present your findings to the audience.

✓ Step 5

5.1 Vocabulary Focus: Weekend Traditions (UK, US, Belarus)

^ ANTICIPATING THE ISSUE

What do you know about the UK and US weekend traditions? Are there any weekend traditions in your country? If yes, what are these?

1. Look at the pictures given. All of them somehow feature the traditional British weekends. Can you guess what weekend traditions are illustrated in there?



In pairs discuss the following issues:

1. In your opinion, do people in Belarus have anything like "weekend traditions"? If yes, what are these exactly?
2. Where would you like to holiday — in your country or abroad? Why?
3. Do you prefer holidays with parents or with friends (group mates, etc.)? Why?
4. Do you prefer active or "passive" holidays? Find out what really appeals to you:
 - tourist activities;
 - sporting activities;
 - adventurous activities (climbing mountains, exploring caves, etc);
 - lying on a beach;

- sitting beside a pool;
 - holidays in hot places;
 - holidays in cool places;
 - a mixture of active and lazy days.
5. What is your idea of a perfect weekend?

F PRACTICE

1. Have a look at some of the perspectives advertising weekend/holiday opportunities in Great Britain. What are the recreational options for those who'd like to have a rest in the UK?

A vacation or short break in the UK, whether in a pet friendly cottage or a traditional B&B* in Cornwall or an imposing 5 star London Hotel or a marvellous UK city breaks, will reward you at any time of year, be it Easter, Christmas, New Year, Half term or the Summer holidays — think of historic English castles and cathedrals, luxury rail trips in Cornwall and the Lake District, dramatic Welsh valleys, the stunning coastlines of Northern Ireland, the wonderful scenery of the Scottish Highlands and the boating on the Norfolk Broads — a superb destination. Or how about a country Devon pub or a beautiful Dorset cottage?

Holidays in the UK can be very special indeed. Imagine a few days of self catering in Pembrokeshire, South West Wales, strolling along the coastal footpaths or a long weekend away in a Snowdonia B&B in autumn. Dream of playing golf on the superb courses to be found on the Lancashire coast or relish the thought of eating at Rick Stein's restaurant in Padstow — and why not book some Norfolk accommodation while you're at it? Kent hotels offer some of best quality accommodation in the UK, with Canterbury a particular favourite.

One can always visit the UK's oldest National Park and choose from hundreds of great Peak District accommodation choices and discover Chatsworth, voted Britain's "favourite stately home", or follow in the footsteps of Wainwright and explore his beloved Lake District, perhaps the loveliest region in England.

How about a UK holiday in a Cotswolds hotel or discover the secret rolling hills and delights of a short break in the Chilterns? Not forgetting 'God's own country' brimming with great value Yorkshire accommodation, set in the magnificent Yorkshire Dales — UK holidays at their best! The North York Moors are always worth a visit and the caverns at Castleton make for a stunning Derbyshire experience. Enjoy a family reunion or with a group of friends in one of our fantastic large holiday houses too.

The South Ayrshire coastline is an ideal base for family holidays, with long stretches of sandy beach, ancient castles, beautiful country parks and award-winning visitor attractions. Golf is another major attraction, particularly around Troon, which has six courses. One can never miss the Burns National Heritage Park — the Bard was born at Alloway, near Ayr — or the stunning Isle of Arran, reached by ferry from Ardrossan. East Lothian provides an equally attractive coastline. There's culture, shopping and sight-seeing galore in Edinburgh, whilst out to North Berwick you'll find the Scottish Seabird Centre, a 14th century coastal fortress, boat trips to Bass Rock, and great beaches at Seacliff and Gullane — a superlative sweep of sand with a Championship golf course nearby, just one of many in the region.

And a few days on the beaches and exploring the castles in North Wales will take away the worries of the working week; and you could be there quicker than it takes to park your car at the airport!

2. Using the text above, fill in the chart with the information on the UK weekend resources:

Location (UK)	Facilities available	Activities possible

* B&B — hotel type "bed and breakfast".

3. What are the weekend opportunities in your country? Present the holiday opportunities Belarus can provide using the pattern from ex. 2. Get ready to share your ideas with the group.

Location (Belarus)	Facilities available	Activities possible

& A WORD WITH ANDY ROONEY

1. Do all the holidays you celebrate seem happy to you? Why do some people ignore certain holidays? Read the essay and discuss the issues that follow.

“HAPPY HOLIDAY” DOESN’T DO IT

(1) The following things are true about Christmas:

Sometimes it’s joyous and merry but it’s never easy.

Old weather records do not substantiate the suggestion, given by today’s Christmas cards, showing scenes from old-fashioned Christmases, that it used to snow more than it does now. Horses did not dash through the snow pulling sleighs on the way to grandmother’s house any more a hundred years ago than cars do now. It almost never snows on Christmas even in northern parts of the Country and if it does, the snow is wet and slushy and not conducive to horses pulling sleighs through it.

(2) It’s a sign of the new sensitivity to political correctness that, more and more, the greeting “Happy Holidays” is replacing “Merry Christmas.” Most Jews I know accept “Merry Christmas” in the spirit in which it was intended without adding any heavy religious baggage to it. Most atheists or agnostics I know use “Merry Christmas.”

(3) I never get over feeling bad about tearing open a beautifully wrapped present. It takes ten seconds to destroy a work of art that took someone ten minutes to accomplish.

Someone in the family is always better at wrapping than anyone else. My sister stays up in the back bedroom in our house and we all deliver presents to her to be wrapped as if she was the package room behind the scenes in a department store.

Of course it’s true that some presents are better to get than others but some are better to give, too.

Some people are easy to give to, others are hard and there’s always one who’s impossible. Usually it isn’t that the person has everything, it’s that he or she is not enthusiastic about gifts.

(4) The knowledge that the sales will start the day after Christmas doesn’t deter many people from buying presents before Christmas. When you buy a piece of clothing for someone, it’s more apt to be too small than too big. Clothes look bigger on the rack than they do on someone.

The store clerk who asks “May I help you with something?” can hardly ever help.

(5) You read and hear a lot of advice about how to keep your Christmas tree to keep from getting dry so the needles don’t fall off but most Christmas trees are cut in November and nothing anyone does can keep them from drying out and dropping their needles all over your living room floor.

It’s interesting how good orange and black seem for Halloween and how wrong they’d be as Christmas colors. In spite of the old sayings to the contrary, the best presents come in large packages.

(6) A quarter of the Christmas cards we get are from some commercial establishment. There ought to be a law against a company or anyone with whom you have a business arrangement, sending you a Christmas card. “Happy Holidays from all of us at the First National Bank” doesn’t make me feel warm all over toward the bank. I don’t want cards from any real estate brokers, dentists, insurance salesmen or car dealers, either. I don’t want a Christmas card from anyone I don’t know personally.

I'd include in this group the President of the United States. When Bill Clinton was President, we used to get two cards from Bill and Hillary, one at home and one at the office.

The Clintons wished us "a beautiful holiday season." I was flattered and touched until I came to the note in small print on the back of the card that read "PAID FOR BY THE DEMOCRATIC NATIONAL COMMITTEE". That's not in the Christmas spirit.

Apparently the Clintons didn't leave their Christmas card list with the Bushes. We haven't received one from them.

2. Decide which title (A—F) best matches the passage (1—6):

- A. The art of getting and giving.
- B. Shopping "BC" and "AC".
- C. Labels to change.
- D. Non-Christmas tide.
- E. Congratulations — personal and not very.
- F. Christmas attributes: pros and cons.

3. Discuss the following questions:

- 1. Why do some Christmas attributes appeal to the author no more?
- 2. As time goes on, the greeting "Happy Holidays" is replacing "Merry Christmas". Why, in your opinion?
- 3. Do you support the idea that some presents are better to give than to get? Can you give any examples?
- 4. What, according to Rooney, is not "in the Christmas spirit"? Why, do you think?
- 5. What is the general mood of the essay, in your opinion? Why?

4. In the text, the author mentions the Christmas cards Americans used to get from the Clintons when Bill Clinton was President of the US. Is there any tradition of the kind (relating to any holiday, not just Christmas!) in:

- a) Great Britain;
- b) Germany;
- c) Belarus?

Find the information under discussion, be ready to share your findings with the group.

5. Recall the last Christmas of yours. What was it like? Write a 300-word essay on the issue.

Module 4: Round-Up

1. What international holidays can you name? Do they have any other names? If they do, what are those? Give your examples.

2. Interview your partner on the following issues:

- a) when and how he/she usually celebrates his/her birthday;
- b) with whom he/she prefers to spend holidays;
- c) what holidays or holiday traditions he/she doesn't like and why;

- d) what Belarusian national holidays he/she takes part in;
- e) how he/she spends his/her weekend.

3. What international festivals do you know? Where are they held? What are they dedicated to? Give as many examples as possible.

4. What British national holidays do you know? Where do their names come from?

5. What are the so-called “bank holidays” in GB? Give your definition to the notion. Provide the examples, when possible.

6. What is the US “Big Six”? Is there anything similar in Belarus?

7. What are the basic traditions of celebrating American Thanksgiving? List the characteristic features below, be ready to comment on your viewpoint.

8. What, in your opinion, are the advantages/disadvantages of celebrating holidays at home? Fill in the table.

Advantages	Disadvantages

9. Comment on the following statements:

1. He who has not Christmas in his heart will never find it under a tree (*Roy L. Smith*).
2. On Easter Day the veil between time and eternity thins to gossamer (*Douglas Horton*).
3. Weekends don't count unless you spend them doing something completely pointless (*Bill Watterson*).
4. At Christmas, all roads lead home (*Marjorie Holmes*).
5. Clothes make a statement. Costumes tell a story (*Mason Cooley*).
6. Thanksgiving was never meant to be shut up in a single day (*Robert Caspar Lintner*).
7. We often take for granted the very things that most deserve our gratitude (*Cynthia Ozick*).
8. A New Year's resolution is something that goes in one year and out the other (*Author Unknown*).
9. New Year's Day is every man's birthday (*Charles Lamb*).
10. April 1. This is the day upon which we are reminded of what we are on the other three hundred and sixty-four (*Mark Twain*).

@ 10. Recollect on the best weekend you've had so far in a 300-word essay.

AT THE MAP OF THE WORLD

^ ANTICIPATING THE ISSUE

While at school, were you good at geography? Did you like the subject at all? Why (not)?

√ Step 1

1.1 Vocabulary Focus: Geography & Tide “Outside”

1. Look at the map of the world presented below. Can you sign the geographical items you see in the picture?



2. Read the offered words and check your understanding of them. What German/Russian equivalents would you give to the terms?

- continent
- peninsula-peninsulas
- island (isle)
- air/sea current/stream
- the* Pacific ocean
- the* North Pole
- longitude — latitude (low/high latitudes)
- in* latitude 30' North...
- ...three thirty (3.30) p.m. Greenwich mean time

3. Skim the given text. What title do you think is suitable right here?

What place (continent, island, country, etc.) is the description dedicated to? Why do you think so? Prove your point of view. While reading, insert (where necessary) the right article.

Almost _____ week of way is in _____ past from _____ non-freezing city of _____ Murmansk through _____ arctic lands and icy deserts to _____ highest top of _____ planet in _____ Northern Hemisphere, which can be described as 90 00'00" North latitude. _____ icebreaker "Yamal" practically sets against this top and _____ navigators show this data. Undoubtedly we have reached _____ North Pole! It's _____ wonderful place in _____ world. _____ imaginary axis of _____ equator, around which our planet revolves, goes through _____ North Pole in _____ Northern Hemisphere.

_____ history of the invention of _____ North Pole isn't known for sure. Possibly, _____ first to subjugate it were _____ American expeditions of Dr. Frederick Albert Cook and Robert Piri, but there is no evidence to prove it. Later _____ famous polar researcher Roald Amundsen had _____ fly by dirigible over _____ Pole. After his flight, _____ members of the Papanin polar expedition reached _____ top of _____ Earth and organized there _____ first drift-ice research unit.

4. The text above features one of our nature's own records. What other interesting natural phenomena do you know? Check, together with your partner, whether you know some of them presented below. Can you recall any details concerning the items given?

- The longest river;
- The highest mountain;
- The biggest tree;
- The biggest continent;
- The smallest continent;
- The deepest lake;
- The coldest place;
- The smallest country;
- The largest desert...

² **5. Listen to the dialogue "Around the World" between two friends. While listening, figure out what countries one of the characters visited and what was his impression of them.**

Place	Impression
1.	
2.	
3.	
4.	

6. Ask your partner about the places (countries) he/she would like to visit most. What are his/her reasons for these or those places namely?

F PRACTICE

1. Have a better look at the map of the world given below. Make sure you see, can enumerate and show:

- all the English speaking countries you know;
- all the German speaking countries you remember;

- countries where English is used as a native language;
- countries where English is ESL.



2. If given an opportunity, would you like to go on a trip around the world? Why (not)?

2 LISTENING COMPREHENSION

1. What associations do you have with the notion of “journey”? You are going to listen to one of the most popular tunes related to the topic.

While listening to the song for the first time, fill in the blanks with the words you hear.

Pay attention! The missing words are taken from your active vocabulary.

_____ YOU GO

_____ apart day after day

And I _____ go insane

_____ on the line

But it doesn't stop the _____

If I see you next to never

Then how can we say _____

Refrain

I took for granted all the times
That I thought would _____ somehow

I taste the tears
But I can't get near you now

Refrain

I _____ how we can survive this romance
But _____ if I'm with you
I'll take the _____

Refrain

Bryan Adams

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

H Home assignment

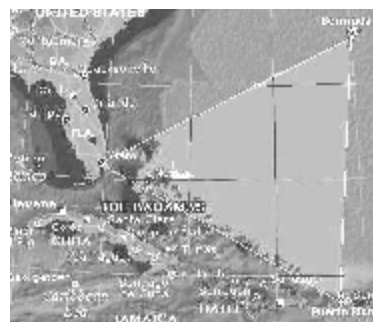
Translate the lyrics up to the end. Be ready to sing it.

3. Read the offered article. What title would be suitable for the extract presented? Why do you think so? While reading, don't forget to put the verbs in the correct Present/Past/Future Simple tense-forms.

"The region involved, a watery triangle bounded roughly by Florida, Bermuda, and Puerto Rico, (*measure*) less than a thousand miles on any one side."

So George X. Sand (*introduce*) the Triangle to his readers in October 1952 in a short article for *Fate* magazine, entitled "Sea Mystery at our Back Door."

Sand's article (*recount*) the latest disappearance (the *Sandra* in 1950) and (*go*) on to discuss some of the other recent baffling mysteries like NC16002, Star Tiger and Star Ariel, aside from devoting



most of the article to Flight 19. The Triangle (*remain*) a colloquial expression throughout the 1950s, employed by locals when another disappearance or unexplained crash (*happen*).

By the early 1960s, it (*acquire*) the name “the Deadly Triangle”. In his 1962 book, *Wings of Mystery*, author Dale Titler also (*devote*) pages in Chapter 14 — “The Mystery of Flight 19” — to recounting the most recent incidents of disappearances and even (*begin*) to ponder theories, such as electromagnetic anomalies and the ramifications of Project Magnet.

However, popularity on the subject (*begin*) to spread beyond the area of the Atlantic seaboard. But the moniker “Deadly Triangle” (*contain*) absolutely no geographic reference in it — in other words, “Deadly Triangle” (*can*) be anywhere.

Then in February 1964 Vincent Gaddis (*write*) an article for *Argosy Magazine*. The article (*be*) little different from others, though it (*add*) a few more recent cases like *Marine Sulphur Queen*. However, it (*be*) his title that finally (*clinch*) with the public: “The Deadly Bermuda Triangle.” Adding “Bermuda” finally (*materialize*) the location for everybody, though Gaddis (*clarify*) “in and about this area”. In his popular 1965 book *Invisible Horizons*, Gaddis (*devote*) chapter 13 to “The Triangle of Death.” The concept of the Bermuda Triangle (*spread*) rapidly.

Ironically, the first book (*devote*) to the subject was entitled *Limbo of the Lost* (1969) by John Spencer, in which he (*propose*) the area (*have*) no real shape at all and elaborately (*try*) to include the Gulf of Mexico as well as New Jersey.

Dozens of magazine and newspaper articles (*come*) out in the early ‘70s, each author offering a general shape. Richard Winer (*propose*) “The Devil’s Triangle” and (*extend*) it nearly to the Azores near Portugal. Ivan Sanderson (*be*) sure it (*be*) an oblong shape centered almost entirely north of Bermuda. But no book (*sell*) as well as Charles Berlitz’s 1974 bestseller, *The Bermuda Triangle*. Selling way over 5,000,000 copies in hardback, it (*become*) a phenomenon. Berlitz also (*caution*) about the exact shape. But to this day Bermuda Triangle is deferred to for the same reason “Deadly Triangle” failed — there (*be*) simply no other name that (*call*) to mind the general area as (*do*) Bermuda Triangle.

But the vast popularity of the subject brought into vogue an art that still (*try*) to flourish today — debunking. Out of all the books that were published, only one (*remain*) in reprint today: Larry Kusche’s book *The Bermuda Triangle Mystery — Solved*. But that (*be*) the subject of another story.

What do you think is the mystery of the famous “Deadly Triangle”? Do you know anything else about other phenomena of the kind?

What, in your opinion, are the reasons for the latest natural disasters (earthquakes, floods, fires, etc.) our mankind has faced only recently? Prove your point of view.

4. The English have the following saying: “*to carry coals to Newcastle*” (meaning “to do smth. really unnecessary, since Newcastle is England’s center of coal industry). What sayings/proverbs with other geographical names can you recall?

Compile a collection of similar sayings the British, Americans, Germans and Belarussians have in their folklore. Be ready to present your collection in class and talk on the possible similarities/differences of the items compiled.

5. Christopher Columbus, Captain Cook, Robert Piri... You are sure to know what these people did for the development of the modern geographical science. But they were not the only people who “broke the ice” in this sphere. What about the others?

Prepare a report/presentation on one of the famous adventurers/travelers and their achievements.

6. Write an essay on one of the following topics:

- a) “The Future of Geographical Science as I See It”;
- b) “My Treasure Island: The Place I’d Like to Visit Most”;
- c) FREE HAND! “...”.

▼ Step 2

2.1 Vocabulary Focus: Nations & Nationalities

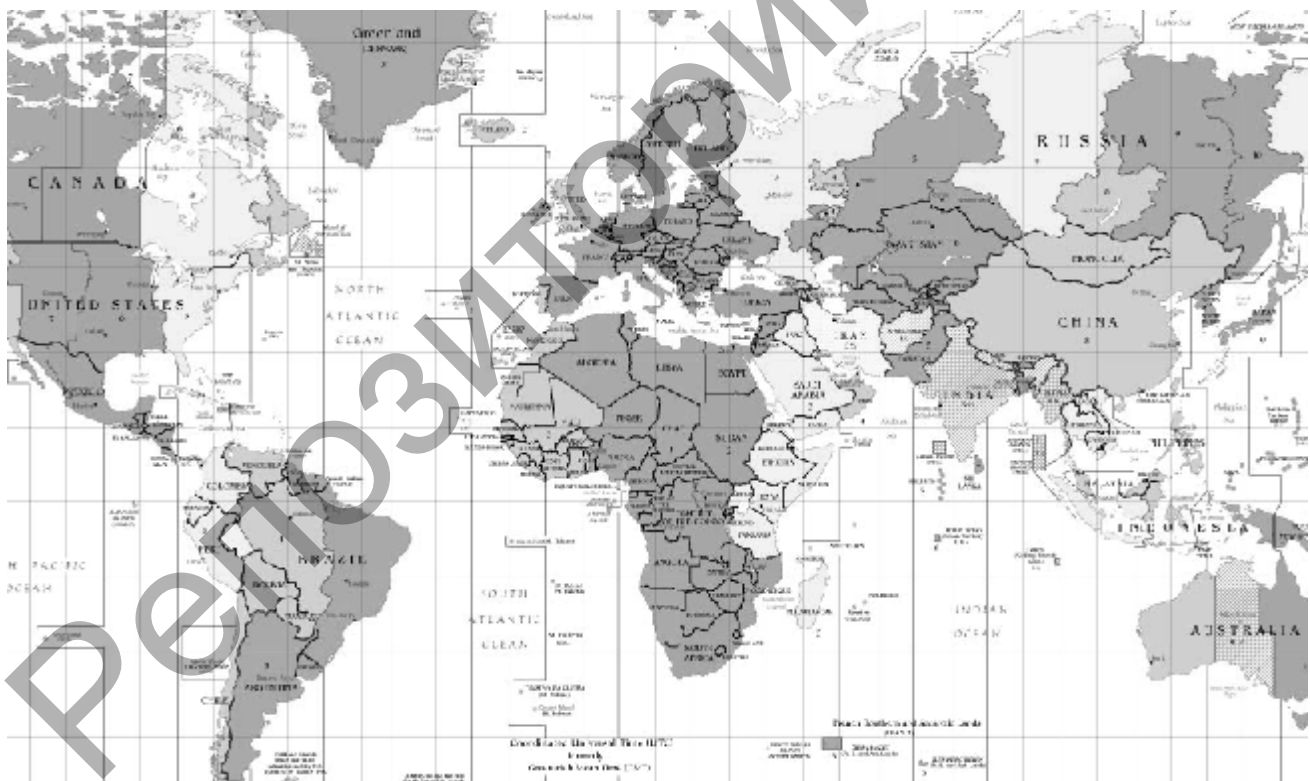
^ ANTICIPATING THE ISSUE

Do you think nationality is some kind of the factor that plays its role in one's communication with other people? If it is, in what cases does that happen? Why do you think so?

1. Read the given words and check your understanding of them. What German/Russian equivalents would you give to the terms?

country (UK)
 capital (London)
 city — citizenship — citizen
 dual citizenship
 nation (the British) — nationality (the Irish)
 residence — resident
 place of (permanent) residence
 passport/ID/driving license

2. Look at the places dotted on the map presented below. What are the capitals of the countries? What do we call the people living in these countries?



Number	Country	Capital city	Nationality
1			
2			
3			
4			

The table termination

Number	Country	Capital city	Nationality
5			
6			
7			
8			
9			
10			

² 3. In your opinion, are nationality and citizenship the same things or not? If they are not, what is the difference? Listen to the dialogue between two young foreigners, Nora and Michael, and see their viewpoint on the issue.

While listening to the dialogue for the second time, try to catch the details concerning either the nationality or citizenship of the people mentioned. To fulfill the task, use the chart below.

Person	Nationality & citizenship
Michael	
Michael's father	
Michael's mother	
Nora's mother	
Nora's father	
Nora	
Nora's best friend	
Nora's neighbours	

Does your nationality influence your lifestyle? If it does, in what way exactly?

4. Discuss with your partner the following issues:

- what nationality he/she is;
- his/her citizenship;
- has he/she ever changed his/her place of permanent residence (if he/she has, when was it and what was the reason for the move?) Is he/she planning to move in the nearest future?

5. Check whether you know the peoples of the countries listed below:

Country	People
France	
Switzerland	
Japan	
England	
Scotland	
Ireland	
Norway	
Mexico	

The table termination

Country	People
Pakistan	
Poland	

F PRACTICE

1. Read the article from one of the British papers. What problem is it dedicated to? Is it really so pressing? While reading, fill in the blanks (where necessary) with the right article.

UK ETHNIC MINORITIES TO INCREASE

Ethnic minorities will make up _____ fifth of _____ population by 2051, _____ study has suggested.

According to experts from _____ University of _____ Leeds, _____ ethnic minority share of _____ population will increase from 8% (2001) to around 20%.

_____ study also revealed that ethnic minorities will shift from deprived local authorities to more affluent areas, with ethnic groups to be significantly less segregated from _____ rest of _____ population.

Other key projections for 2051 include _____ UK population reaching almost 78 million, from 59 million in 2001.

_____ initial findings of _____ three-year study include population projections for 352 local authorities in _____ England and projections for _____ Wales, _____ Scotland and _____ Northern Ireland for each year until 2051.

_____ team found striking differences in _____ growth rates of _____ 16 ethnic groups studied. White _____ British and _____ Irish groups are expected to be very slow-growing, while _____ other white group is projected to grow _____ fastest, driven by immigration from _____ Europe, _____ US and _____ Australasia.

Traditional immigrant groups of _____ south Asian origin (_____ India, _____ Pakistan and _____ Bangladesh) will also grow rapidly in _____ size.

Project leader _____ Professor Philip Rees said: "Groups outside _____ white British majority are increasing in size and share, not just in _____ areas of initial migration, but throughout _____ country, and our projections suggest that this trend is set to continue through to 2051.

"At _____ regional level, ethnic minorities will shift out of deprived inner-city areas to more affluent areas, which echoes _____ way white groups have migrated in _____ past. In particular black and _____ Asian populations in _____ least deprived local authorities will increase significantly".

Do you believe the phenomenon illustrated in the article is typical of the Belarussian society? Why (not)?

2. How do you explain the fact that the names of certain nationalities are often used in set expressions and sayings? Does it mean that some nationalities evoke negative feelings and associations? What are the cases, in your opinion?

"*The Dutch have taken Holland!*" they say in Great Britain. What do you think, one means by that? Are there any equivalent sayings in German/Belarussian? What are these?

Make a list of the similar English/German sayings/proverbs, be ready to compare the items.

Note!

— Make sure the necessary items contain the names of different nationalities in their structure.

3. Try to figure out what nationalities are pictured below. What do you know about them, their country, national character?



a)



b)



c)



d)

4. Great Britain is a country with the so-called “multicultural” society. Prepare the information on one of the nationalities living on its territory (national character, lifestyle, stereotypes, language differences, etc).

▼ Step 3

3.1 Vocabulary Focus: At the Map of the World.

^ ANTICIPATING THE ISSUE

BELARUS: GEOGRAPHICAL POSITION

Do you think people around the world know about Belarus today? Why (not), in your opinion? Due to what factors people usually learn about other countries/cultures?



1. Look at where Belarus fits into the “jigsaw” of Europe. What countries does it border on? Is there anything special about the country’s geographical position? What is it exactly?



2. Using the given maps, point out the advantages and disadvantages of the country's geographical position:

Advantages	Disadvantages

3. The country of Belarus is divided into six administrative districts, each centered around a major city:

- Brest region;
- Gomel region;
- Grodno region;
- Minsk region;
- Mogilev region;
- Vitebsk region.

Using the map (1) above, ask your partner the following questions:

- what country/ region of Belarus he/she is from;
- what is his/her native city/town/village, etc. and how far is it from his/her today's place of — residence (Baranovichi, f.e.);
- what nature, relief, climatic conditions are typical of his/her native region.

F PRACTICE

1. Read the text. What advantages, according to the article, the geographical position and climate of Belarus can provide the country with? Prove your point of view using the information presented.

While working on the text, fill in the blanks (where necessary) with the right article.

WHERE EXACTLY IS BELARUS?

Being _____ rather small country, Belarus has five international borders. It is bordered by _____ Latvia on _____ north, _____ Lithuania to _____ northwest, _____ Poland to _____ west, _____ Russia to _____ north and east and _____ Ukraine to _____ south.

_____ country is landlocked, relatively flat, and contains large tracts of marshy land. According to _____ 2005 estimate by _____ United Nations, 40% of Belarus is covered by _____ forests. Many streams and 11,000 lakes are found in Belarus. Three major rivers run through _____ country: _____ Neman, _____ Pripyat, and _____ Dnieper. _____ Neman flows westward towards _____ Baltic sea and _____ Pripyat flows eastward to _____ Dnieper; _____ Dnieper flows southward towards _____ Black Sea.

Belarus's highest point is _____ Dzyarzhynskaya Hara (Dzyarzhynsk Hill) at 345 metres (1,132 ft), and its lowest point is on _____ Neman River at 90 metres (295 ft). _____ average elevation of Belarus is 525 feet (160 m) above _____ sea level. _____ climate features cold winters, with _____ average January temperatures at -6°C (21.2°F), and cool and moist summers with _____ average temperature of 18°C (64.4°F). Belarus has _____ average annual rainfall of 550 to 700 mm (21.7 to 27.6 in). _____ country is in _____ transitional zone between continental climates and maritime climates.

_____ country's natural resources include _____ peat deposits, small quantities of oil and natural gas, granite,



dolomite (limestone), marl, chalk, sand, gravel, and clay. About 70% of _____ radiation from _____ neighboring Ukraine's 1986 Chernobyl nuclear disaster entered Belarusian territory, and as of 2005 about _____ fifth of Belarusian land (principally farmland and forests in _____ southeastern provinces) continues to be affected by radiation fallout. _____ United Nations and other agencies have aimed to reduce _____ level of radiation in affected areas, especially through _____ use of caesium binders and rapeseed cultivation, which are meant to decrease soil levels of caesium-137.

2. Read the information about one of the country's key regions. Is there anything in the article that seems to be striking to you? If there is, what is it?

While reading, don't forget to insert the missing articles.

BREST REGION



_____ Brest region, in _____ south-western corner of Belarus, is one of _____ six administrative regions which make up _____ country. _____ Brest region of Belarus borders Poland in _____ west and _____ Ukraine in _____ south. _____ region has _____ large number of national parks and nature reserves, many of which have special status to protect rare flora and fauna.

_____ people of Brest region:

- 1.5 million people live in _____ Brest region.
- 85% of the population are _____ Belarusians.
- 8.6% are ethnic Russians.
- 3% are _____ Ukrainians.

_____ main religion is _____ Orthodox Christianity.

Towns and cities in _____ Brest region

Brest is _____ main city in _____ region. There are 16 areas, 20 towns (3 of them have regional submissions — Brest, Baranovich, Pinsk), 9 settlements of city type, 2178 rural settlements.

Transport links in _____ Brest region

_____ Brest region has one of _____ most developed transport infrastructures in Belarus. _____ country's main rail, road and water links pass through _____ region. _____ road network in _____ Brest region is good, with _____ major Berlin-Warsaw-Brest-Minsk-Moscow transit corridor running through _____ region.

One of _____ largest in Central Europe, _____ Brest railway network provides transportation to _____ CIS countries and _____ Western Europe. There is also _____ extensive rail network, with major rail terminals at Brest, Baranovich, Luninets and Zhabinka.

Several rivers (_____ Pripyat, _____ Pina, _____ Mouhavets, _____ Styr, _____ Goryn) and several canals (_____ Dnepro-Bygsky, _____ Mikashevichi) in _____ Brest region are well travelled and easily navigated. Brest has _____ international airport.

Industry in _____ Brest region

There is _____ significant industrial activity in _____ Brest region. _____ main industries are:

- light industry;
- food processing;
- timber;
- engineering;
- building stone production.

There is _____ free economic zone in Brest.

Natural resources in _____ Brest region

_____ Brest region is rich in natural minerals including:

- building stone;
- clay;
- sand;
- gravel;
- shale oil;
- brown coal.

Agriculture in _____ Brest region

_____ Brest region has _____ significant cattle-breeding industry, serving _____ meat and dairy markets, farming centres around potatoes, grain, sugar beet and vegetables.

Culture and media in _____ Brest region

Cultural facilities in _____ Brest region include 11 museums (3 with national status), and 3 exhibition halls. _____ state-run media outlets of _____ Brest region include 18 regional newspapers, two town newspapers. There are also two state-run magazines: _____ Newsletter of _____ Brest State University, _____ Newsletter of _____ Brest Technical University. _____ Brest region has 16 local radio channels, five state-run television studios and two FM-stations.

Places to visit in _____ Brest region

There are more than 2 000 historically and archaeologically important buildings and monuments in _____ Brest region. _____ most significant of these are:

- _____ Brest Hero-Fortress;
- National park “Belovezhskaya pushcha”.

Other important historical buildings are:

- _____ Puslovski Palace (Kossovo, Ivatsevichi district);
- Nemcevichi country estate (Skoky, Brest district);
- _____ Franciscan monastery in Pinsk;
- _____ Puzynov country estate (Gremiacha, Kamenets district);
- _____ Sapega Palace Complex (Ruzhany, Pruzhany district);
- _____ Gorodechno memorial chapel of the battle of 1812 (Gorodechno, Pruzhany district).

3. Using the pattern given (Ex. 2) prepare the information on one of the rest regions of Belarus. Get ready to present your findings to the audience.

✓ Step 4

4.1 Vocabulary Focus: History of Belarus. Personalities

^ ANTICIPATING THE ISSUE

They say history is what builds the “mind” of a country. Do you agree with the statement? Why (not)? Do you believe that the past echoes in the future? If you do, how is that possible? Give your examples.

In your opinion, is there any difference between the notions of “citizen” and “patriot”, or these two things are just the same in meaning? Why do you think so?

1. Some people claim one must always know the history of one's country. Do you agree?

Have a look at the data presented below. How well do you know the history of Belarus? Together with your partner try to match the dates with the major historical events. Comment on the events presented. What are the most significant of them, in your opinion?

7 th —13 th century AD	13 th —16 th centuries	1 January 1919	April 1986
1915-1916	1994	1922	1569
June-July 1941 End of 1941	1954	1921—1930s	1863-1864
1794	1812	May 1945	1994
1991			

_____ — the Grand Duchy of Lithuania, Rus and Samogotia.

_____ — the Union of Lublin.

_____ — first states to be formed on Belarusian territory.

_____ — World War I (1914—1918).

_____ — creation of the Belarusian Soviet Socialist Republic.

_____ — Belarusian SSR became a part of the Union of the Soviet Socialist Republics (USSR).

_____ — Great Rebellion, headed by Kastus Kalinowski.

_____ — resistance in Brest against German invaders.

_____ — revolt under Tadeusz Kostushko's leadership.

_____ — partisan movement begins in Belarus and becomes the biggest movement in Europe before 1944.

_____ — the Polish part of Belarus subjected to Polonisation.

_____ — First Presidential election in the independent republic: Alexander Lukashenko becomes the first President of the Republic of Belarus.

_____ — Chernobyl Nuclear reactor disaster pollutes large areas of Belarusian territories.

_____ — Belarus enters the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

_____ — the Great Patriotic War of the Soviet people against fascist aggressors ended.

_____ — Napoleonic invasion of Russia.

_____ — USSR collapses, Belarus proclaimed an independent republic.

In your opinion, what historical events can be called crucial for the development of the republic — the one we have today? Together with your partner decide what past, present and, perhaps, future historical events can be called crucial for the progressive development of Belarus? Explain your choice.

7 th — 20 th centuries	2000—2010	2010-20...

2. "One who knows one's history knows who one is". Take a look at the saying from the point of view of grammar. Who is the "one", in your opinion? To understand the use of the item properly, consult the information given below.

4.2 Grammar Focus: The USE of "One"- Substitute word

—I don't like this map. Let's take that *one*.



Rules:

We often use *one* instead of repeating a singular countable noun.

— Which is your boy?
— The **one** in the blue coat.

— I'd like a cake. A big **one** with lots of cream.

— Can you lend me a pen?
— Sorry, I haven't got **one**.

1. **a... one.** We drop **a** if there is no adjective. Compare:

I'm looking for a flat. I'd like a small **one** with a garden. I'd like **one** with a garden. (Not ... ~~a one with a garden.~~)

2. **-ones.** **One** has a plural (**ones**):

— I'd like to try on those shoes.
— Which **ones**?
— The **ones** in the window.

Green apples often taste better than red **ones**.

— What sort of sweets do you like?
— **Ones** with chocolate inside.

3. **uncountable nouns.** We do not use **one(s)** for uncountable nouns. Compare:

If you haven't got a fresh **chicken** I'll take a frozen **one**. If you haven't got fresh **cream** I'll take tinned (cream).
(Not ... ~~tinned or~~)

4. **which (one), this (one) etc.** We can leave out **one(s)** immediately after **which, this, that, another, either, neither** and superlatives:

— **Which (one)** would you like?
— **This (one)** looks the nicest.

— Let's have **another (one)**.
— **Either (one)** will suit me.

I think my dog's the **fastest (one)**. But we cannot leave out **one(s)** if there is an adjective.

This blue one looks the nicest. (Not ~~This blue looks~~ ...) We nearly always leave out **ones** after **these** and **those**.

I don't think much of **these**. (more natural than ~~these ones~~.)

5. **not used after my etc, some, several, a few, both or a number.** We do not use **one(s)** immediately after **my, your** etc, **some, several, (a) few, both or a number**.

Take your coat and pass me **mine**. (Not ... ~~pass me my one~~.)

— Are there any grapes?
— Yes, I bought **some** today, (Not ... ~~bought some ones today~~.)

I'll take **both**. (Not ... ~~both ones~~.)

She bought six. (Not ... ~~six ones~~.) But **one(s)** is used if there is an adjective.

I'll wear my **old one**. (Not ... ~~my old~~.)

I bought **some sweet ones** today, (Not ~~bought some sweet today~~.)

Has the cat had her kittens? ~ Yes, she's had **four white ones**. (Not ~~four whites~~.)

F PRACTICE

1. Do you recognize the people in the pictures? All of them played a certain role in the development of our country. What was their input exactly? To answer the question, use the pattern given below:

Example: The man in picture 1 is the one who ...
The people pictured are the ones who...



What kind of people, in your opinion, make history? Who are they usually — by birth, by profession? What is their lifestyle? Give your ideas on the matter. Make up 10 sentences about the famous personalities you know using the substitute word “one”.

2. Look at the pictures presented. Do you recognize the people? What do you know about their achievements?



3. Look through the list of the famous personalities of Belarus. Does any of them ring the bell? Try to match the names with the achievements given below.

- | | |
|-----------------------|---|
| a) Dmitry Kustanovich | 1) a master of classic avant-garde art |
| b) Marc Chagall | 2) the patron saint of Belarus |
| c) Maxim Mirnyi | 3) the legendary gymnast who won 4 Olympic Gold medals |
| d) Timur Sergeenya | 4) a cinematographer, best known as one of founders of the Hollywood film studio “Metro-Goldwyn-Mayer” |
| e) ZhoresAlferov | 5) the most famous Belarusian tennis player |
| f) Olga Korbut | 6) the Nobel Prize winner for Physics in 2000 |
| g) Saint Euphrosyne | 7) the first Belarusian cosmonaut, a researcher in technical sciences; twice Hero of the Soviet Union |
| h) Petr Klimuk | 8) a Belarusian and French painter, specialist in easel and book painting, theatre sets and costumes, stained glass windows, applied arts and sculpture |
| j) Vladimir Kovalenok | 9) a virtuoso musician, the Belarussian Mozart |
| k) Louis Burt Mayer | 10) a USSR cosmonaut, two-time Hero of the Soviet Union |

4. Using the information above prepare presentations about the key figures in the Belarusian history. Get ready to present the information to the group.

@ 5. Write an essay on one of the following topics:

- a) “My understanding of the past: lessons to be memorized”;
- b) “Belarus: my vision of its future”;
- c) FREE HAND! “...”.

✓ Step 5

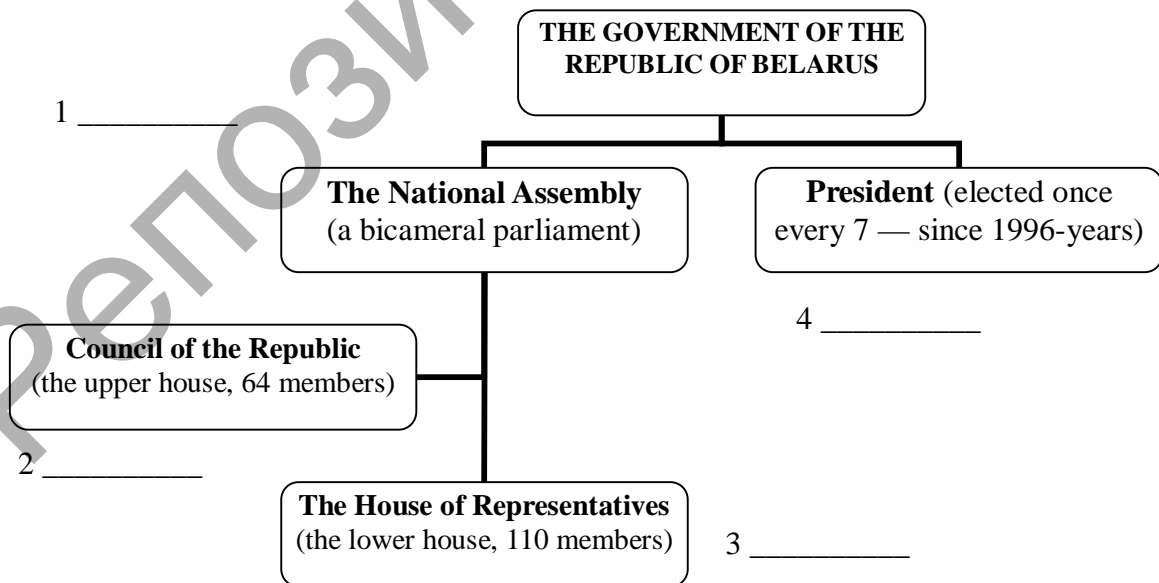
5.5 Vocabulary Focus: Belarussian Politics. Economy of Belarus



^ ANTICIPATING THE ISSUE

Are you interested in politics? Why (not)? Do you believe one should know the ABC of economy? If yes, what for, do you think? Give your reasons on the matter.

1. Have a look at the diagram representing the schematic system of the Belarussian government. What do you think of it? In your opinion, what are the functions of each of the branches?



2. Read the article on the country's political structure. Using the information necessary, complete the diagram above with the details necessary (institution branches, their functions, etc).

Belarus is a presidential republic, governed by a president and the National Assembly. According to the 1994 constitution, the president is elected once every five years. However, after a disputed vote in 1996, the term was changed from five years to seven years. The National Assembly is a bicameral parliament comprising the 110-member House of Representatives (the lower house) and the 64-member Council of the Republic (the upper house).

The House of Representatives has the power to appoint the prime minister, make constitutional amendments, call for a vote of confidence on the prime minister, and make suggestions on foreign and domestic policy. The Council of the Republic has the power to select various government officials, conduct an impeachment trial of the president, and accept or reject the bills passed by the House of Representatives. Each chamber has the ability to veto any law passed by local officials if it is contrary to the Constitution of Belarus.

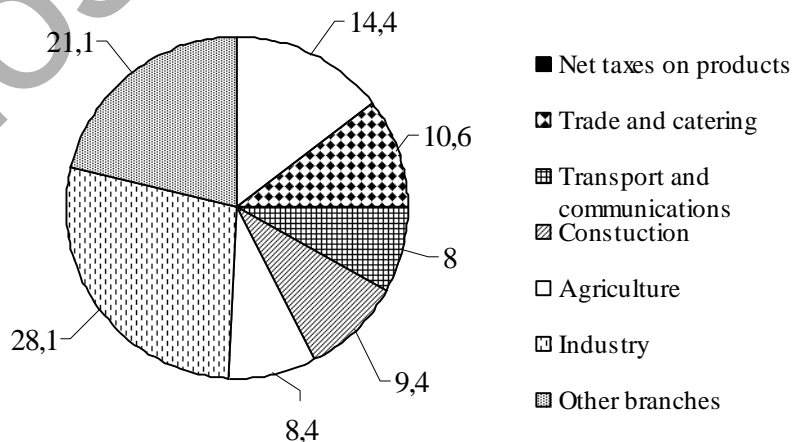
Since 1994, Alexander Lukashenko has been the president of Belarus. The government includes a Council of Ministers, headed by the prime minister and five deputy prime ministers. The members of this council need not be members of the legislature and are appointed by the president. The judiciary comprises the Supreme Court and specialized courts such as the Constitutional Court, which deals with specific issues related to constitutional and business law. The judges of national courts are appointed by the president and confirmed by the Council of the Republic. For criminal cases, the highest court of appeal is the Supreme Court. The Belarusian Constitution forbids the use of special extrajudicial courts.

3. Together with your partner get ready to role-play the situation "make a move" (guest-journalist). "Invent" a reform possible in the sphere of education and, using the chart above, discuss the necessary governmental moves. What stages does one need to go through to succeed?

4. Take a look at the scheme illustrating the GDP growth of the past years. Comment on the presented data. What, in your opinion, predetermines the given data?

BELARUSIAN GDP GROWTH SINCE 1995

Sector-focused structure of Gross Domestic Product in 2008 (per cent of total)



(Belarusian economy by sectors)

5. Read the information presented, answer the questions that follow. While reading, pay attention to the vocabulary, try to find the equivalents to the words underlined.

Most of the Belarusian economy remains state-controlled, and even recently has been described as “Soviet-style”. Thus, 51.2% of Belarusians are the employed of state-controlled companies, 47.4% are the employed of private Belarusian companies (of which 5.7% are partially foreign-owned), and 1.4% are the employed of foreign companies. The country relies on imports such as oil from Russia. Important agricultural products include potatoes and cattle byproducts, including meat. As of 1994, the biggest exports from Belarus were heavy machinery (especially tractors), agricultural products, and energy products.

Historically important branches of industry include textiles and wood processing. As of the 1991 dissolution of the Soviet Union, Belarus was one of the world’s most industrially developed states by percentage of gross domestic product (GDP) as well as the richest CIS state. Economically, Belarus involved itself in the CIS, Eurasian Economic Community, and Union with Russia.

- What factors, in your opinion, build up the image of the Belarussian economy?
- What do you think would foster the economical development of the country? In small groups, make the list of the measures advisable; get ready to present your ideas in class.

6. Have a closer look at the grammar construction underlined in the text above:

“47.4% are *the employed* of private Belarusian companies...”

What is it, from the point of view of grammar? *The employed, the unemployed, the poor, the old, the rich...* Give your examples of the construction given. What for does one usually use this grammar pattern?

Using the grammar pattern under discussion, make up 10 sentences illustrating the Belarusian statistics on:

- economy;
- education;
- social issues.

With a partner, check up on each other.

F PRACTICE

1. Politics and economy are the two spheres where one can always find the ground for a dispute. Analyze the following quotes on politics and economy and decide what image of these two issues they create. Do you agree with the statements?

1. Politicians are like diapers. They both need changing regularly and for the same reason (*Author Unknown*).

2. The gap in our economy is between what we have and what we think we ought to have — and that is a moral problem, not an economic one (*Paul Heyne*).

3. Politicians are the same all over. They promise to build a bridge even where there is no river (*Nikita Khrushchev*).

4. When written in Chinese the word “crisis” is composed of two characters — one represents danger and the other represents opportunity (*John F. Kennedy*).

5. We live in a world in which politics has replaced philosophy (*Martin L. Gross*).

6. Today, there are three kinds of people: the have’s, the have-not’s, and the have-not-paid-for-what-they-have’s (*Earl Wilson*).

7. Politicians are people who, when they see light at the end of the tunnel, go out and buy some more tunnel (*John Quinton*).
8. He who does not economize will have to agonize (*Confucius*).
9. The problem with political jokes is they get elected (*Henry Cate*).
10. People are living longer than ever before, a phenomenon undoubtedly made necessary by the 30-year mortgage (*Doug Larson*).
11. If God wanted us to vote, he would have given us candidates (*Jay Leno*).
12. Politics is supposed to be the second-oldest profession. I have come to realize that it bears a very close resemblance to the first (*Ronald Reagan*).
13. Car sickness is the feeling you get when the monthly payment is due (*Author Unknown*).
14. Politics is war without bloodshed, while war is politics with bloodshed (*Mao Zedong*).
15. Blessed are the young, for they shall inherit the national debt (*Herbert Hoover*).
16. Diplomacy: The art of saying “nice doggie” until you can find a rock (*Wynn Catlin*).
17. Food. Water. Shelter. Air. Sleep. Societal inflation has expanded need into greed. Suddenly the basic survival needs also include a cell phone, cable TV, and French manicured fingernails.... We’ve become the absolute biggest whiners of all human history with the absolute smallest justification for whining (*Charlie Diekatze*).

Pay attention to the following: who are the authors of the quotes? Why namely these people? Why, in your opinion, some of the authors are “unknown”?

@ 2. Write an essay on one of the sayings above.

& A WORD WITH ANDY ROONEY

1. Many of us, at least once in a lifetime, would like to go on a trip around the world. What about you? Do you fancy the idea?

Find out what Andy Rooney thinks on the subject. Read the essay and do the tasks that follow.

THEY NEVER SURVEY ME

(1) I have never been asked a question by one of those surveys and, furthermore, I do not know anyone else who has been either. It’s apparent that the sample number of people they survey is so small that they don’t ever get to most of us.

The most striking thing about the surveys I see is how different the answers they get to their questions are from the ones I’d give if they had asked me.

(2) For example, the editors of *Traveler* magazine say they have determined from a survey they took that Sydney, Australia, is what they call “the top destination in the world.”

This is one more survey that I’ve been cut out of and which bears no relationship at all to me. I have no negative feeling about Sydney but it is 9,936 miles from where I live, as the crow flies, although a crow couldn’t fly that far and probably wouldn’t want to go to Sydney any more than I do anyway. It takes about 20 hours to fly there and 20 hours to fly back. I don’t know how long it would take a crow to do it. I checked with American Airlines and they charge \$4,526 for an economy roundtrip ticket. When people traveled by steamship, the word for economy was “steerage.”

At the risk of being excluded from consideration as a member of the smart set, I hereby announce that I have absolutely no intention whatsoever of spending that many valuable hours of what I have left in my life, paying that much to go to a place I have no interest in getting to. Put that in your survey, *Traveler* magazine!

(3) There are more places to see in the world than anyone has time to fly to and we can't break our hearts about never having been to Sydney just because *Traveler* says it's the place to go. Distance lends enchantment — but pick a closer city. Have the editors of *Traveler* ever been to Milwaukee? What about Bangor, Maine, or Buffalo? Not fashionable enough for a fancy magazine, I suppose, but darn good cities to visit.

(4) I prefer visiting cities I've already been to. There are hundreds of those. I know the name of the main street — quite often "Main Street." I may know a good hotel there, a restaurant and that's about all I need. If I have a friend living there that I haven't seen in years, I'll probably call him as I'm leaving to say I wish we'd had time to get together.

It gives me great pleasure to go back to a city I know. I feel so proud of myself when I can find my way around a place I haven't visited in 17 years. This is the kind of satisfaction I look for when I travel. I don't know Sydney. I'm sure Sydney is a nice city but the name reminds me of a boy in my fourth grade arithmetic class who cheated and I'm adding it to a wide variety of reasons I'm not joining the *Traveler* crowd's rush to Australia.

(5) In more of the same survey, the magazine has determined that Los Angeles has replaced Miami as the world's least-friendly city.

Charleston, S.C., is the most friendly. As a New Yorker, I defy any editor to prove to me that there is any city on earth less friendly than mine.

A city like Charleston gets its friendly reputation because when you go there, everyone asks "How do you like Charleston?" This isn't friendly. It's people looking for assurance from strangers that they live in a good city. Why don't they go about their business and leave strangers alone as we do in New York? What business of theirs is it whether I like Charleston or not? I didn't come to Charleston to hand out a lot of fatuous praise for a city I hardly know anyway. And, by the way, I like Charleston just fine. It's the people who keep asking me how I like it that I can't stand. New Yorkers don't care whether you like their city or not. There are already too many people in it and they don't want to interest more in coming there to live.

(6) I am very suspicious of *Traveler* magazine for picking Sydney, Australia, because its distance is too closely tied to the magazine's own interests. If *Traveler* picked a favorite city that was just a bus ride from where you live, you'd hardly have to travel at all to get there. That's what makes me suspicious of this survey.

2. Decide which title (A—F) best matches the passage (1—6):

- A. Pleasure over prestige.
- B. A virtual discrepancy.
- C. "What's in a name?"
- D. Amiable and not very.
- E. Too far and too expensive.
- F. "An old friend is worth two new ones".

3. Discuss the following issues:

- 1. What does Rooney dislike about such magazines as *Traveler*?
- 2. What destination options does the author suggest? What presupposes his choice of the places?
- 3. TASTES DIFFER. No doubt about that. But WHY? Why do some people like to spend their summer vacations in a café two blocks away and others are ready to go to the end of the world just in order to see a dance of local aborigines? What predetermines our tastes, do you think?

4. What is your understanding of the “least- and most-friendly cities” concept? What cities in Belarus can be called “friendly”? Give your arguments.
5. Andy Rooney definitely dislikes surveys. What about you? What’s your attitude towards the phenomenon?

4. “...Not fashionable enough for a fancy magazine, but darn good to visit”. What cities/places in your country would you describe in such a way? Why? Comment on your viewpoint.

5. Conduct a poll on people’s preferences in travel destinations. Involve no less than 30 individuals. Calculate and interpret the results. Get ready to present your findings to your groupmates.

6. Do you travel? Can you recall any place that impressed you greatly? What was it? Advertise the place (city/town/...) in a 300-word essay. Be ready to advertise the location to the audience.

Module 5: Round-Up

1. What nationalities speak English as their first language? And as their second language? Give as many examples as possible.

2. Interview your partner on the following issues:

- a) the geographical location and weather conditions of his/her native place;
- b) where he/she would like to live if he/she had a choice;
- c) where he/she would like to spend his/her summer vacation;
- d) what nationalities he/she comes across in his/her native country;
- e) what countries appeal to him/her as tourist destinations.

3. What is your idea of a “multicultural” society? Define the notion. Can you give any examples?

4. In German, they have such a saying: “*Leben wie Gott in Frankreich*”. How do you understand the idea? Are there really any places better for living than the others? If you think they are, what are they? Give your thoughts on the issue.

5. List the factors that, directly or indirectly, mould the national character of:

Country	Factor(s)	Traits of character
Great Britain		
Belarus		

6. Analyze the data on the Belarusian economy. What factors, to your mind, are beneficial for its further development? Are there any stumbling stones on the way to success? Give your examples.

7. Give a short outline of the Belarusian political system. Is it in any way similar to the political system of such countries as GB and Germany? If it is, in what way?

8. What outstanding Belarusians do you know? What are their principle achievements? Be ready to report on one of the famous figures you know.

9. Comment on the following statements:

1. Thoughts come clearly while one walks (*Thomas Mann*).
2. The World is a book, and those who do not travel read only a page (*St. Augustine*).
3. Travelers never think that *they* are the foreigners (*Mason Cooley*).
4. National borders aren't even speed bumps on the information superhighway (*Tim May*).
5. You have to leave the city of your comfort and go into the wilderness of your intuition. What you'll discover will be wonderful. What you'll discover is yourself (*Alan Alda*).
6. The greatest explorer on this earth never takes voyages as long as those of the man who descends to the depth of his heart (*Julien Green*).
7. The value of identity of course is that so often with it comes purpose (*Richard Grant*).
8. A man travels the world over in search of what he needs and returns home to find it (*George Moore*).
9. The man who views the world at fifty the same as he did at twenty has wasted thirty years of his life (*Muhammad Ali*).
10. You can fall in love at first sight with a place as with a person (*Alec Waugh*).

@ 10. Do you believe that our XXI century will change the "face" of the map of the world? What can be the possible reasons? And, most importantly, what may the changes be? Present your ideas on the issue in a 300-word essay.

LITERATURE

1. *Ayto, J.* The Oxford Dictionary of Rhyming Slang / J. Ayto. — [S. l.] : Oxford University Press, 2003.
2. *Fiedler, E.* America in Close-Up / E. Fiedler, R. Jansen, M. Norman-Risch. — Longman, 1990.
3. *McDowall, D.* Britain in Close-Up / D. McDowall. — [S. l.] : Longman, 2003.
4. *Rooney, A.* Common Nonsense / A. Rooney. — NY : PublicAffairs, 2002.
5. *Грановская, Г. И.* Грамматика и упражнения = Simple English. Grammar and exercises / Г. И. Грановская. — Ростов н/Д : Феникс, 2007.
6. *Маслов, Ю. В.* Читаем и анализируем короткие рассказы = Short Stories to Read Analytically : учеб.-метод. пособие для студентов яз. специальностей / авт.-сост. : Ю. В. Маслов, М. Е. Маслова, Т. А. Селезнёва. — Барановичи : РИО БарГУ, 2010.
7. *Митина, И. Е.* Английские пословицы и их русские аналоги / И. Е. Митина. — СПб. : КАРО, 2002.

Репозиторий БарГУ

CONTENTS

<i>Foreword</i>	3
<i>Vorwort</i>	4
Module 1 Future Teachers: Teachers of Future?	5
Module 2 Man and Nature: Partners or Enemies?	19
Module 3 Food and Meals: Yummy!	46
Module 4 Holidays and Holiday Traditions: Let's Celebrate!	73
Module 5 At the Map of the World	90
Literature	112

Репозиторий БарГУ

Учебное издание

Селезнёва Татьяна Александровна

АНГЛИЙСКИЙ ПАРТНЁР

THE ENGLISH PARTNER

ENGLISCHER PARTNER

Сборник методических материалов

В 3 частях

Часть 2

Технический редактор *М. Л. Потапчик*

Ответственный за выпуск *Е. Г. Хохол*

Подписано в печать 24.02.2012.

Формат 60 × 84 1/16. Бумага офсетная.

Гарнитуры: Times New Roman, Arial Narrow. Отпечатано на ризографе.

Усл. печ. л. 13,25. Уч.-изд. л. 6,76.

Заказ 268. Тираж 110 экз.

ЛИ 02330/0552803 от 09.02.2010

Издатель и полиграфическое исполнение:
учреждение образования
«Барановичский государственный университет»,
225404, г. Барановичи, ул. Войкова, 21.