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Белорусский государственный университет
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Кафедра германского языкознания

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Электронный учебно-методический комплекс (ЭУМК) предназначен для студентов 2, 3 и 4 курсов исторического факультета специальности 1-21 03 02 «Регионоведение», 6-05-0222-02 «Регионоведение» и включает лексический минимум по изучаемым устным темам и краткий курс нормативной грамматики; творческие, исследовательские и тестовые задания для формирования иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения. ЭУМК может быть использован для самостоятельной и аудиторной работы.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Электронный учебно-методический комплекс (ЭУМК) с креативным компонентом по дисциплине «Иностранный язык (английский)» предназначен для студентов 2, 3 и 4 курсов исторического факультета специальности 1-21 03 02 «Регионоведение», 6-05-0222-02 «Регионоведение».

Данный учебно-методический комплекс носит практический характер и своей главной целью имеет оказание методической помощи студентам в освоении и систематизации учебного материала в процессе подготовки к итоговой аттестации по дисциплине «Иностранный язык (английский)», а также содействие формированию исследовательских и творческих навыков, способствующих всестороннему развитию языковой личности.

В результате освоения учебной дисциплины студент должен:

знать:

- особенности системы изучаемого иностранного языка в его лексическом и грамматическом аспектах;
- национально-культурную специфику стран соизучаемых языков, определяющую социокультурные нормы общения;
- прагматические аспекты использования иностранного языка и правила речевого этикета, позволяющие специалисту успешно осуществлять языковое общение в различных социальных контекстах и ситуациях.

уметь:

- осуществлять устную и письменную коммуникацию на иностранном языке в ситуациях профессионального и социокультурного общения в объеме, предусмотренном учебной программой;
- строить монологические высказывания и реализовывать диалогическое речевое взаимодействие в пределах предметно-тематического содержания учебной дисциплины, используя адекватные коммуникативные стратегии и речевые тактики;
- понимать устную иноязычную монологическую и диалогическую речь в рамках изучаемых тем;
- переводить тексты с иностранного языка на родной, а также с родного на иностранный, пользуясь словарем;
- читать тексты различной жанрово-стилистической разновидности с разным уровнем понимания содержащейся в них информации (изучающее, ознакомительное, просмотровое и поисковое чтение);
- выполнять творческие задания с элементами эвристики (написание эссе, подготовка письменных докладов, презентаций, проектов, анализ информационных материалов и т.д.).

владеть:

- нормами устной и письменной речи изучаемого иностранного языка;
- навыками диалогического и монологического говорения в типичных ситуациях делового и бытового общения;

- навыками чтения и понимания профессионально-ориентированного учебного текста, извлечения из текста необходимой фактической и лингвистической информации.

ЭУМК включает четыре раздела: теоретический, практический, раздел контроля знаний и вспомогательный разделы.

Теоретический раздел содержит лексический минимум по изучаемым в рамках учебной программы устным темам и краткий систематический курс нормативной грамматики, охватывающий морфологию и синтаксис.

В практическом разделе представлены устные и письменные задания для проведения аудиторных занятий и самостоятельной работы обучающихся по всем видам речевой деятельности (аудированию, говорению, чтению, письму), а также творческие и исследовательские задания, ориентированные на формирование навыков творческой деятельности. Предложенные задания коммуникативно направлены и разнообразны.

Раздел контроля знаний содержит примеры заданий для управляемой самостоятельной работы студентов, примерные темы сочинений и эссе, а также примерный перечень коммуникативных ситуаций для подготовки к зачету и экзамену.

Вспомогательный раздел включает учебно-программные материалы (структуру учебной дисциплины, содержание учебного материала, учебно-методическую карту дисциплины, список рекомендуемой литературы и электронных ресурсов).

Методическое построение учебного пособия учитывает такие программные принципы обучения иностранным языкам, как сочетание практической направленности с систематизацией языкового и речевого материала; взаимосвязанное обучение всем видам речевой деятельности; активизация познавательной и творческой деятельности учащихся; изучение иностранного языка в контексте культур его носителей. Отличительной чертой ЭУМК являются практическая ориентированность, акцент на формирование способности студента анализировать и синтезировать полученные знания на основе творческой переработки информации, использование инновационных технологий в обучении и мониторинге результатов обучения.

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

1.1. Лексический минимум

1.1.1. Городская жизнь

Cities and towns: city; town; capital; metropolis; village; health resort; seaside resort; ski resort; big city; large city; small town; city center; downtown; suburb; outskirts; slums; region; district; neighborhood, residential area; industrial quarter; pedestrian zone, green space, cycling lanes, public transport.

Location: to be located/situated, in the north, in the south, in the west, in the east; on the outskirts; in the suburbs; surroundings; to live in a city, to live in a (small) town, to live in a village, to live in the country; to go out of town = go to the country.

Places in a town: apartment block, skyscraper, school, hospital, supermarket, shopping center, shopping mall, department store, market; restaurant, café, coffee-shop; hotel, bank, post office, museum, library, theatre, cinema = movie theatre, factory/plant, town hall, church, cathedral, temple, chapel, mosque, synagogue; police station, bus stop, train station, underground/subway, underground/subway station; park, beach, river, lake, mountains and hills.

Describing a town: densely populated; crowded, clean, polluted, modern, contemporary, ancient, cosmopolitan, exciting, noisy, picturesque, historic, spacious, elegant, magnificent, lively, attractive, boring, bustling, charming, lovely, picturesque, popular with tourists; (busy) nightlife, traffic, traffic jam, beautiful scenery.

1.1.2. Система образования

Educational institutions: kindergarten, school, lyceum, gymnasium, college, institute, university, academy;

School: comprehensive, nursery, primary (BrE)/ elementary (AmE), secondary (BrE)/ high school (AmE); music school, specialized school, vocational school, boarding school;

Adjectives to describe education: compulsory/obligatory, optional, additional, accessible, continuous, free, state, private, full-time, part-time, further, general, preschool, primary (elementary), secondary, higher, special;

Educational Subjects: Algebra, Anatomy, Art, Astronomy, Biology, Chemistry, Geometry, Computer Science (Information Technology), History, Language(s), Literature, Mathematics (Math(s)), Music, Physical Education (PE)/ Physical Training, Physics, Social Studies;

*Sciences = Math, Physics, Chemistry, Biology, Geography, Astronomy;

*Humanities = History, Social Studies, Languages, Literature, Art, Music;

Related vocabulary: education, training, applicant, to enter a university, to graduate from university, to continue one's education, to obtain knowledge /education, to give a general / profound knowledge, to improve knowledge, to instruct somebody, to be ensured by smth, to pay for one's education, to show a great concern for

education; full-time course/student, part-time course/student, extramural/course/student, distance learning, freshman (fresher), undergraduate, graduate, post-graduate; lecturer, professor, tutor, tutorial; Bachelor of Arts (B.A.), Master of Arts (M.A.), Master of Science (M.S.), Doctor of Philosophy (Ph.D.).

1.1.3. Особенности национального характера

Personality traits: admirable, aggressive, ambitious, amusing, arrogant / haughty, boastful, brave / courageous/ fearless, boring, bossy / superior (to smb), snobbish, cheerful / lively, calm / quiet, reserved, clever / intelligent / bright, conceited, conscientious, scrupulous, contemptuous, cruel, cunning / sly, curious / inquisitive, deceitful / dishonest, diligent / hard-working / industrious, disobedient / naughty, dull, envious, evil / wicked, fair / just, honest, foolish / silly / stupid, frank, sincere, generous, gentle, gloomy / moody, good-mannered / well-bred, greedy, hypocritical, ill-bred, independent, jealous, lazy / idle, mean, modest, noisy, obstinate / stubborn, patient, polite, selfish, sensible, sensitive, shy, sociable / communicative, talkative, tolerant, unfair, unbalanced, vulgar, kind-hearted, well-balanced, wise, witty.

Related collocations:

to admire smb for smth

to be easy / difficult / hard to deal with / to talk to / to work for

to be a good mixer

to be a person of strong / weak character

to be a sunny soul

to be happy to do smth

to be pleased with smb (smth)

to be satisfied with smth

to be the kind of person you like at first sight

to behave oneself / to behave well

to get along / on (well) with smb

to have a bunch of bad habits

to have (good) a sense of humour

to have common sense

to have good / bad qualities

to keep one's promise / word

to like the way one behaves

to make smb angry / happy / sad

to make friends

to tell lies

to tell the truth

1.1.4. Система здравоохранения

Parts of body:

Head: head, skull, face, ears, hair; eyes, cheeks, nose, mouth, lips, chin; jaws, teeth, tongue, tooth – teeth (Pl), upper teeth, lower teeth;

Body: neck, throat, chest, stomach, back, buttocks, arms, hands, legs, feet (Pl); skeleton, bone, spine/ backbone, rib, joint, muscle;

Limbs: arm, shoulder, armpit, elbow, wrist, hand; palm, fingers, thumb, index finger, middle finger, ring finger, little finger, fingernail; leg, hip, thigh, knee, calf, ankle, foot – feet (Pl), heel, toes, big toe, little toe, toenail;

Internal organs: brain, heart, lungs, stomach, liver, intestine, kidney, bladder, reproductive organs, artery, vein, blood, lymph, blood vessel; blood circulation.

Diseases and disorders:

disease, malady, ailment, illness, sickness, disorder, health problem; chronic disease, serious disease, heart disease, infectious disease, contagious disease;

minor disorder, nutrition disorder, mental disorders, hereditary disorders, hormonal disorders;

to have a disease, to suffer from, to catch an (infectious) disease;

to fall ill, to be ill, to be sick, to be in poor health, to be in bad shape;

to have a cold, to catch cold, to come/go down with a cold, to come/go down with pneumonia, to come/go down with flu;

to have a headache / a toothache / earache, to have a pain in the stomach /chest, to have chest pains, my left foot hurts, my wrist hurts;

to have an allergy to medication /to medicines, to be allergic to pollen / animal hair /smoke, to have food allergies;

to faint, to lose consciousness, to be unconscious, to regain consciousness;

to treat, to cure, to heal, to recover (from an illness), to get well;

Doctors, medical specialists: physician, general practitioner, family doctor, pediatrician; surgeon, neurosurgeon, plastic surgeon, neurologist, dermatologist, gastroenterologist, urologist, rheumatologist, cardiologist (heart specialist), ophthalmologist (eye specialist), otolaryngologist (ear, nose and throat specialist), women's doctor, psychiatrist, oncologist, dentist, dietician, pharmacist, nurse.

1.1.5. Человек и окружающий мир

Key Definitions:

environment – the natural world, as a whole or in a particular geographical area, especially as affected by human activity.

environmental – relating to the natural world and concerning the impact of human activity on its condition.

environmentalist – a person who chooses a lifestyle that is designed to minimize their impact on the natural environment and who campaigns for environmental issues.

environmentally-friendly – not harmful to the environment.

natural environment – the natural world as opposed to, for example, a working environment.

environmental hazard – a substance or an event which has the potential to threaten the surrounding natural environment.

environmental disaster – a catastrophic event affecting the environment due to human activity.

conservation – the protection of plants, animals and natural resources, usually by planned human action.

conservationist – a person who takes action to protect the environment from damage caused by humans.

conservation programme – an organised plan to protect a specific natural area or aspect of the natural environment.

The natural world – wildlife, plant life & habitats:

wildlife – animals that live in the wild in natural conditions. Birds, fish and insects are often included in the definition.

creature – any living thing that can move independently.

fauna – the animals of a particular region or habitat.

flora – the plants of a particular region or habitat.

vegetation – the collective name for all the plants growing in a particular place or area.

species – a group of animals or plants that have similar characteristics and can reproduce together.

ecosystem – all the living things in an environment and the complex relationship between each of them and that environment.

The natural world – resources & environment:

atmosphere – the layer of gases surrounding the Earth or any other planet.

carbon dioxide – a gas formed when carbon is burned, or when people or animals breathe out.

climate – the general weather conditions usually found in a particular place.

climate change – a change in global or regional temperature patterns.

fossil fuels – a fuel, such as coal, oil and gas, that is formed in the earth from dead plants and animals.

greenhouse effect – the gradual warming of the surface of the Earth due to greenhouse gases being trapped in the atmosphere above the Earth.

greenhouse gas – a gas in the atmosphere, such as carbon dioxide, that absorbs radiation and gives off heat.

ozone layer – a layer of the colourless gas ozone that exists high above the Earth's surface and which prevents harmful ultraviolet light from the sun from reaching the Earth.

Environmental issues:

acid rain – rain rainfall made so acidic by atmospheric pollution caused by burning fossil fuels that it causes environmental harm, especially to forests and lakes.

air quality – the extent to which the air is free of pollution.

carbon footprint – the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual or organization.

deforestation – the cutting down or burning of all the trees in an area.

degradation – the process in which the quality of something is damaged or destroyed.

depletion – the reduction in the number or quality of something.

disposable products – items that are intended to be thrown away after use, generally after just one or a few uses.

drought – a long period when there is little or no rain.

emissions – the production and discharge of something, especially gas.

erosion – the gradual wearing-away of something by the natural forces of the wind, rain and water.

extinct species – a species of which there are no more alive.

flash floods – a sudden, local flood caused by very heavy rainfall.

flooding – when an area of land that is normally dry is covered with water.

fumes – strong, unpleasant and sometimes dangerous gas or smoke.

global warming – a gradual increase in world temperatures caused by polluting gases, such as carbon dioxide, which are collecting in the air around the Earth and preventing heat from escaping into space.

land clearance – the process of removing vegetation to create new areas of land suitable for farming.

poisonous – having chemical properties that can cause harm or kill.

pollution – damage to water, air or land by harmful substances and waste materials.

smog – a mixture of smoke, gases, and chemicals, especially in cities, that makes the atmosphere difficult to breathe and harmful for health.

threat – something or someone that is a risk or a danger.

to contaminate – to make something poisonous as a result of adding waste or chemicals.

to endanger – to expose something to harm or destruction.

to pollute – to contaminate water, air or land with harmful substances and waste materials.

toxic – poisonous.

Protecting the environment:

afforestation – the action of planting trees on an area of land in order to make a forest.

biodegradable – able to decompose naturally without harming or polluting the environment.

carbon-neutral – replacing the same amount of carbon dioxide as we produce through actions such as planting trees.

clean energy – energy produced from renewable energy resources and which doesn't produce emissions that contribute to global warming.

energy-efficient – using only as much energy as is needed without any waste.

organic farming – farming without the use of synthetic chemicals.

renewable energy – energy from a source that is not depleted when used.

solar power – power obtained by harnessing the energy of the sun's rays.

sustainability – the idea that we should meet our own needs in ways that do not damage the environment and that do not use resources that cannot be replaced.

sustainable – involving methods that do not use up or destroy natural resources.

to go green – to choose an environmentally-friendly lifestyle.

to preserve – to keep something as it is

to protect – keep safe from harm, injury or damage.

to recycle – to collect waste materials and process them to create new materials and products that can be used again.

wind farm – a group of wind turbines.

Collocations: endangered species, to contribute to global warming, to combat climate change, to fight/ to combat / to tackle global warming, rich in natural resources, wildlife conservation, wildlife preservation.

1.1.6. Социальные проблемы XXI века

Topical vocabulary: addict, addiction to smth, addicted to smth, drug, drug addict, alcohol addict, drug/ alcohol/ Internet addiction, addictive substance, addictive behavior; abuse, alcohol /drug abuse, dependence, alcohol /psychological / physical dependence, drink-driving, alcohol withdrawal, tipsy, drunk, sobriety, sober, teetotaler; soft drugs, hard drugs, illicit / illegal, illegal drugs, illicit drug trade, drug trafficking, drug trafficker, drug dealer, legalize drugs, advocate the legalisation of drugs, sell drugs; have access to smth, to be accessible, to be easily obtainable; to break the law, to offend, offender, first-time offender, offence, criminal offence, to affect work performance, decreased productivity; smoking, smoker, active smoking, a heavy smoker / a chain smoker, nonsmoker, nonsmoking, passive smoking, passive smoker, ex-smoker, give up /quit smoking, put out /extinguish a cigarette, light (up) a cigarette, a cigarette lighter, tobacco; gambling; stress, stressful, cope with stress, to be subject to stresses, to develop coping and decision-making skills, peer pressure, to resist peer pressure, support group, therapy, detoxification, rehabilitation, to increase / rise / grow by 5 per cent, AIDS – Acquired Immune Deficiency Syndrome.

1.1.7. Культурные особенности социального поведения.

Social rules, social behavior, social customs, anti-social behavior, polite, rude, acceptable/unacceptable, appropriate / inappropriate, to offend, to socialize, to be late, to be on time, to go out, to go on a date, to invite smb out / to dinner/ for a coffee / on a date, to offer to pay, to share / split the bill, to leave a tip, to pick smb up, to give smb a lift (home); to say sorry, to address smb, to greet smb / to say hello, to say good bye, to use one's first name / surname, to address smb by their first name/ patronymic name, to shake hands, to kiss each other on both cheeks, to bow to (each other), to hug; to dress up, to dress smartly, to hold hands in public, to spit in the street, to hold doors (for smb), to queue / stand in line, to cover your mouth (when coughing or sneezing),

to smile to/at smb, to ask personal questions, to switch your mobile phone off, to switch your mobile phone to vibrate.

Phrases for generalization:

It's (not) common (for people/men/women) to do smth

It's (not) usual (for people/men/women) to do smth

It's perfectly okay (for people/men/women) to do smth

It's (not) acceptable (for people/men/women) to do smth

It's (not) appropriate (for people/men/women) to do smth

It's (not) respectful (for people/men/women) to do smth

It's polite / rude to do smth

It's good / bad manners to do smth

People/ men/ women tend (not) to do smth

1.1.8. Глобальные проблемы человечества и пути их решения.

General vocabulary:

Global, globalization, global citizen, local, local cultures and languages, local industries, an effect, an influence, a positive/negative impact, network, controversy, identity, information flow, technological advancements, to share ideas and traditions, to break down/ remove barriers; to integrate, to dominate, to pollute, to disappear, to exchange ideas; world organizations, developed countries, developing countries, poor countries, to work / study abroad, "brain-drain"; to suppress (the political interests of developing countries), to modernize or adapt, information overload, emigration, immigration, to emigrate, to immigrate, interdependence, international cooperation.

Cultural & Social Aspects:

Multiculturalism, cross-cultural dialogue, a multi-ethnic society, cultural and religious diversity, cultural revival, cultural exchange, cultural resistance, a clash of cultures, identity crisis, loss of identity, to lose identity, to argue, to help to settle the conflicts, social mobility, tolerant to other cultures, culturally aware.

Economic aspects:

Market, global economy, global market, global / international trade, to dominate the market, global-scale industries, global brands, to expand, the expansion of multinational companies, to compete, competitive, competition (with foreign goods); trade barrier, trade sanctions, income inequality, consumer choice.

1.2. Грамматический минимум

1.2.1. Словообразование

There are five main processes of word formation – prefixation, suffixation, conversion, compounding, and blending.

Forming Nouns

Common Suffixes for Nouns

Suffix	Examples
-age	carriage lineage luggage
-ance/-ence	tolerance importance conference
-ness	laziness thoughtfulness mindlessness
-ment	appointment movement employment
-ion	conversation stimulation reflexion
-dom	stardom wisdom freedom
-ee	committee referee refugee
-er/-or	officer trainer visitor
-ship	citizenship fellowship relationship
-hood	parenthood sisterhood childhood
-ism	feminism criticism communism
-ist	scientist artist dentist
-ity/-ty	anxiety royalty charity
-al	denial trial

	proposal
-y	discovery artistry burglary

Some nouns do not follow the above patterns. Study these examples.

Nouns derived from verbs:

to advise – advice
to practise – practice
to live – life
to believe – belief
to prove – proof
to choose – choice

to lose – loss
to speak – speech
to think – thought
to die – death
to fly – flight
to weigh – weight
to grow – growth

to complain – complaint
to hate – hatred
to know – knowledge
to serve – service
to behave – behaviour

Nouns derived from adjectives:

deep – depth
long – length
strong – strength
wide – width
warm – warmth
young – youth

high – height
hot – heat
proud – pride
poor – poverty
free – freedom
wise – wisdom

Some nouns do not follow the above patterns. **Conversion** takes place, i.e. the change of a word from one word class to another. For example, the verbs *to email* and *to microwave* are formed from the nouns *email* and *microwave*.

Study more examples:

to comment – comment (n)
to drive – drive (n)
to decrease – decrease (n)
to increase – increase (n)
to record – record (n)

to study – study (n)
to export – export (n)
to import – import (n)
to name – name (n)
to google – Google (n)

Common Suffixes for Adjectives

Suffix	Examples
-able/-ible	preferable, sensible, visible
-al	vital, normal, informal

-ant, -ent, -ient	important, violent, efficient
-ful	powerful, beautiful, cheerful
-ic	stoic, scientific, toxic
-ous	nervous, ambitious, religious
-ly	weekly, cowardly, friendly
-y	snowy, shiny, wealthy
-ese	Chinese, Portuguese, Siamese
-ish	foolish, boyish, Jewish
-less	hopeless, thoughtless, spotless
-ive	creative, aggressive, intensive
-ian	Russian, Bulgarian, Macedonian
-en	unforeseen, waxen, woolen
-ed	talented, experienced, depressed
-ing	interesting, exciting, tiring

Common Suffixes for Verbs

Suffix	Examples
-en	fasten, broaden, strengthen
-ate	dominate, demonstrate, facilitate
-ify	purify, nullify, qualify
-ise (BrE)/ -ize (AmE)	generalise / generalize

	materialise / materialize immortalise / immortalize
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Common Prefixes

1. Prefixes used to form opposites:

Prefix	Examples
dis-	disloyal, displeased, discomfort, to disobey
il-	illegal, illiterate
im-	impatient, immature, impossible
in-	inexperienced, insecure, independence
un-	unhappy, unpopular, to unbutton

2. Prefixes conveying meanings. Examples:

Prefix	Meaning	Examples
anti-	against, opposing	antibacterial, antivirus, antiwar
mis-	wrongly	misspell, misunderstand
re-	again	reelection, restart
inter-	between	interrelated, interaction
non-	not, without	nonsmoker, non-government
pre-	before	pre-war, prepay, premature
post-	after	post-war, post-traumatic, postgraduate
pro-	in favour of	pro-European, pro-government
super-	above	superstar, supervisor
sub-	under	submarine; subordinate
over-	too much	overcome, overdo, overweight
under-	not enough	under-cooked, undergraduate, underestimate
self-	relating to itself	self-confident, self-discipline
hyper-	over, above	hyperactive, hypermarket, hypertension
ex-	former	ex-husband, ex-wife, ex-champion

mono-	one	monologue, monolingual, monotonous
multi	many	multicolor, multimillionaire, multiply

Compounding

Compounding is linking together two or more word bases to create a new word. Normally, the first item identifies a key feature of the second word. For example:

backache = back + ache
 postcard = post + card
 heartbreaking = to break + heart
 pet-friendly = friendly + pet
 sugar-free = free from + sugar
 seasick = sea + sick
 to baby-sit = to sit with + baby
 to chain-smoke = to smoke + non-stop

Blending

We form **blends** when we combine parts of existing words to form a new word. For example:

blog (web + log)
 motel (motor + hotel)
 smog (smoke + fog)
 brunch (breakfast + lunch)
 biopic (biography + picture)
 podcast (iPod + broadcast)
 webinar (online + seminar)
 workaholic (work + alcoholic)

1.2.2. Косвенная речь

There are two types of speech – Direct Speech and Reported (Indirect) Speech. **Direct Speech** is conveying the speaker's exact words, in written speech they are enclosed in quotation marks ('...'). **Reported Speech** is conveying the speaker's message, but not the exact words. For example:

Direct Speech: *She said, 'I am reading a book.'*

Reported Speech: *She said she was reading a book.*

Rules to use Reported Speech:

1. If the reporting verb of direct speech is in past tense then all the tenses in the reported speech are changed into the corresponding past tense following the rules of the sequence of tenses:

Tense changes	Direct Speech	→	Reported Speech
Present Simple → Past Simple	Emma said, “I seldom chat with friends online.”	→	Emma said (that) she seldom chatted with friends online.
Present Continuous → Past Continuous	Emma said, “I am chatting with my friends now.”	→	Emma said (that) she was chatting with her friends.
Present Perfect → Past Perfect	Emma said, “I have just sent a text message to my friends.”	→	Emma said (that) she had just sent a text message to her friends.
Present Perfect Continuous → Past Perfect Continuous	Emma said, “We have been chatting for two hours.”	→	Emma said (that) they had been chatting for two hours.
Past Simple → Past Perfect	Emma said, “I sent a letter to my American friend last night.”	→	Emma said (that) she had sent a letter to her American friend the previous night.
Past Continuous → NO CHANGE or Past Perfect Continuous	Emma said, “I was writing a letter at 5 p.m.”	→	Emma said (that) she was writing / had been writing a letter at 5 p.m.
Past Perfect → NO CHANGE	Emma said, “I had sent a couple of text messages to my friends by 6 o’clock.”	→	Emma said (that) she had sent a couple of text messages to her friends by 6 o’clock.
Past Perfect Continuous → NO CHANGE	Emma said, “We had been chatting for an hour by 6 o’clock.”	→	Emma said (that) they had been chatting for an hour by 6 o’clock.
Will → would	Emma said, “We will continue chatting tomorrow.”	→	Emma said (that) they would continue chatting the next day.

Note, that Past Simple does not change if the action in the subordinate clause refers to a definite past moment or there is a succession of past events, or if Past Simple is used after conjunctions *when, as, while, before, after, since* etc.:

He said that his youngest son was born in 1960.

He told me that they decided to go to the pictures, got a 63 bus, and got off at the Elephant Castle as the pictures were just next door.

She said, 'I have been watching a movie since I came.' → She said that she had been watching a movie since she came.

2. Personal pronouns change according to the meaning:

'I am tired', said Helen. → Helen said she was tired.

'I am asking you about that', he said. → He said he was asking me about that.

3. The following changes of adverbials and demonstrative pronouns take place:

today, tonight	→	that day, that night
here	→	there
now	→	then/at that time/right away/at the moment/ immediately
this, these	→	that, those
tonight/this evening	→	that night/evening
yesterday	→	the day before/the previous day
the day before yesterday	→	two days before/previously
ago	→	before
2 years ago	→	2 years before/previously
last night, week, month, etc.	→	the night, week, etc., before/the previous night, week
tomorrow	→	the following/the next day/the day after
the day after tomorrow	→	in two days' time
next week/year, etc.	→	the following/the next week/year, etc.

4. After *said* or *told* 'that' may be omitted:

She told him that she was happy. = She told him she was happy.

Reported Questions

When reporting questions, we usually use a reporting verb, such as 'asked', 'enquired' or 'wondered'. When reporting questions, we also need to consider the tense, word order, and pronouns. The tense is usually changed to reflect the past tense. The word order is changed to reflect a statement instead of a question, and the pronouns are changed to reflect the speaker or the person being spoken about.

Reported **special questions** are introduced with the same question word (what, where, when, etc.) as the direct question. Reported **general questions** are introduced with 'if' or 'whether'.

Study the examples of reporting special and general questions:

Reported questions	
Special questions	He asked He wanted to know He wondered
'What are you doing?' 'Where do you live?' 'Where does he work?' 'What is Nick doing?' 'What have you prepared for today?' 'When did you come home yesterday?' 'When will your mother come home?'	<i>what</i> I was doing. <i>where</i> I lived. <i>where</i> he worked. <i>what</i> Nick was doing. <i>what</i> I had prepared for that day. <i>when</i> I had come home the day before. <i>when</i> my mother would come home.
General questions	He asked He wanted to know + if / whether He wondered
'Are you watching TV?' 'Do you play chess?' 'Does she go to school?' 'Are you listening to me?' 'Have you done your homework?' 'Did you skate last winter?' 'Will you see your friend tomorrow?'	<i>if / whether</i> I was watching TV. <i>if / whether</i> I played chess. <i>if / whether</i> she went to school. <i>if / whether</i> I was listening to him. <i>if / whether</i> I had done my homework. <i>if / whether</i> I had skated the winter before. <i>if / whether</i> I would see my friend the next day.

Reported Imperatives

To report **commands** or **instructions** in reported speech, we use the introductory verbs "order" or "tell + smb + (not) to-infinitive":

"Turn off the tap" → He **told** me to turn off the tap.

"Don't be late" → He **told** me not to be late.

"Put the gun down!" → They **ordered** him to put the gun down.

To report **requests**, you can use verbs "ask" or "beg" + smb + (not) to-infinitive":

"Please, help me," Jean said to Tom. → Jean **asked** Tom to help her.

"Please, please, don't tell anyone", he said to Colin → He **begged** Colin not to tell anyone.

"Would you pass the book?" he said. → He **asked** me to pass the book.

*"Can you call me later?" she said. → She **asked** me to call her later.*

To report **suggestions**, we use the introductory verbs "suggest" + -ing form/that smb (should) + bare infinitive":

*"Shall we go for a walk?" she said. → She **suggested** going for a walk.*

*"Let's play together," he said. → He **suggested** playing together.*

*"How about watching a movie?" they said. → They **suggested** that we (should) watch a movie.*

1.2.3. **Сослагательное наклонение. Условные предложения 0 типа, I типа.**

Conditionals are used to speculate about what could happen, what might have happened, and what we wish would happen. Conditional sentences are made up of two clauses – an *'if clause'* (condition) and a *main clause (the result)*. Conditionals state that the action in the main clause can only take place if a certain condition in the *'if clause'* is fulfilled.

Many conditional forms in English are used in sentences that include verbs in one of the past tenses. This usage is referred to as "the unreal past" because we use a past tense but we are not actually referring to something that happened in the past.

There are five main **types of conditionals** in English:

- Zero Conditionals
- First Conditionals
- Second Conditionals
- Third Conditionals
- Mixed Conditionals

Zero Conditionals are used to describe things that are always or generally true. Thus, we refer to the real and possible situations, general truths, or scientific facts.

Zero conditionals follow the pattern:

If + present simple -----	Present simple
('if clause')	(main clause)

Examples:

When the sun sets, it gets dark.

If you leave milk out, it spoils.

If the power goes out, we can't watch TV.

If I don't get enough sleep, I feel tired.

First Conditional, or type 1 conditional is used to refer to the present or future where the situation is real. It describes future events that may happen in the future. The type 1 conditional refers to a possible condition and its probable result.

First conditionals follow the pattern:

If + present simple ----- Future simple
(‘if clause’) (main clause)

Mind you, that in the main clause instead of Future simple a “modal verb + a verb in its base form” or an imperative verb can be used.

Examples:

*If everything **goes** according to the plan, we'll **be** very rich.*

*If you **don't eat** now, you'll **be** hungry later.*

*Your teeth **might fall out** if you **eat** too much gum.*

***Will** you **go** to the pond, **if** I **lend** you a fishing line?*

*If you **see** a snake, **be** careful!*

1.2.4. Условные предложения II и III типа.

Second Conditional, or type 2 conditional is used to present unreal situations that are not likely to happen. It describes hypothetical, unlikely, or impossible situations.

Second conditionals follow the pattern:

If + past simple ----- would + Infinitive
(‘if clause’) (main clause)

Examples:

*If she **lived** in London, she **would have** English friends. (She doesn't live in London)*

*If I **didn't finish** my homework, I **wouldn't tell** my teacher. (Imaginary situation)*

*We **would have** lunch outside **if** the weather **were** warm. (It's not warm)*

*We **might be** happier **if** we **had** a big house. (We don't have a big house)*

*What **would** you **do** **if** you **won** a million dollars? (Imaginary situation)*

*If I **were** you, I **would eat** more food. (Advice)*

****NOTE!** After **if** we often use were (not was) with I/he/she/it:

*If **it were** warm, we would go out.*

*She would have more friends **if she were** more tolerant.*

Third Conditional, or type 3 conditional is used to refer to an unreal past condition and its probable past result. It is used to describe a past event that is different to what really happened. These sentences are solely hypothetical.

Third conditionals follow the pattern:

If + past perfect ----- would have + past participle
(‘if clause’) (main clause)

Examples:

If Jane **had come** on her usual train, I **would have seen** her. (She didn't come on her usual train, so I didn't see her)

I **would have phoned** you if I **hadn't lost** your number. (I didn't phone you because I lost your number)

We **wouldn't have missed** the flight if we **hadn't overslept**. (We missed the flight as we had overslept)

1.2.5. Условные предложения смешанного типа.

Mixed Conditionals are used when the time in the 'if-clause' (condition) is different from the time in the main clause (the result). The context defines the meaning and determines the choice of tenses.

The typical mixed conditional patterns:

- past condition – present result
- past condition – future result
- present condition – past result

Examples:

Past condition	Present result
<i>If Jack had taken English at university, he would have more offers on his job now.</i> <i>If we had been born in Italy, we wouldn't need to get a visa now to study there.</i> <i>I wouldn't be angry at you if you had called me yesterday.</i>	
Past condition	Future result
<i>If Joe had got that job offer, he would be moving to Shanghai.</i> <i>If she had signed up for the trip last week, she would be joining us tomorrow.</i>	
Present condition	Past result
<i>If I were not so shy, I would have asked her phone number.</i> <i>If Sam spoke Russian, he would have translated that letter yesterday.</i> <i>We could have bought that Ferrari last week if we were rich.</i>	

1.2.6. Выражение нереальности через I wish, if only, had better, would rather, it's time.

I wish/ If only

We use **I wish / If only** to talk about things that we would like to be different in the present, future or past. They usually express a wish or regret.

✓ When we want to say that we would like something to be different in the present, we use: **I wish/If only + past simple/past continuous**. Examples:

***I wish I had** a flat of my own (But I don't have it)*

***If only you were** here now! (But you are not here)*

***I wish I could play** the guitar. (But I can't)*

✓ To express regret about the past, we use: **wish/If only + past perfect**.
Examples:

***I wish I had got** your message earlier. (But I didn't get it earlier)*

***I wish I had gone** to the party with you (But I didn't go)*

***If only we had known** about that yesterday! (But we didn't know)*

Many people **wish** that John F. Kennedy **hadn't gone** to Dallas. (He went to Dallas and got killed there).

✓ To express a polite imperative or to express our wish for a change in a situation or someone's behavior (as we are annoyed by it), we use: **I wish/If only + would**. Examples:

***I wish the wind would stop** blowing (wish for a change in a situation)*

***If only John would stop** insulting people! (wish for a change in someone's behavior)*

✓ **NOTE!** After the subject pronouns (I, we), we cannot use 'would'. We use 'could' instead. For example:

***I wish we could go** to the party (~~NOT: I wish we would go...~~)*

✓ **NOTE!** We use **I wish/If only + would** to say that we want something to happen. BUT we do not use 'would' after **wish/If only** to say how we would like things to be. Compare these examples:

***If only I was/were** a bit taller! (~~NOT: If only I would be a bit taller~~)*

***I wish Sarah would come**. BUT! **I wish Sarah was/were** here (~~NOT I wish Sarah would be here~~)*

***I wish somebody would buy** me a car. BUT! **I wish I had** a car (~~NOT: I wish I would have a car~~)*

Had better, would rather

We use **had better ('d better)** to give advice or to say about things which are desirable in a specific situation. It often means a warning. **Had better** refers to the present or future. The negative is **had better not**.

Examples:

*It's five o'clock. **I had better /I'd better** go now before the traffic gets too bad.*

*She **had better /She'd better** get here soon or she'll miss the opening ceremony.*

***I had better /I'd better not** leave my bag there. Someone might steal it.*

***You'd better not** tell Elizabeth about the broken glass – she'll go crazy!*

Would rather ('d rather) is used to express preference. The negative is **would rather not**.

Examples:

*I **would rather / I'd rather** go out for dinner. I don't want to cook.*
*We went to the theatre yesterday. Today **I would rather** go to the cinema.*
*Peter **would rather** learn a new language than study math.*
***I'd rather** not take a break now.*
***Would** you **rather** stay at home or go with us?*

When the subject of **would rather** is also the subject of the following verb, we use the following constructions:

- a) **would rather + bare present infinitive** – to refer to the present or future:
***I'd rather** stay home tonight.*
- b) **would rather + bare perfect infinitive** – to refer to the past:
***I'd rather have gone** to Italy last summer. (But I didn't go to Italy)*

When the subject of **would rather** is different from the subject of the following verb, we use the following constructions:

- a) **would rather + smb + past simple** – to refer to the present or future:
***I'd rather** you **made** dinner today.*
***We'd rather** Tim **didn't drive**. He is a careless driver.*
*Would you rather tell Jane about what happened, or **would** you **rather** **I told** her?*
- b) **would rather + smb + past perfect** – to refer to the past:
***I'd rather** Kate **hadn't spent** so much money yesterday.*
***We'd rather** our son **had studied** medicine at university. He studied law.*

It's time

The expression '**It's time**' can be followed by either a to-infinitive or a past simple verb. The possible structures are:

It's time + to-infinitive
 It's time + for smb + to-infinitive
 It's time + smb + past simple

When we use a to-infinitive, we are talking about the right time to do something, either for ourselves or for someone else:

***It's time to go** to bed. (This is the right time for me to go to bed.)*
***It's time for you to do** your homework. (This is the right time for you to do your homework.)*

When we use a past simple verb, we are talking about something that should be done now or in the future, but it is already a bit late or urgent:

***It's time we left**. (We should leave now, or we should have left earlier.)*
***It's time they were** here. Why are they so late?*
*The situation can't continue. **It's time you did** something about it.*

We often use **It's high time** or **It's about time** to emphasize. For example:
It's high time you cleaned your room. (You should have cleaned the room earlier.)
It's about time the government did something instead of just talking.

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

2.1. Лексико-речевой практикум

2.1.1. Городская жизнь

1. Were you born in a big city, in a small town, or in the country? Which of these things do you associate with living in a city?

banks	rivers and lakes
beautiful scenery	pollution
traffic jam	big shopping centers
skyscrapers	museums and galleries
high-rise apartment blocks	nightlife
parks	public transport
gardens	cycling lanes
green space	pedestrian zone
beaches	residential areas

2. Read the statements about different towns and cities. Match the italicized parts of the sentences with the Russian equivalents. Then say which statements are true about where you live.

- Unfortunately, there is much *pollution* in our city.
 - популяция
 - загрязнение
- During the rush hours the *traffic* is really bad in the city center.
 - уличное движение
 - езда
- I like living in a city, because there are a great number of big *shopping centers*.
 - торговые центры
 - универмаги
- Most people don't have gardens here because they live in *high-rise apartment blocks*.
 - высотные многоквартирные дома
 - небоскребы
- I don't mind cycling to work because there are a lot of *cycling lanes* in my town.
 - односторонние улицы
 - велосипедные дорожки

6. You can't drive in the city center because the whole area is *a pedestrian zone*.

- a) зеленая зона
- b) пешеходная зона.

3. **Stuart, who lives in Zurich, Switzerland, is talking about his city. Read the text and complete the gaps with the words and expressions in the box. Then say what is similar to and what is different from the place where you live.**

financial center / restaurants / public transport / beautiful scenery /
nightlife / skyscrapers / mountains / traffic / cycle lanes

I can say Zurich is a very nice place to live. Actually, once it was voted 'the best city to live in'. What's good about it? Well... First, there is some really _____ around the city. In the city itself you've got the lake, and after a few minute drive you are in the _____. They are fantastic! With snow in the winter, skiing and everything...

Besides, the city is nice to walk in. It's quite a relaxed place. It's quite small and there isn't much _____ in the center because the _____ is so good. You don't need a car really. There are also many _____, so many people travel around the city by bicycles.

When people think of Zurich, they think of banks and money. Yes, sure, it's an important _____. There are a lot of banks here, but it's not like London or New York – there are no enormous _____. Everything is much more human, really.

The _____ is also very good here. A few years ago not many places were open late at night, but it has certainly changed now. There are all kinds of _____: Italian, Chinese, Mexican... anything you like, really. And lots of bars and nightclubs. Yeah, it's really lively. The only problem is, you may not have enough time to try them all!

➤ Listening

a. Listen to six people talking about the cities they live in (<https://eduhist.bsu.by/mod/resource/view.php?id=35857>). Match the speakers to the cities. Say, if they feel positive or negative about their cities.

- | | |
|------------|----------------|
| 1. Thomas | a) Los Angeles |
| 2. Keith | b) Amsterdam |
| 3. Ali | c) York |
| 4. Eveline | d) Bangalore |
| 5. Vanitha | e) Berlin |
| 6. Adrian | f) Cape Town |

b. Listen again and complete the phrases you hear them say:

Thomas:

_____ streets
cycle _____
it feels _____

Eveline:

green _____
recycling _____
carbon-neutral _____

Keith:

a historic _____
_____ center
pedestrian _____

Vanitha:

_____ malls
new residential _____
_____ apartment blocks

Ali:

_____ congestion
public _____

Adrian:

traffic _____
solar _____

c. You are meeting a British student at a conference. During the coffee-break you are discussing the places you live in. What will you say about the place where you live? Try to cover the same issues as in the listening.

➤ **Reading**

LIVING IN THE CITY AND IN THE COUNTRY



As you know, some people enjoy big city life, others prefer to live in the suburbs or even on a farm in the country.

The city is the place where all industrial, cultural and educational centres are situated. People live in cities because all necessary objects are nearby. For example, if you get sick, a hospital or a chemist's shop will be situated near your home in the city. Houses in the city are generally provided with modern conveniences such as electricity, running water, telephones and all sorts of labour saving devices. There are plenty of means of transport: buses, trolley buses, minibuses, trams, taxi-cabs and the underground.

City dwellers have more means of broadening their cultural outlook than country people: day schools and evening courses, public and private libraries, societies and

exhibitions. There are many places in the city where you can get a bite or a drink: restaurants, cafes, pizzerias, tearooms, fast-food restaurants, quickservice restaurants and food bars. Besides, in big cities you can find all kinds of entertainment such as playgrounds and football pitches, tennis and basketball courts, rinks, museums, cinemas, theatres, concert halls, clubs, parks, and what not.

Many people like to spend their free time there because it helps them to relax and brings them a lot of pleasure. All in all, city life is full of bustle and variety and you never feel bored.

At first glance all that is really very comfortable, but nowadays in big cities there is a great amount of cars and factories. Big cities suffer from overpopulation, pollution – dirty air and water, the streets are noisy and full of traffic jams, and after a hard working day people cannot relax.

In the country we can live in the midst of nature. Countryside houses are spread out and there is plenty of greenery. The beautiful surroundings with trees and shrubs are pleasing to our eyes. The air is fresh and cool, which is good for a healthy living. Country life is full of charms. The rippling rivers, the grazing cows and the chirping birds give us great pleasure in life. Moreover, country life is cheaper than town life. People living in the country seem to be good-natured and have a warm heart. They share any difficulties, happiness, sadness in order to overcome everything.

However, country people often can't find a proper job with high income. Also, there are not many interesting things to do and places to see in the country, so it may seem quite difficult to entertain yourself. Major cultural and educational places are located in cities.

Thus, living in the country as well as that in the city has both advantages and disadvantages. Not without reason it is said that the grass is always greener on the other side of the fence. So, every person should live in the place where he or she feels comfortable and happy.

1. Answer the questions in pairs or in small groups:

- 1) Why do people live in cities?
- 2) What are houses in the city provided with?
- 3) What means of transport are there in the city?
- 4) How can city dwellers broaden their cultural outlook?
- 5) Where can people get a bite or a drink in the city?
- 6) What kinds of entertainment can people find in big cities?
- 7) What do big cities suffer from?
- 8) What is pleasing to our eyes in the countryside?
- 9) Why is country life good for a healthy living?
- 10) Do you find the English proverb "The grass is always greener on the other side of the fence" true to life?

2. Translate the following phrases into Russian:

- ✓ to live in the suburbs
- ✓ to live on a farm
- ✓ industrial centre
- ✓ cultural centre
- ✓ educational centre
- ✓ to be situated
- ✓ to get sick
- ✓ to be provided with smth
- ✓ to bring a lot of pleasure

- ✓ all in all
- ✓ bustle
- ✓ in the midst of nature
- ✓ to be spread out
- ✓ to be pleasing to one's eyes
- ✓ healthy living
- ✓ to be full of charms
- ✓ proper job

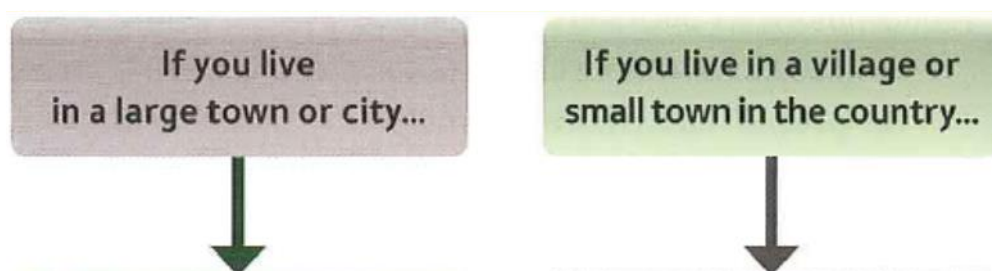
3. Give the English equivalents to the following phrases:

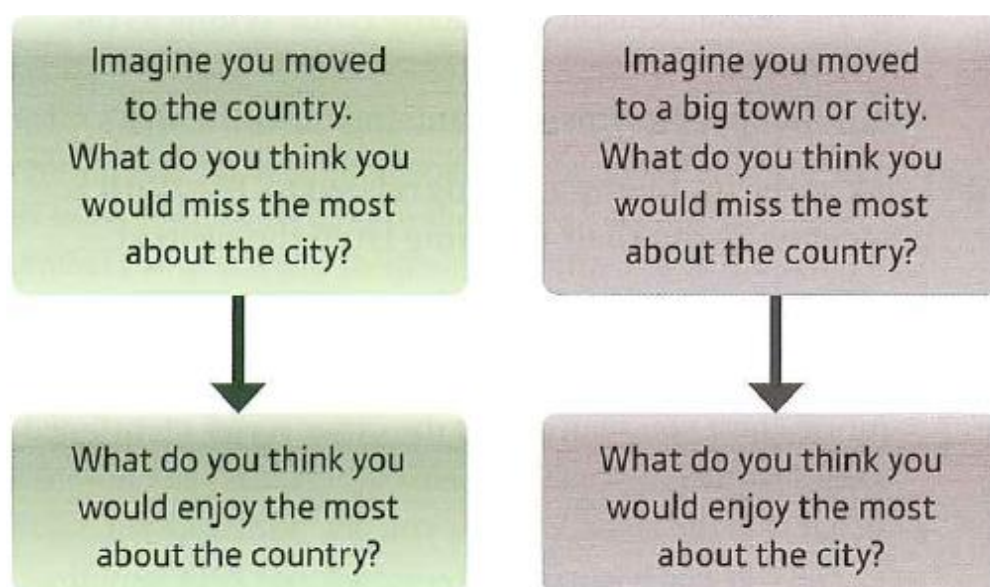
Наслаждаться жизнью большого города; современные удобства; водопровод; городские жители; сельские жители; перекусить; на первый взгляд; страдать от загрязнения; здоровый образ жизни; журчащие реки; пасущиеся коровы; щебечущие птицы; высокий доход; преимущества и недостатки.

4. List the advantages and disadvantages of living in a city and in the country. Use the information from the text, then add your own ideas.

PROS	CONS
<i>Living in a city</i>	
...	
<i>Living in the country</i>	
...	

5. Choose the situation which is true for you. Then, follow the corresponding line and answer the questions. Speak in class and exchange your ideas.





Творческие и исследовательские задания к теме «2.1.1. Городская жизнь»

1. Write an e-mail to your British friend in response to his e-mail which ends like this:

... I'd love to know more about your home town. Where is it and how many people live there? Is it very busy? Are there any peculiar natural features? Where do you like going? What is it famous for? What's the best thing about it? Do you like living there? Which problems does the town have?

I'm looking forward to your next letter.

*Love,
Ken*

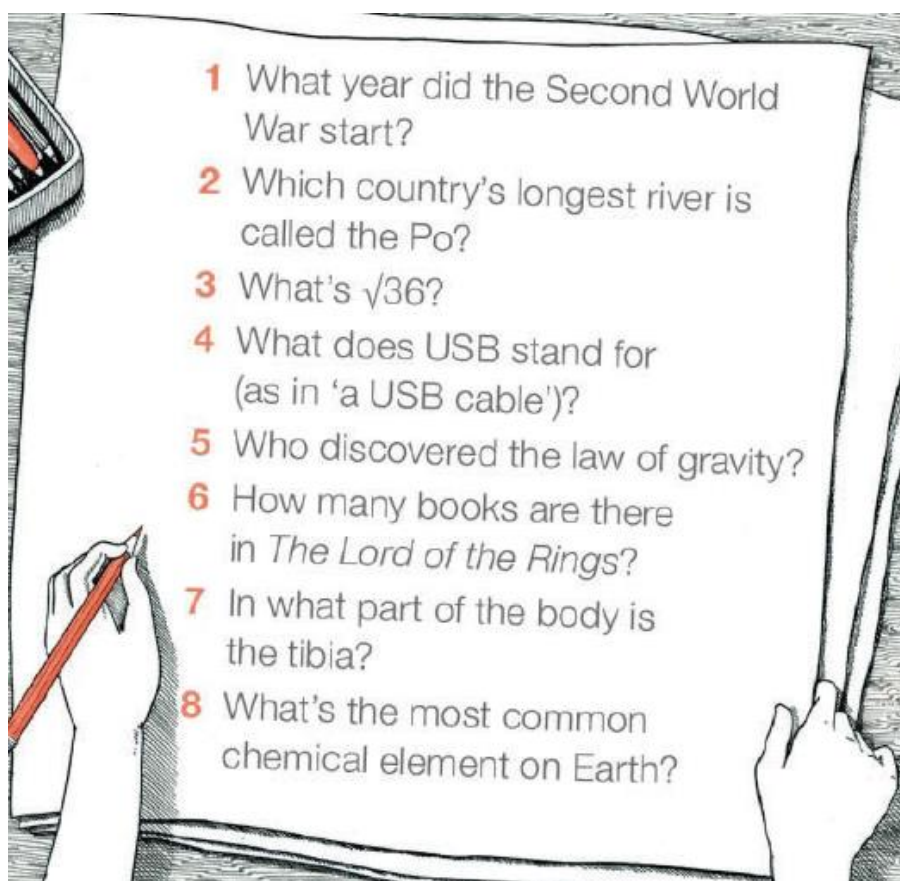
2. You are to take part in an international project “The best city/town to visit”. Make a presentation about a town/city you would like to visit or would recommend visiting. Touch upon its location, natural features, history, tourist attractions, atmosphere, architecture, possible problems, etc. Explain why you like it or recommend visiting it.

Present your projects in class. Vote for “the best city/town”.

2.1.2. Система образования

➤ **Vocabulary practice**

1. a. Answer as many questions as you can in two minutes. Check the answers in class.



b. Match the questions in 'a' to the subjects they concern:

Biology / chemistry / geography / history / information technology / literature / math / physics

2. Fill in the educational subject according to their definitions.

1. The subject which covers drawing, painting, and sculpture is called
2. The subject which includes equations, fractions, addition and subtraction is called
3. The study of land forms, countries, population growth are included in
4. The study of periodic table, gases, liquids, acids is called
5. The study of motion, mechanics and energy is part of
6. The study of composers, pieces of music is included in
7. The subject of what has happened to the cultures and countries of the world is
8. The study of life and of living organisms, including their structure, function, growth, origin, evolution
9. The science of the shape and structure of organisms and their parts, mainly about the human body is
10. Running, playing sports are part of

3. Complete the sentences with the suitable verb.

<i>behave cheat do fail learn leave pass revise start</i>
<i>study take</i>

1. When she was at school, she used to _____ for hours every evening.
2. I must _____ tonight. I have an exam tomorrow.
3. Our history teacher was terrible. We didn't _____ anything.
4. If you don't _____ your homework, you can't watch TV later.
5. The teacher was angry because some of the pupils had tried to _____ in the exam.
6. If you want to be a doctor, you have to _____ a lot of exams.
7. In the UK children _____ school when they are four and can't _____ before they are 16.
8. I hope I'm going to _____ my exams. My parents will be furious if I _____.
9. He was a rebel at school. He used to _____ very badly.

4. Match the words with the definitions.

Boarding school / graduate / head teacher / nursery school / primary school / private school / professor / pupil / religious school / secondary school / state school / student

1. A school paid for by the government, which gives free education.
2. A non-government school where you have to pay.
3. A school for very young children (between the ages of 2 and 5)
4. A school for young children from 4–11.
5. A school for young people between the ages of 11 and 16 or 18.
6. A school where children can live, eat and sleep during the term.
7. A school where the teachers are often priests or nuns.
8. The 'boss' of a school.
9. A senior university teacher.
10. A person who is studying at a college or university.
11. A child who is at school.
12. A person who has finished university and has a degree.

5. Talk about your school education. Discuss the following questions in small groups of 3 or 4:

YOUR EDUCATION

Your school

- What kind of secondary school / you go to?
/ it a mixed school or single-sex?
- / you like it?
- How many students / there in each class?
Do you think it / the right number?
- What time / your school day start and finish?

Subjects and homework

- Which subjects / you good and bad at?
- Which / your favourite subject?
- How often / you do PE or play sports?
- How much homework / you usually get?
/ you think it / too much?

Rules and discipline

- / you have to wear a uniform? / you like it? Why (not)?
- / your teachers too strict, or not strict enough? Why?
What kind of punishments / they use?
- / pupils behave well, or / they misbehave?

➤ Reading

THE SYSTEM OF EDUCATION IN BELARUS

Belarusians have always shown a great concern for education. Every citizen of our country has the right to education. This right is guaranteed by the Constitution of the Republic of Belarus. It is ensured by compulsory secondary schools, vocational schools, and higher educational establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

It is not only a right but a duty, too. Every boy or girl must get secondary education. Education in Belarus is compulsory up to the 9th form. The stages of compulsory schooling in Belarus are: primary education for ages 6–7 to 9–10; secondary education for ages 10–11 to 14–15. So, children go to school at the age of six and must stay there until they are 14–15 years old. At school pupils study academic subjects such as Belarusian, Russian, Literature (Belarusian and World), Mathematics, History, Biology, a foreign language and others. Lyceums and gymnasiums offer programmes giving a profound knowledge in some field of study.

After finishing the 9th form young people can continue their education in the 10th and the 11th forms. They can also go to a vocational or technical school, where they

study academic subjects and receive some profession. A college gives general knowledge in academic subjects and a profound knowledge in one or several subjects.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go on in higher education. All applicants for entry must take competitive examinations. Higher educational institutions, that is, institutes or universities, offer a 4 or 5-year course of academic subjects in a variety of fields, as well as a post-graduate course. Many universities have evening and extramural departments. They give their students an opportunity to study without leaving their jobs.

An institute or a university has a number of faculties, each specializing in a field of study. Faculties may have specialized councils which confer Master's, candidate or doctoral degrees. If one finishes a post-graduate course and writes a thesis, he or she receives a candidate's or a doctoral degree.

Education in Belarus is free at schools and most universities. Students get scholarships, but some students have to pay for their education.

1. Find the English equivalents for the following words and word combinations used in the text:

1) придавать большое значение образованию, 2) право на образование, 3) гарантироваться Конституцией, 4) обязательный, 5) училище, ПТУ, 6) высшее учебное заведение, 7) получить среднее образование, 8) давать углубленные знания в какой-либо области, 9) дать общие знания в какой-либо области, 10) абитуриент, 11) сдавать конкурсные экзамены, 12) высшее образование, 13) специализироваться в какой-либо области, 14) вечернее отделение, 15) заочное отделение, 16) получать стипендию.

2. Answer the questions.

1. What does the phrase "the right to education" mean?
2. What is the right to education in Belarus ensured by?
3. Why is education a duty?
4. What are the stages of compulsory schooling in Belarus?
5. What subjects do pupils study at school?
6. What can young people do after finishing the 9th form?
7. What is a vocational school?
8. What subjects do young people study at technical schools and colleges?
9. What can young people do after leaving school?
10. What is necessary for entering a higher educational establishment?
11. What departments are there at institutes and universities?
12. What degrees can one get at a higher educational establishment?
13. Do children and students in Belarus have to pay for education?

3. Translate the following sentences.

1. Право на образование в Беларуси гарантируется Конституцией.
2. В средней школе ученики изучают академические предметы.

3. Образование в Беларуси – это не только право, но и обязанность. Среднее образование до 9го класса обязательное.

4. После окончания 9 класса средней школы молодые люди могут пойти в техникум или ПТУ, где они получают специальное образование.

5. Молодые люди могут продолжить образование в 10 и 11 классе или колледже, которые дают углублённые знания по одному или нескольким предметам.

6. Молодые люди, поступившие в институт или университет, учатся там 5 лет.

7. Абитуриенты в ВУЗ должны сдать вступительные экзамены.

8. Начальное и среднее образование в нашей стране бесплатно.

9. Студенты в институтах и университетах получают стипендии.

10. Студенты вечернего и заочного отделений могут получить образование, одновременно работая.

THE SYSTEM OF PRIMARY AND SECONDARY EDUCATION IN BRITAIN

The educational system of Great Britain is quite complicated.

Let's outline the basic features of public education in Britain. Firstly, there are wide variations between one part of the country and another. England, Wales, Scotland and Northern Ireland all have their own education systems which differ from each other.

Secondly, education in Britain shows the country's social system: it is class-divided and selective. The first division is between those who pay and those who don't pay. The majority of schools in Britain are supported by public funds and the education provided is free. But there is also a considerable number of *public schools*. Parents have to pay fees to send their children to these schools, and the fees are high. Only very rich families can send their children to public schools. In some parts of Britain they still keep the old system of *grammar schools*, which are selective. But most secondary schools in Britain which are called *comprehensive schools* are not selective – you don't have to pass an exam to go there.

Another important feature of schooling in Britain is the variety of opportunities offered to schoolchildren. The English school syllabus (учебный план) is divided into Arts or Humanities and Sciences, which determine the division of the secondary school pupils into study groups: a Science pupil will study Chemistry, Physics, Maths, Economics, Technical Drawing, Biology, Geography; an Art pupil will do English Language and Literature, History, Foreign Languages, Music, Art. Besides these subjects, they must do some general education subjects like Physical Education, Home Economics for girls and Technical subjects for boys. Computers also play an important part in education. The system of options (when you can choose the subjects to study) exists in all kinds of secondary schools.

Education within the state school system comprises two stages – primary and secondary.

Pre-school education – education for the under-fives, mainly from 3 to 5, – is not compulsory and can be provided in *nursery schools*. Although they are called schools, they give a less formal education. Children spend most of their time in sort of play activity. The local nurseries are free, but there aren't enough places in them.

Compulsory education begins at the age of 5 in England, Wales and Scotland, and 4 in Northern Ireland. All pupils must stay at school until the age of 16. *Primary schools* consist of the *infant* and the *junior schools*. The infant school is for children aged 5-7, the junior school is for children aged 7-11.

Over 80 % of all primary schools are *mixed*, which means boys and girls study together. Some junior schools carry out a policy of streaming. Pupils are streamed according to their abilities to learn into A, B, C and D streams – the brightest children go to the A stream and the least gifted to the D stream.

At 11 or 12 children move to *secondary schools*. Secondary education is compulsory up to the age of 16, but pupils may continue their education at school until they are 18. Most children go to *comprehensive schools*. Comprehensive schools admit children of all abilities and provide a wide range of secondary education for all children in the district.

There are also *grammar schools* and *secondary modern schools* which select children according to their current level of academic attainment. Grammar schools mainly provide an academic education from the 11 to 18 age group. Children who go to grammar schools are usually those who show a preference for academic subjects.

Secondary modern schools concentrate on practical work and technical subjects. Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical school and learn some trade.

State schools are almost all-day schools, holding classes between Mondays and Fridays. The school year normally begins in early September and continues up to July. The academic year is divided into three terms of about 13 weeks each.

The majority of children attend Britain's state schools, with no payable fees. There are also many schools which the state does not control. They are *independent*, or *private schools*. They charge fees for educating children, and many of them are *boarding schools*, at which pupils live during the term time. About 5 per cent of Britain's children attend independent schools. 550 most privileged and expensive independent schools are commonly known as *public schools*. At 18 most public school-leavers gain entry to universities. The majority of public schools are single-sex, mainly for boys. Eaton and Harrow are the most famous ones.

The principal examinations taken by secondary school pupils at the age of 16 are those leading to the General Certificate of Secondary Education (GCSE). It aims to assess pupils' ability to apply their knowledge to solving practical problems. It is a minimum school leaving age, the level which does not allow school-leavers to enter a university but to start working or doing some vocational training.

The chief examinations at the age of 18 are leading to the General Certificate of Education Advanced level (GCE A-level). They enable pupils to widen their subject areas and move to higher education.

1. Complete the sentences with the appropriate answer.

1. Compulsory education begins at the age of...
a) 3 b) 5 c) 6.
2. Education for the under-fives, mainly from 3 to 5, is not compulsory and can be provided in...
a) junior schools b) nursery schools c) playgrounds
3. At first children go to...
a) secondary schools b) grammar schools c) primary schools.
4. At 11 or 12 children move to...
a) technical schools b) universities c) secondary schools.
5. Secondary education is compulsory up to the age of...
a) 16 b) 18 c) 21.
6. In some areas children moving from state primary to secondary education are selected for certain types of schools. They are...
a) grammar schools and secondary modern schools b) comprehensive schools
c) secondary modern schools.

2. State if the sentences are true or false. Correct the false statements:

1. The educational system is unique in all parts of Great Britain.
2. Education for the under-fives is compulsory.
3. Compulsory education begins at the age of 4 in England, Wales and Scotland, and 5 in Northern Ireland.
4. State schools are payable.
5. Education within the state school system comprises four stages.
6. Over 80% of all primary schools are mixed.
7. Mixed schools are those where in one form study children of different ages.
8. State schools are almost all-day schools, holding classes between Mondays and Fridays.
9. The academic year is divided into four terms of about 8 weeks each.
10. Pupils of secondary schools in Britain cannot choose subjects to learn
11. 550 most privileged and expensive independent schools are commonly known as modern schools.
12. Most public schools are often single-sex, mainly for girls.
13. The principal examinations taken by secondary school pupils at the age of 16 allow them to go to university.

3. Answer the questions.

1. At what age does education in GB become compulsory?
2. What types of schools are there in Great Britain?

Explain the terms:

- ✓ elementary school
- ✓ secondary school
- ✓ comprehensive school
- ✓ grammar school

- ✓ public school
 - ✓ mixed school
 - ✓ boarding school
3. Is secondary education free of charge?
 4. What are private schools like?
 5. What does “the system of options” mean?
 6. What are the principal examinations taken by secondary school pupils?

4. Discuss the questions in class:

- Compare the British and Belarusian school education systems. Name the main differences and similarities between them.
- Do you think it’s a good idea to give secondary students an opportunity to choose the subjects to learn?
- Do you think boarding schools are good for children? Why (not)?

HIGHER EDUCATION IN BRITAIN

The term “higher education” in Great Britain includes educational programmes which are given to the students after 12 years of elementary and secondary schooling.

The most common types of higher educational establishments are colleges, universities and polytechnics. There are about 100 universities in Britain, over 700 technical colleges.

Polytechnics offer both degrees and advanced courses, mainly in science and technological subjects. After graduating from a polytechnic, a student gets a degree, but it is not a university degree.

The college is an educational institution giving instruction in certain subjects. Colleges offer courses in teacher training, technology and some professions.

The university gives the highest type of education. Pupils going on to higher education or professional training usually take “A” level examinations in two or three subjects. To get a place at a university one should have good A-level results and a successful interview.

The curriculum in universities is wider than in colleges, and the course of studies is longer. Undergraduate courses normally take three years of full-time study, although a number of subjects take more time, including medicine, architecture and foreign languages. After three years of study, a university graduate will leave with a Bachelor’s degree in Arts or Science. Later they may continue to take a postgraduate degree – Master’s Degree and then a Doctor’s Degree.

All universities admit men and women, but within some universities there are colleges for one sex. Most of the universities provide hostels for their students. At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution.

British universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, the way of student life. British universities may be divided into three types: old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities (the so-called Redbrick universities) such as London and Manchester universities, and new universities.

The most ancient and the most famous English Universities are Oxford and Cambridge. They date back to the 13th century and have always been universities for gentlemen. They are famous for their academic excellence. Each consists of a number of residential colleges. The teaching is based on the tutorial system as well as lectures. Every student has a tutor who plans their work. The tutor requires the student to write essays and papers on the subjects he is studying and to submit them to him regularly about once a fortnight for correction and discussion. The tutor gives advice and helps his students in time of need.

Selection of students is mainly in the hands of colleges having special ties with public schools. A child of wealthy parents or with the right connections goes from a private preparatory school to a public school, from which a royal road leads to universities, particularly Oxford and Cambridge.

There is also an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who attend lectures by watching television, listening to the radio or now using online courses. The Open University students have no formal qualifications.

1. Say if the statements are true or false. Correct the false ones.

1. Higher education in Great Britain is provided after 6 years of schooling.
2. There are only universities in Great Britain for higher education.
3. Polytechnics offer degrees equivalent to university degrees.
4. Colleges offer courses in teacher training, technology, and some professions.
5. To get a place at a university, one must have good A-level results and pass an interview.
6. All universities in Great Britain admit only men.
7. British universities differ in size, history, and general organization.
8. The most ancient English universities are Oxford and Cambridge.
9. The teaching in Oxford and Cambridge is based only on lectures.
10. The Open University is for people who study in their free time and attend lectures through television, radio, or online courses.

2. Answer the questions.

1. What does the term “higher education” in Great Britain include?
2. What are the most common types of higher educational establishments in Britain? What do they teach?
3. How does a university curriculum differ from that one of college?
4. What should a student have going on to higher education or professional training?

5. What type of degree does a student receive after graduating from university in Great Britain?
6. What degrees can a postgraduate get?
7. What does a grant received from local authorities cover?
8. What types are British universities divided into?
9. What is the Open University intended for, and how do students attend lectures there?

Творческие и исследовательские задания к теме «2.1.2. Система образования»

1. **Exchange your view points. Say which idea you support in each question. Explain your choice.**

Is it better...

- to do a course you enjoy **OR** to do a course that leads to a good job?
- to study in your home town and live with your parents **OR** to go to a university in a different city? Why?
- to study what your parents think is best **OR** to do what YOU want to do?
- to get a job after you leave school **OR** to go straight to university?
- to start work straight after graduating **OR** to travel around the world a bit?
- to get a job while studying **OR** not to combine studies and work?

2. **Look at the topics below. Decide if you agree or disagree, and write down at least three reasons. Discuss your ideas in class.**

Private schools are usually better than state schools.

All schools should let children wear whatever they want at school.

Cooking and housework should be taught at all schools.

Physical education should be optional.

Girls study better without boys in the class.

School summer holidays should be shorter.

Boys study better in a mixed class.

3. Read the information in the chart below about education in the USA and Great Britain. Complete the table with the information about Belarus and the country from your regional studies.

Write a short synthesis comparing and contrasting the given countries.

	US	Britain	Belarus	Country of the region
Length of Time	BA: 4 years MA: 2 years PhD: 5-7 years or longer	BA: 3 years MA: 1 year PhD: 3 years		
Homework	Constant reading and writing assignments	General assignments or no assignments throughout the semester		
Cost	High	Moderate		
Grades	Based on overall performance on all assignments	Based mostly on the final exam		

4. Follow the links – (https://www.youtube.com/watch?v=Zng0eYS_S7k) and (<https://www.youtube.com/watch?v=sBOlVTSiOE8>) and watch two people talking about their boarding schools in Britain. Compare their attitudes. Is it mostly positive or negative?

Would you like to be a student at a similar boarding school?

2.1.3. Особенности национального характера

1. a. Match the following characteristics with their definitions.

hypocritical	generous	dishonest	obstinate	optimistic	sociable
greedy	sincere	selfish	shy	determined	lazy
reliable					hot-tempered

How do we call people who:

1. tell lies, deceive others;
2. always expect good things to happen;
3. pretend to have moral standards or opinions that they do not actually have;
4. like communicating, socializing, other people's company;
5. want more wealth, possessions, power etc. than they really need;
6. care only about themselves rather than about other people;
7. don't like being in the center of attention; don't feel at ease/ are quite nervous in the company of others;
8. make a firm decision to do what they want to do and do not let anyone prevent them;
9. you can trust or rely on;
10. say only what they really think or feel;
11. are not easy to convince or influence/change their opinion;
12. willing to give help, kindness, money, etc., especially more than is expected
13. become angry very easily, quickly lose their temper
14. don't like to work hard or be active

b. Give the opposites of these adjectives.

2. Put the listed words into the columns which you think are most appropriate.

depressed	miserable	anxious
nervous	concerned	horried
cross	irritated	astonished
glad	thrilled	heart-broken
upset	ecstatic	pleased
frightened	scared	delighted
furious	terrified	jolly

Happy	Unhappy	Angry	Afraid	Shocked	Worried
<i>glad</i>	<i>depressed</i>				

--	--	--	--	--	--

3. Match the adjectives with the questions.

1. tolerant	a. Are you generally aware of other people's feelings?
2. sociable	b. Do you find it difficult to meet new people?
3. reliable	c. Do you frequently make people laugh?
4. sensitive	d. Does your mood change often and suddenly?
5. tactful	e. When decisions have to be made, do you think first of yourself?
6. fussy	f. Can your friends trust you and depend on you?
7. witty	g. Do you generally like other people's company?
8. selfish	h. Are there lots of things you want to do in your professional life?
9. ambitious	i. Can you usually understand other people's point of view?
10. moody	j. Do you worry and think too much about detail?
11. inquisitive	k. Are you usually quite a happy, smiling person?
12. cheerful	l. Are you interested in other people and their business?
13. shy	m. Do you sometimes not tell the truth because you don't want to hurt someone's feelings?

4. Choose five or six personality adjectives which you think best describe either your own or a friend's character. Explain how you or your friend demonstrate these characteristics?

Example: Sociable → I am sociable. I love being with other people.

5. a. Read these brief character descriptions. Which of these four people sounds most like you? Which one would you most like to meet?

Amanda

I'm an active and energetic person – I can't bear just sitting around doing nothing. It just makes me impatient and restless. But I know what I want, and I think I've got what it takes to achieve my goals. Does that make me sound horribly ambitious and selfish? I hope not!

Kevin

I'm the kind of person who knows how to have a good time. I suppose you would call me fun-loving, but it's more than that. I actually believe in a calm, cool, easy-going approach to life and I can't bear unnecessary anxiety and pressure. I believe in being sociable and taking life as it comes...

Larry

My problem can be summarised in one word: self-consciousness. I just don't have enough confidence. I'm shy with other people, who must think I'm boring and stupid

sometimes. Lack of confidence also makes me indecisive: I spend days trying to make up my mind what to do about quite simple things. I'm told I sometimes look moody, but in fact I like being with other people...

Cathy

How do I see myself? Well, I'm forgetful and disorganised – some would say absentminded! But I've got quite a lot of willpower, really, and I've got ideas. I'm a hardworker too when I'm doing something I'm interested in. I'm not very articulate when it comes to public speaking but I quite enjoy being the centre of attention, and I don't get in the least bit nervous.

b. Find in the texts the English equivalents for:

1.

- не могу выносить /терпеть что-либо
- ничего не делать
- иметь всё, что надо
- достигать целей

2.

- такой человек, который
- легкое отношение к жизни
- принимать жить такой, какая она есть

3.

- недостаток уверенности в себе
- принимать решение
- нерешительный

4.

- забывчивый, неорганизованный
- рассеянный
- красноречивый
- выступление на публике
- быть в центре внимания

6. a. Match the following skills and characteristics with the correct verb.

1. TO BE GOOD AT

common sense
problem-solving
a born leader
a memory like a sieve
a sunny soul

2. TO HAVE

3. TO BE

an outgoing personality
a good mixer
supporting her friends
careful with money
a loner

a heart of gold
listening
a sense of humour

the life and soul of the party
decision-making
good company

Example: to be good at listening
to have common sense
to be a born leader

b. Make up a couple of sentences with the expressions above extending them by giving details.

Example: My sister is a born leader. She's very single-minded and does her utmost to achieve her ambitions. She is very **good at problem-solving** and people often turn to her for advice. Moreover, she has a strong sense of humour.

7. a. Read the following descriptions and say who these people are describing:

Relative? Someone they know professionally?

1. She's absolutely adorable. I think she's very pretty, she makes me laugh a lot. She tells terrible jokes but I like the way she tells them. She's a bit naughty sometimes and I am mad at her when she wakes me up at six o'clock in the morning, but when I hear her singing in the morning, well, all is forgiven. She can twist me round her little finger, of course.

2. He was very boring and predictable. The kind of person who remembered birthdays and anniversaries, but who made you angry because there was absolutely nothing spontaneous about him. His ideas of fun were so unadventurous. Well, the first few years were OK, but after that I'd just had enough. Reliable, stable, dependable, and boring.

3. Well, he's quite well-dressed and punctual. Sometimes he's cheerful and tells jokes, but other times we have to do a lot of work. We don't really know him very well. Oh, I know he's married, but I've never met him socially or anything like that. He seems very professional.

4. I've never actually spoken to him. I see him every day. Of course, as he leaves his car and gets in the lift to his office on the top floor. He's terribly well-dressed, and he must wear expensive after-shave because you can still smell it ten minutes after he's gone.

b. Think of someone you know well. Describe him /her in brief, speak about distinguished features of character, habits, interests. Try to compose the description in such a way so that your groupmates could guess who the described person is: your relative, friend, school teacher, etc.

8. Translate into English.

1. – Какие люди тебе нравятся? – Мне нравятся искренние, честные и справедливые люди с хорошим чувством юмора.
2. – Какие люди тебе не нравятся? – Я не люблю жадных, безответственных и властных людей. И я терпеть не могу лицемеров.
3. – Какой Дэн человек? – Он очень добрый, дружелюбный и щедрый. Кроме того, он надежный, целеустремленный и ответственный. Он никогда не бывает угрюмым, он всегда веселый.
4. Фред и Питер – братья, но они очень разные. Фред очень скромный, и немного замкнутый. А Питер уверен в себе. Он очень общительный, веселый, легко идет на контакт.
5. Моя кузина Анна такой человек, который нравится с первого взгляда. Обычно она – душа компании. У нее масса хороших привычек и интересов. Она увлекается рисованием, танцами, путешествиями. Она с ума сходит по своему мотоциклу! Еще она хорошо готовит. Мне нравится её манера общаться с людьми. К счастью, мы с ней очень хорошо ладим.
6. Наш начальник – человек широких взглядов. Мне нравится, что он справедливый. Кроме того, он умеет слушать и всегда готов помочь. Он хорош в решении проблем и принятии решений. На мой взгляд он – прирожденный лидер.

NATIONAL STEREOTYPES

➤ **Do national stereotypes exist? Let's check.**

Match the nations to the characteristics you associate them with. Compare your ideas with your groupmates.

the French	punctual
the Spanish	romantic
the English	musical
the German	tolerant
the Italians	respectful & quiet
the Belarusians	arrogant & cold
the Japanese	expressive & loud

1. a. Work in small groups of 3 or 4. Say if you think these statements about different nations are true or a myth.



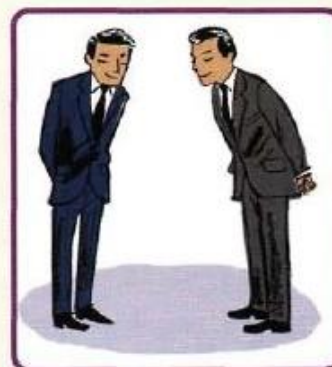


a English people drink tea every day at five o'clock.

b Italian people eat pasta every day.

c It's always cold in Moscow.

d All Spanish people enjoy bullfighting.



e Japanese people are very polite.

f People in Argentina are crazy about football.



g People in the United States are very keen on fast food.

h People in Australia have a lot of barbecues.

i You often see camels in Arab countries.

j Men in Scotland normally wear kilts.



b. Listen to some people who live in these countries giving their opinion (<https://eduhist.bsu.by/mod/resource/view.php?id=35859>). Do they agree or not?

2. Read the article about the British national character.

WHAT ARE THE BRITISH LIKE?

It's difficult to give a general idea of what more than 55 million people are like. It's even more difficult when you consider that there are four different countries in the United Kingdom of Great Britain and Northern Ireland and also that people from many other countries have come to live here too.

Even if you've never been to Britain however, films, television, books, etc. have probably given you ideas about what British people are like. So, people abroad have very fixed ideas about the British - they are cold, reserved, aristocratic, arrogant, lazy, etc. Actually, this is not always true. Of course, some are shy and reserved with strangers, but some are shy and reserved with everybody. Others are very extrovert and talk to anybody. This just proves that you shouldn't make generalizations about people.

But still, some generalizations are firmly fixed in our consciousness. Everybody knows that all Englishmen wear bowler hats, pinstripe suits and carry umbrellas. Scotsmen are mean, hate spending money and drink whisky all day long. Welshmen do nothing but play rugby and sing. And the Irish? Well, they only exist so that other British people can tell jokes about them.

Some generalizations are probably true. The British don't like answering questions about the details of their lives. You must never ask them how much money they earn, or how old they are. Only officials can ask questions like that; that is perhaps why the British don't really like officials.

One more thing British people share is a love of politeness. It's important to be polite in Britain, even to people you don't know. You can hear such words or phrases as "Please", "Thank you", "Sorry, love", "Excuse me" very often. They will also expect you to be polite in the way that is normal to them. Actually, their politeness isn't always real.

The British don't like people who shout loudly in the street or push their way through crowds with their elbows. Their habit of queuing is amazing. At bus stops and cinemas, in shops, banks and in lots of other places you'll have to join the queue and wait patiently for your turn to be served. Queuing is as British as fish and chips.

The English are famous for their humour, which is kind and tolerant. It's tolerant in that the victim of people's jokes, usually shares the humour, too. People seem to be able to laugh at themselves, their mistakes and their weaknesses.

Some tips to help you get on well with the English.

- Loud talking and other forms of noisy behaviour should always be avoided.
- Try not to stare at anyone in public. Privacy is highly regarded.
- To wait in line in the United Kingdom is to "queue up". You must never "jump the queue".
- When drinking in a pub, pick up your change after you pay for your drink. If you leave it there, you would imply that you are leaving a tip. Tipping is not widespread in British pubs.
- Don't stand close to people you are talking to. Keep your distance.
- An offensive gesture in England would be the V for victory sign done with your palm facing yourself.
- Don't forget to repeat the phrase "It's a nice day today, isn't it?" or "Shame about the weather." It helps you to break ice with strangers.
- When you are invited to someone's house, you should either arrive on time or no later than 15 minutes after the time arranged. They don't take off their shoes entering home.
- Gifts are not supposed to be expensive. In Britain foreigners are usually expected to give typical objects from their country as gifts. Receiving gifts they usually open the box in your presence to express their admiration.
- Try to avoid saying "no" directly. You may sound rude.

➤ Discussion

1. Which national features are mentioned in the article as typical of English/ Scottish / Irish / Welsh?
2. Did you hear about any British national features mentioned before?
3. Do you think it's correct to generalize about people as a nation?

Творческие и исследовательские задания к теме «2.1.3. Особенности национального характера»

1. Listen to four people talking about the typical characteristics of people from their country – England, Scotland, Ireland and the USA: file “National_stereotypes_audio_1” (<https://eduhist.bsu.by/mod/folder/view.php?id=32487>).

a. Try to match the speakers 1-4 with their nationality. Use their accent and what they say about people from their country to help you.

English __
 Scottish__
 Irish__
 American__

b. Listen again and write down positive and negative characteristics they mention about each nationality. Does each person think they are typical or not? Why (not)?

2. Analyze the Belarusian national character. Write an essay: ‘A typical Belarusian. Strengths and weaknesses’.

Say what a typical Belarusian is like in your opinion. What features you consider our strengths and weaknesses.

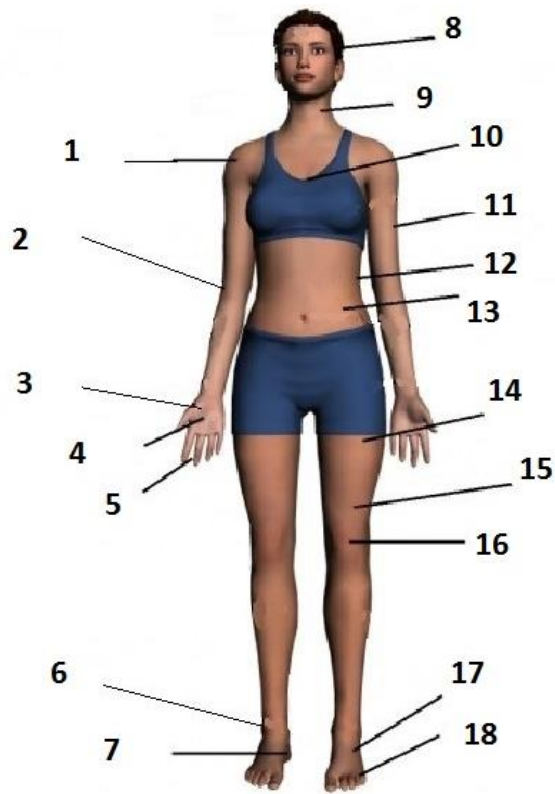
2.1.4. Система здравоохранения

➤ **Vocabulary practice**

PARTS OF THE BODY

1. Write these parts of the body in the correct places in the picture:

head	palm	toe
neck (throat)	finger	heel
chest	leg	elbow
shoulder	thigh	knee
arm	ankle	waist
hand	foot (Pl. feet)	stomach



2. Look at the pictures and say which part of body hurts.

1



2



3



4



5



6



1. Her head hurts.
2. Her back hurts.
3. Her stomach hurts.
4. His ear hurts.
5. His foot hurts.
6. His nose hurts.

3. Compare the use of ‘hurt’ (verb) and ‘ache’ (noun). Complete the sentences as in the example.

1. His tooth hurts. → He has a toothache.
2. Her back hurts. → She has a _____.
3. My head hurts. → I have a _____.
4. His stomach hurts. → He has a _____.
5. My ear hurts. → I have a _____.

AILMENTS AND SYMPTOMS

4. Complete the sentences matching possible combinations.

1. One can feel ...	a) pain, headache, temperature;
2. One can have ...	b) sick, feverish, dizzy;
3. One can be ...	c) of poor health, hurt;
4. One can prescribe ...	d) ill, over;
5. One can fall ...	e) medicine, drugs, pills, drops;
6. One can take ...	f) temperature, blood pressure, blood test.

5. a. Work in pairs. Which of the phrases in the box might you say in these situations?

- You’ve got a cold
- You’ve eaten something bad
- You fall over

I've got a really bad cold. I keep sneezing! My arm/leg/eye hurts. I've got a fever. I'm going to be sick! I've got a cough. My temperature is about 40 degrees C!	I've got toothache. I've got a headache. I've got a sore throat. I feel sick! I've got a stomachache. I've got an earache.
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b. Complete the sentences with the appropriate words from part ‘a’.

1. I've got a _____ after listening to that loud music.
2. I think that fish I ate was bad – I feel really _____ now.
3. She feels very hot – I think she’s got a _____.

4. I've got an _____ – it hurts a lot and I can't hear very well.
5. Atishoo! Oh, I'm sorry! I can't stop _____ today!
6. I can't speak very loudly today because I've got a _____.
7. My arm _____ a lot – I think it's broken.
8. I need to go to the dentist – I've got terrible _____.

6. **People are describing how they feel. Listen and circle the problem** (<https://eduhist.bsu.by/mod/resource/view.php?id=35860>).

- | | |
|------------------------|------------------------|
| 1. a) an upset stomach | 4. a) a backache |
| b) the flu | b) a headache |
| 2. a) a sore throat | 5. a) an upset stomach |
| b) a headache | b) a sore throat |
| 3. a) a toothache | 6. a) a cold |
| b) a cold | b) a backache |

AILMENTS AND TREATMENTS

7. **Read and decide which doctor's response should follow the patient's question.**

1. I have a sore throat and my tonsils are inflamed. Do you think it could be flu?	a) Not necessary. But I'll prescribe some sleeping pills – to help you get a good night's rest.
2. I've been suffering from insomnia lately. Do you think I might be heading for a nervous breakdown?	b) Well, sounds a bit like it. I'll make you out a prescription for some antibiotics and sprays.
3. My friend is in bed with a heavy cold and headache. How can I help her?	c) You'll have to go to hospital for an X-ray. Now keep it in bandage for a time.
4. I've twisted my ankle. The pain is very sharp. Is it possible that I have broken or sprained my leg?	d) First, she has to keep warm, drink plenty of water or herbal tea, and take vitamin C.
5. Sally is very pale and weak but she has no complaints. What would you advise her?	e) She must follow the diet, take more exercise in the fresh air. Apart from that I'll give her some vitamin pills.

8. **a. Match each problem with the best treatment. Compare your answers with a partner.**

Problem	Treatment
1. a cold	a. take aspirin
2. a sore throat	b. gargle with warm water

3. a headache	c. go to the dentist
4. a toothache	d. stay in bed
5. the flu	e. use ear drops
6. an upset stomach	f. see a chiropractor
7. a backache	g. take an antacid
8. an earache	h. take vitamin C or cold medicine

b. Work in pairs. Give advice about the problems from part ‘a’. You can add your own ideas.

Model:

– *I have a cold.*

– *You should take vitamin C, keep warm and drink lot’s of water...*

➤ Reading

BRITISH HEALTH CARE SYSTEM

Britain is one of many European nations that have state-run health care systems. The National Health Service (NHS) provides a full range of medical services that are available to all residents, regardless of their income and status. The finance comes mostly from general taxation. Some people prefer to pay for treatment. The private health insurance provides the same coverage that is provided by the NHS, but people can get better access to higher quality care with reduced waiting times. England, Northern Ireland, Scotland and Wales have their own systems of publicly funded healthcare. As a result, each of them has different policies and priorities.

The NHS covers medical advice from general practitioner (GP) who normally conducts the first examination. It also includes blood tests, as well as medical treatment in an NHS hospital (both emergency and non-emergency). In a 2014 report by the Commonwealth Fund, the United Kingdom was ranked the best healthcare system in the world in such categories as quality of care (i.e. effective, safe, coordinated, patient-oriented), access to care, efficiency, and equity.

People moving to the UK from a European Economic Area (EEA) get free NHS care through their European Health Insurance Card. The system works slightly different for people moving from outside of the EEA. To be able to access the NHS for free on the same basis as a British citizen, you’ll need to be considered an “ordinary resident”, which means you’ll need to be given the immigration status of “indefinite leave to remain”. If you haven’t been given it, you should take out a personal health insurance policy.

Non-EEA citizens coming to the UK on a temporary stay that lasts longer than six months you will need to pay an immigration health surcharge. In case you pay the charge you’ll be able to access NHS treatment on the same basis as everyone else. Short term visitors usually buy their personal insurance when applying for their visa. The fare is time and age based.

Answer the questions:

1. Britain has a state-run health care system. What does it mean?
2. Why do some people prefer to pay for treatment?
3. In what categories is the UK ranked the best health care system in the world?
4. How does British health insurance system work? Does it differ from that of our country?
5. Who has access to the NHS?
6. Are temporary visitors served on the same basis as everyone else?
7. What are visitors to Britain supposed to buy when applying for their visa?
8. How does the system work with those who have “indefinite leave to remain” status?

➤ Discussion**Get ready to discuss the problems concerning health care in Belarus:**

1. If you get sick where do you first go for help?
 - to hospital
 - to a nurse
 - to a traditional healer
 - to a doctor
 - to a chemist
 - Other (specify).
2. Is there non-western / “alternative” medical treatment (e.g. acupuncture or herbal medicine)?
3. What are the two main concerns of people in your country and in the world? e.g. specific illnesses (like malaria) and resources (money, trained personnel)

Творческие и исследовательские задания к теме «2.1.4. Система здравоохранения»

Follow the link: <https://www.youtube.com/watch?v=2HUvIdOGkE4>

- a. Watch the video about the healthcare system in Belarus. Complete the table below about Belarus.
- b. Do some further research and complete the rest of the table with the corresponding information about the UK, or the USA, or the country of your regional studies (you can choose one).
- c. Write a short synthesis comparing the health systems of Belarus and the chosen country. You are also welcome to point out possible problems of the Belarusian national health system as you see them.

Criteria	Belarus	The UK/USA/another country
Child mortality rate		
Number of healthcare institutions		
Funding of healthcare system (sources)		
Combating HIV, AIDS, malaria, tuberculosis		
Medical equipment supply		
Drug/medicine supply		
Local drug/medicine production		
The export of medical services		

2.1.5. Человек и окружающий мир

ECOLOGICAL CRISIS

➤ Discuss these questions:

- Are you aware of the world ecological problems? What are they?
- Name the main ecological problems in the world/in your region.

1. Divide the words and word combinations into 2 columns in the table below:

endangered species / melting of poles / recycle / droughts / typhoon / forest fires / use of pesticides / deforestation / smog / reusing things / organic food / earthquake / flood / solar power / melting of ice caps / wind power / health problems / habitat preservation / eco tourism / global warming / acid rain / recycle waste / ozon layer depletion /

destruction of rainforests / temperature rise / reduce traffic in cities / car exhaust fumes / greenhouse effect / renewable sources / environmental groups

Environmental problems / Natural Disasters	Possible solutions: fighting for our planet

➤ **Reading**

Ecological Crisis: a Myth or Reality?

The planet Earth is only a tiny part of the universe, but it's the only place where human beings can live. People always *polluted* their *surroundings*. But until now *pollution* was not such a serious problem. People lived in *uncrowded rural areas* and did not have pollution caused by machines. With the development of crowded industrial cities, which created huge amounts of *pollutants*, the problem has become more important. Today our planet is in serious danger. *Acid rains*, *global warming*, *air and water pollution*, and *overpopulation* are the problems that *threaten human life* on Earth. Our forests are disappearing because they are *cut down* or *burnt*. If this trend continues, one day we won't have enough oxygen to breathe.

The seas are in danger. They are filled with poison: *industrial and nuclear wastes*, chemical *fertilizers* and *pesticides*. The Mediterranean is already nearly dead; the North Sea is following its fate. The Aral Sea is about to disappear*.

Every ten minutes one kind of animal, plant or insect dies out forever. If nothing is done about it, one million *species* that are alive today may soon *become extinct*.

Air pollution is another serious problem. In Cairo just breathing the air is dangerous – equivalent to smoking two packs of cigarettes a day. The same is true for many cities in the world. Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Factories *emit* tons of *harmful chemicals*. These *emissions* have *disastrous consequences* for our planet. They are the main reason for the *greenhouse effect* and *acid rains*.

And even a greater threat are *nuclear power stations*. We all know how tragic the consequences of the Chernobyl *disaster* are.

Fortunately, it's not too late *to solve these problems*. We have the time, the money and even the technology to make our planet a better, cleaner and safer place. We can plant trees and create parks for *endangered species*. We can *recycle litter*. Individuals and groups of people can work together to persuade enterprises to stop polluting activities.

People are beginning to realize that environmental problems are not somebody else's. They join and support various international organizations and green parties. If

governments wake up to what is happening – perhaps we'll be able to avoid the disaster that threatens the natural world and all of us with it.

**The Aral Sea used to be the fourth-largest lake in the world. Situated between Kazakhstan and Uzbekistan, it was about as big as Ireland. It has now shrunk to a tenth of its original size and is slowly becoming part of the desert landscape. It's the result of the irrigation system built here by the Soviet Union in order to produce cotton.*

1. Answer the questions:

1. What ecological problems are mentioned in the article?
2. What triggered the existing ecological problems?
3. What are the main pollutants of water? /Air?
4. What are the harmful consequences of human activities for the environment?

2. Match the words from Part A to the ones in Part B to make expressions from the article.

A.

global	to pollute	uncrowded	acid	air	to threaten	harmful
to cut down	industrial	chemical	to become	nuclear (x2)		
to solve	endangered	to recycle	water	greenhouse	disastrous	

B.

surroundings	rural areas	rain	warming	pollution (x2)	
human life	forests	waste	consequences	fertilizers	extinct
chemicals	effect	power stations	problems	species	litter

3. Give the English equivalents for the Russian expressions (use the article and Ex. 2):

- загрязнять окружающую среду
- угрожать жизни человека
- не перенаселенные сельские территории
- глобальное потепление
- парниковый эффект
- загрязнение воздуха
- загрязнение воды
- кислотный дождь
- вырубать леса
- производственные отходы
- атомные электростанции
- ядерные отходы

- химические удобрения
- пестициды
- вредные химикаты
- вымереть, исчезнуть
- исчезающие, вымирающие виды (животных/растений)
- катастрофические последствия
- решать проблемы
- повторно использовать, перерабатывать мусор
- выхлопы, выбросы

4. Translate into English.

1. Сегодня люди загрязняют окружающую среду и угрожают жизни всей планеты.
2. Загрязнение воды и воздуха – одни из самых актуальных проблем современного мира.
3. Химические удобрения и пестициды загрязняют почву.
4. Экологические проблемы ведут к катастрофическим последствиям.
5. Переполненные промышленные города создают большое количество загрязняющих веществ.
6. Моря наполняются производственными и ядерными отходами, что убивает морскую жизнь.
7. Атомные электростанции представляют большую угрозу.
8. Леса исчезают, так как они вырубаются или сгорают.
9. Фабрики выбрасывают в атмосферу тонны вредных химических веществ.
10. Производственные выхлопы являются самой главной причиной парникового эффекта и кислотных дождей.
11. Миллионы видов животных и растений могут вымереть.
12. Нам необходимо пытаться решать экологические проблемы.
13. Сегодня многие страны перерабатывают и повторно используют мусор в попытке спасти нашу планету.

GLOBAL WARMING AND CLIMATE CHANGE

1. Match these words to their definitions.

1 environmental impact

a to decrease the amount of pollutants released into the environment, especially those that contribute to climate change.

2 to go green

b gases, such as carbon dioxide and methane, that trap heat in the Earth's atmosphere and contribute to global warming.

3 to take action	c to make environmentally-friendly choices and adopt sustainable practices in order to reduce one's negative impact on the planet.
4 to reduce emissions	d to do something to address a problem or issue, often related to protecting the environment.
5 pollution	e the presence of harmful substances in the environment, often caused by human activities.
6 global warming	f the gradual increase in the Earth's temperature caused by human activities, such as burning fossil fuels and deforestation.
7 climate refugees	g people who are forced to leave their homes due to the effects of climate change, such as rising sea levels or extreme weather events.
8 carbon footprint	h the amount of carbon dioxide and other greenhouse gases emitted by a person, organization, or product during a specific period of time.
9 renewable energy	i the effect that human activities have on the natural world, including air, water, and land.
10 greenhouse gases	j energy that comes from natural sources that can be replenished, such as wind, solar, and hydro power.

2. Complete the sentences using the words and expressions.

greenhouse gases *take action* *carbon footprint* *fossil fuels* *emissions*
renewable energy *go green* *reduce the waste* *rising sea levels* *pollution*
climate refugees

1. Since global warming is a serious issue, we need to _____ and use _____ sources.
2. We must all strive to reduce our _____ by using public transportation instead of cars.
3. Using renewable energy sources can greatly reduce our dependency on _____.
4. _____ contribute to global warming, so it's important to decrease their emissions.
5. The government needs to take immediate action to control _____ in the city.
6. It is crucial for us to find ways to reduce _____ if we want to combat climate change.

7. Global warming can cause _____.
8. Trash burning has a major environmental impact, so we should recycle more to _____.
9. _____ are people forced to flee their home due to natural disasters triggered by climate change.
10. We need to raise awareness and encourage people to _____ by adopting environment-friendly practices.

3. Read the article. Discuss with a partner which information you have learnt.

Global Warming

In the past three decades, the Earth's average surface temperature has risen about 0.6 degrees Celsius, with much of this increase occurring in the last three decades of the 20th century. The warming trend is now evident in all continents and across the oceans.

Scientists believe that this recent rapid warming trend is largely caused by human activity, such as burning fossil fuels, like coal and oil. Burning these fossil fuels releases what are called greenhouse gases into Earth's atmosphere. There, these gases trap heat from the sun's rays inside the atmosphere causing Earth's average temperature to rise.

Since 1970, global carbon dioxide emissions have doubled and now account for more than 60% of all greenhouse gas emissions. Other major contributors include methane and nitrous oxide emissions, which come from agricultural activities and decomposing organic matter respectively.

There are many options for clean, renewable energy, and it seems that the future of green energy is moving in this direction. As we continue to search for ways to sustain our planet, it is likely that renewable energy will play a big role in providing power for the future.

4. Read the conversation about global warming and complete the gaps. Say how much you personally are aware of the problem.

*go green temperature greenhouse gases renewable energy take
action carbon footprint fossil fuels*

Liam We need to start taking global warming seriously. The Earth's _____ is rising at an alarming rate.

Hannah Come on, Liam. Do you really believe in all that nonsense? Global warming is just a hoax.

Liam It's not a hoax, Hannah. The increase in _____ and pollution is directly linked to human activity, causing the Earth's temperature to rise.

Hannah I still don't buy it. Our ancestors didn't have all these fancy "green" technologies and they were just fine.

Liam That's because our carbon footprint back then was much smaller than it is now. With the increased use of _____ and mass production, we are damaging our planet's environment.

Hannah But what can we really do about it? The damage has already been done.

Liam There are plenty of things we can do as individuals and as a society to reduce emissions and _____ against climate change.

Hannah Like what?

Liam For starters, we can shift towards using _____ sources instead of relying on non-renewable ones. This will significantly decrease our _____.

Hannah Well, what about those who argue that this will hurt the economy and lead to job losses?

Liam Going green doesn't have to be detrimental to the economy. In fact, investing in renewable energy could create new jobs and benefit the economy in the long run.

Hannah Okay, but what about developing countries? They don't have the resources or technology to _____ like developed countries.

Liam That's why it's important for developed countries to assist them in reducing their environmental impact and helping climate refugees. And ultimately, we need to work together globally to tackle this issue before it's too late.

Hannah Fine, I see your point. But let's not forget, we also have other global concerns such as poverty and hunger that require immediate attention.

Liam Climate change will only aggravate these issues. We need to address it now before it's too late.

➤ **Discuss the questions with a partner:**

1. What is the term used to describe the gradual increase in Earth's average temperature due to human activities?
2. How do greenhouse gases contribute to global warming?
3. Can you explain what a carbon footprint is and how it affects our planet?
4. In order to combat climate change, what can individuals do to reduce their emissions?
5. What types of energy sources are considered renewable and why are they beneficial for the planet?

PRESERVING ENVIRONMENT

➤ **Listening**

a. **Listen to four people talking about green initiatives in their companies (<https://eduhist.bsu.by/mod/resource/view.php?id=35861>). Match the speakers to the pictures.**



b. Listen again and take notes about the details. Discuss in pairs: what do you think of these initiatives? What are the advantages and possible disadvantages?

c. What other initiatives could we take to go green?

How eco-friendly are you? What do you do at home to help the environment?

Творческие и исследовательские задания к теме «2.1.5. Человек и окружающий мир»

1. Watch the video ‘Top 5 Environmental Problems in the Current World’ (<https://www.youtube.com/watch?v=FMJhKQjO5uk>). Complete the table in accordance with the information given (the problem, its causes and/or consequences):

	The environmental problem	Its consequences	Its causes
1	<i>global warming</i>		
2	<i>deforestation</i>		
3			
4			
5			

2. Do some research about different types of pollution – air, water, land, plastic, nuclear, noise pollution, etc. Choose one or two types of pollution and make a presentation about the results. You should mention: the main sources/reasons of that type of pollution, how bad the current situation is (globally

and in Belarus), what the consequences for the environment are/will be (globally and in Belarus), what measures are being taken to deter or solve the problem (globally and in Belarus), what else could/should be done in this respect (you may provide your own ideas as well).

3. Write a paragraph suggesting your vision on the topic:

“How to encourage students to live sustainably (e.g. reduce electricity, water consumption and food waste in their residences; practice recycling in everyday activities, etc.)?”

4. Comment on the quotations with respect to the problem of sustainable development:

a) “*The only thing we have to fear on this planet is MAN.*” (Carl Yung, Swiss psychologist).

b) “*Father, forgive them, for they do not know what they do.*” (the New Testament, Luke 23:34)

2.1.6. Социальные проблемы XXI века

➤ **Discuss these questions in small groups of 3 or 4:**

- What springs to mind when you hear the term ‘social issues’?
- Which social issues affect the whole world?
- What are the biggest social issues affecting our country today?
- Is our government good at dealing with and tackling social issues?
- Do social issues ever affect rich people, or are they simply poor people’s problems?
- What new social issues do you think will arise in the future?
- Do you believe that one day all social issues will be gone?
- Would you like a job that involves addressing social issues?

ALCOHOL ABUSE

➤ **Discuss these opinions with a partner. Say, which ones you agree or don’t agree with:**

1. It’s always nice to have a glass of wine with a meal.
2. We never meet with friends without a beer.
3. A party without alcohol? What a nonsense!
4. All adults drink alcohol. If you don’t, then you aren’t mature enough.
5. It’s cool not to remember anything after drinking a lot. That’s the point of having fun!
6. You don’t need to drink alcohol to have a good time.
7. You have to get used to drinking alcohol, even if you don’t like the taste.

➤ **Read the article and do the tasks that follow**

IS ALCOHOL YOUR POISON?

When you eat your dinner, what do you drink with your meal?

Do you have water or juice, or maybe milk or coffee? Does anyone in the family drink beer or wine?

It's pleasant to have a meal and a glass of wine with friends. Maybe some of the adults in your family go to have a drink with their friends in the evening. When you were young, this is probably how you became aware of alcoholic drink. Later, you may have asked for a taste, and then a glass of your own.

If you like to share alcohol in a family setting, that's all right. But remember, alcohol is a drug. It can make you sick, and you can become addicted to it. It's a very common form of drug abuse among teenagers. Don't let anyone at a party pressure you into drinking if you don't want to, especially if you're legally under age.

You don't have to drink alcoholic drinks at all. There are lots of people who don't like the taste of alcohol, but don't dare to say so. Maybe it seems childish not to like alcohol. But you don't need to lose face. There are plenty of very sophisticated non-alcoholic drinks you can choose. Anyway, who knows whether there's any rum in that coke, or vodka in that orange?

For years we have been told not to drive after we have drunk alcohol, which weakens our senses and clouds our judgement. And yet, people still do. Young people who are drunk are less likely to wear their seat belts, and are less experienced when a problem occurs. The alcohol makes them think they are brilliant drivers and can take risks without getting hurt. But, more importantly, they become a risk to other drivers and pedestrians – they become potential killers. If they do have an accident, the alcohol in their body will make treatment of an injury more difficult.

Alcoholic drinks are made up chiefly of water and ethanol, which is an alcohol produced by fermenting fruits, vegetables or grain. Beer is about one part ethanol to 20 parts water. Wine is stronger, and spirits are about half ethanol and half water.

Alcohol is a drug. In fact, it is a mild poison. It is absorbed quickly into the bloodstream, within 4 or 10 minutes of being drunk. Absorption is slower if there's food in the stomach. Once inside the body it passes through the bloodstream to the liver, where poisons are digested. But the liver can only process 28 grams of pure alcohol each hour.

This is a small amount – just over half a glass of beer. Anything else you drink is pumped round the body while it waits its turn to enter the liver.

When alcohol reaches your brain, you may immediately feel more relaxed and light-hearted. You may feel you can do crazy things. But after two or three drinks, your actions are clumsy and your speech is slurred. If you over-drink, you might suffer from double vision and loss of balance, even fall unconscious.

Alcohol forces water out of your body cells, and this can make you very thirsty. On average it takes an hour for the body to get rid of the alcohol in one standard drink.

When your body can't cope with the amount of alcohol you have poured into it, it protests. A hangover is a thoroughly unpleasant condition you have to endure after you've been drinking too much. You will have a headache and feel sick. A hangover reminds you that drinking too much is bad for your body.

Rest is the best cure for a hangover. Drink plenty of water and take paracetamol for the headache. And next time, ask yourself «Is it really worth it?»

1. Find the English equivalents in the article:

яд	быстро всасываться в кровь
алкоголь – это наркотик	неуклюжие движения
стать зависимым от (алкоголя)	невнятная речь
заставлять кого-то пить	перепить (выпить слишком много)
несовершеннолетний	испытывать раздвоение в глазах
вкус алкоголя	испытывать потерю равновесия
терять лицо	чувствовать тошноту
ослаблять чувства	похмелье
затуманить рассудок (суждения)	

2. Say if the statements are True or False:

1. Alcohol is a substance that can lead to sickness and addiction.
2. Alcohol is classified as a drug and can be considered a mild poison.
3. Alcohol has no effect on your body's water levels.
4. Alcohol has no effect on your mood or relaxation levels.
5. Drunk drivers think more quickly and efficiently than sober ones.
6. Alcohol is a beneficial substance for health.

3. Answer the questions:

1. How does alcohol consumption typically start for young people?
2. Why is it important to be cautious about drinking alcohol at a young age?
3. What are some reasons why some people may choose not to drink alcoholic beverages?
4. What risks do drunk drivers pose on the road?
5. What are alcoholic drinks primarily made up of?
6. How does alcohol affect the body once it is consumed?
7. What are some common symptoms of a hangover and how can it be treated?

4. Complete the gaps with the words given:

spirits	soft drinks	drunk
sip	teetotalers	alcoholics
tipsy	sober	hangover

Drinking habits vary. Some people don't drink alcohol at all, just (1)_____ like fruit juice. They are called (2)_____. Others like to (3)_____ a glass of wine

slowly, just to be (4)_____. Others like to drink glass after glass of beer, or possibly (5)_____ such as whisky, brandy or vodka. Soon they become sociable and if they continue, they'll get (6)_____ and wake up the next morning with a bad (7)_____. Some people are dependent on alcohol. They can't do without it. They are (8)_____. One thing is certain. If you drive, you shouldn't drink. Stay (9)_____.

5. Watch the video about the effects of alcohol on your body (<https://www.youtube.com/watch?v=W0zFlb-KiX0>).

a. Choose the correct option for each question.

1. What are some short-term effects of alcohol on the body?
 - A. Improved coordination
 - B. Loss of consciousness and gaps in memory
 - C. Weight loss and improved focus
 - D. Increased decision-making abilities and improved vision
2. Which of the following is NOT a long-term effect of alcohol?
 - A. Liver disease and cirrhosis
 - B. Insomnia and sleeping concerns
 - C. Improved concentration
 - D. Damage to the central nervous system
3. What is a potential risk of becoming dependent on alcohol?
 - A. Improved memory and focus
 - B. Reduced bone density
 - C. Increased tolerance leading to higher consumption
 - D. Improved immune system
4. Which of the following is a physical long-term effect of alcohol?
 - A. Reduced risk of heart-related diseases
 - B. Improved memory and good sleep
 - C. Inflammatory damage to the liver
 - D. Improved sexual function
5. What are some temporary effects of alcohol that you might notice while drinking or right after?
 - A. Increased coordination and improved vision
 - B. Feeling relaxed or drowsy
 - C. Improved decision-making abilities
 - D. Weight loss and improved focus

b. Answer the questions:

1. What are some short-term effects of alcohol on the body?
2. How do the effects of alcohol differ between binge drinkers and regular drinkers?
3. What are some long-term effects of alcohol on sleep patterns?
4. How does alcohol consumption affect mood over time?
5. What physical damage can alcohol cause to the liver?
6. What are some potential consequences of becoming dependent on alcohol?

SMOKING

➤ **Look at the table. Write down the possible damage of smoking and the benefits of stopping smoking. Then, read the articles A and B and add some ideas.**

The damage of smoking	The benefits of stopping smoking
<i>You lose years of your life.</i> ...	<i>Your health is all right.</i> ...

Text A. The Damage of Smoking

Traditionally, men smoked far more than women, but that gap has virtually disappeared. More females are now smoking than males and, among adults, women are less likely to give up than men.

Smoking is very dangerous. Most young people smoke because their friends pressure them to do so. They may be copying their parents who smoke or other adults they respect. At one time this would have been accepted as normal. But in the past 30 years attitudes about smoking have changed. Smoking is now banned in many places so that other people don't have to breathe in smoker's choking tobacco smoke.

Passive smoking, when you are breathing someone else's smoke, can damage your health just like smoking can. Smoking becomes addictive very quickly, and it's one of the hardest habits to break.

Take 1000 young people who smoke 20 cigarettes a day. A quarter of them will die from a disease caused by smoking. That's 250 lives wasted!

So what is it in cigarette smoke that is harmful? A chemical called nicotine is a substance that causes addiction. It is a stimulant that increases the pulse rate and rises the blood pressure. Cigarette smoke also contains tar – a major factor for causing cancer.

Chronic bronchitis occurs when tar and mucus damage the air sacks in the lungs. The sufferer has a bad cough which is worse in the morning, and may get breathless easily.

Although most people know that smoking can cause lung cancer, many don't realise that it is also a major cause of heart disease. Gases in cigarette smoke increase

your blood pressure and pulse rate. This can contribute to heart diseases. Smokers as twice as non-smokers are likely to have heart trouble.

Smokeless tobacco that is chewed rather than smoked, is also harmful, causing mouth sores, damage to teeth and cancer.

If you've ever watched someone's try to give up smoking, you know how hard it can be. It's easier, healthier and cheaper never to start. If you already smoke, decide to quit it and stay smoke-free. You are in control of your own life.

Facts about smoking:

- The smell of smoke on your breath and clothes will put people off.
- Someone who smokes 15 cigarettes a day can forget six to nine years of their life.
- You are burning a great deal of money. In many countries cigarettes are heavily taxed.
- Your skin will wrinkle faster and deeper than that of a non-smoker.
- Females who smoke heavily may wrinkle like a woman 20 years older in age.
- Pregnant women who smoke run a risk of damage to their unborn babies.

1. Read the text and find the English equivalents of the given expressions:

1. отношение к курению
2. курение запрещено во многих местах
3. вдыхать сигаретный дым
4. вредить здоровью
5. вызывать привыкание
6. увеличивать частоту пульса
7. повышать артериальное давление
8. содержать смолу
9. главный фактор
10. вызывать рак
11. повреждать воздушные пузырьки в лёгких
12. сильный кашель
13. задыхаться
14. способствовать болезням сердца
15. вредный
16. воспаление ротовой полости
17. бросить курить

2. Answer the questions about Text A.

Why do young people start smoking?

What are the changes in the attitude about smoking?

Why is passive smoking harmful?

Why is smoking one of the hardest habits?

3. Complete the sentences from the text:

1. Nicotine is a substance ...
2. Nicotine is a stimulant ...
3. Cigarette smoke contains ...
4. Tar is a factor ...
5. Tar damages ...
6. Gases in cigarette smoke increase ...
7. Smokeless tobacco causes ...

4. Prove the statement: Smoking damages the health.

Text B. The Benefits of Stopping Smoking

Stopping smoking takes some time. There are some stages. If you get to the final stage and fail, just start from the beginning. If you have tried before and failed, still have another go. If you are not sure that you can make it, think of this: there are millions of people who have stopped smoking. So you can do it too. Make up your mind you are going to stop, and you will. Lots of people have been surprised how easy it was to stop once they had really made up their minds. Think about what you gain by stopping.

✓ You will be free from an expensive and damaging habit. You will be healthier and breathe more easily – for example, when you climb stairs or run for a bus.

✓ You will be free of the worry that you may be killing yourself.

✓ You will lose your smoker's cough.

✓ You will suffer fewer colds and other infections.

✓ You will avoid the dangers that smokers face.

So, what's stopping you?

1. Mike is fond of sport. He chooses a healthy active life without smoking. Say in English what exactly he chooses:

Mike chooses	- свободу от пагубной и дорогой привычки; - здоровый образ жизни и легкое дыхание; - свободу от опасностей, с которыми сталкивается курильщик; - свободу от беспокойства, что своими руками несешь гибель себе и близким; - свободу от заболеваний сердца и легких из-за курения.
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➤ **Speaking situations:**

1. Give your reasons to give up smoking.
2. Your friend is going to give up smoking. Encourage him/her.

DRUG ABUSE

➤ Discuss these questions:

- a) Are you aware of the problem of drug abuse? How serious do you think the problem is nowadays?
- b) Can you name any examples of famous people who suffered or still suffer from drug addiction? Are there any happy-end stories?
- c) Read the quote: *'I don't take drugs because I want to be in control of my life'.* (Madonna).
How can you comment on it? How do you understand it?

➤ Read the text and do the tasks that follow

The Damage of Drugs

Nowadays more people are taking drugs than in any other time in history of mankind, and many of those people are youth. Drugs kill the health, joy, mind and beauty of people. Your power is in your knowledge!

People take drugs because they think they make them feel better. Young people are often introduced to drug-taking by their friends. When a friend offers you a chance to have some «fun» with drugs, and points out that everyone else is doing it, it's natural for you to wonder what it's like.

Your friends may be full of stories as to how wonderful the drugs will make you feel. What they won't be telling you is how addictive the drugs are, and how many young people do lasting damage to their bodies, or eventually die from continued drug abuse each year.

Many users take drugs to escape from a life that may seem too hard to bear. Drugs may seem the only answer, but they are no answer at all. They simply make the problem worse. Depending on the type and strength of the drug, all drug-abusers are in danger of developing side effects. Drugs can bring on confusion and frightening hallucinations and cause unbalanced emotions or more serious mental disorders.

First-time heroin users are sometimes violently sick. Cocaine, even in small amounts, can cause sudden death in some young people, due to heartbeat irregularities. Children born to drug-addicted parents can be badly affected.

People who start taking drugs are unlikely to do so for long without being found out. Symptoms of even light drug use are drowsiness, moodiness, loss of appetite. Moreover, drugs are very expensive and few young people are able to find the money they need from their allowance alone. Almost inevitably, needing money to pay for drugs leads to crime.

Drug abusers need advice and medical treatment, to reduce dependence. If their body is already tolerant of the drug, the withdrawal effects may take two or three weeks to wear off. This will be a difficult time.

Work out ahead of time how you can resist drug experimentation. Say what you think and don't be pressured into changing your mind. Try to dissuade friends from experimenting by suggesting other ways of spending time together.

If you can't do this, you'll have to decide whether it is still possible for you to continue spending time with these friends. If you are worried, talk to friends, parents, teachers or counsellors. Drug addiction is a most dangerous and alerting problem.

1. Fill in the gaps using the given words.

dangerous / psychoactive / medical supervision / abuse drugs / change the way

More people _____ nowadays than in any other time in history of mankind. Many of those people are youth. Drugs are _____ substances that people take to _____ they feel, think or behave. Some of these substances are called drugs. And others, like alcohol and tobacco, are considered _____, but are not called drugs. The term drug also covers a number of substances that must be used under _____ to treat illnesses.

2. Say if the statement are true or false.

1. Drug use has decreased significantly compared to previous generations.
2. Drug users often take drugs because they know they will make them feel worse.
3. Some individuals turn to drugs to cope with difficult life situations.
4. New heroin users may experience severe sickness.
5. People who start taking drugs can hide their drug use for a long time.
6. Drug abusers can recover without any medical intervention.
7. The necessity of money for drugs often results in criminal activities.
8. Drug addiction is a serious and alarming issue.
9. Talking to strangers about drug addiction can be more helpful than talking to friends or family.
10. Knowledge has no power in preventing drug abuse.

3. Answer the questions.

1. Why do people take drugs, according to the text?
2. How are young people often introduced to drug-taking, as mentioned in the text?
3. What are some potential side effects of drug abuse?
4. How can drug addiction lead to financial issues for young people?
5. What are some withdrawal effects that drug abusers may experience?
6. How does drug abuse impact children born to drug-addicted parents?
7. What advice does the text give to young people to resist drug experimentation?

4. Read the conversation. Say what the friends are worried about and what they decide to do about the problem. Do you think their decision is right? What would you do in such a situation?

Liam: Hey, Sarah. Can I talk to you for a sec?

Sarah: Sure, what's up? You look worried.

Liam: Yeah, I am. I've been noticing some of our friends have been acting differently lately - mood swings, loss of appetite, and some even missing school or work. Do you think they might be taking drugs?

Sarah: Oh no, that's not good. It could be possible. What makes you think so?

Liam: Well, remember the party last weekend? I saw them hanging out with some shady guys, and one of them offered something to our friend Emma. She seemed curious about it.

Sarah: Ugh, I'm afraid we might lose her if she starts experimenting with drugs. We need to do something.

Liam: But how? If I confront her, she might deny it and push us away...

Sarah: Maybe we should try talking to her parents. They can intervene before it gets worse. And we should also talk to our other friends about it. Maybe together we can persuade Emma to stay away from drugs.

Liam: That's a good idea. I'm just worried about losing her friendship.

Sarah: We won't. We'll make her see that we care about her wellbeing and want what's best for her. Let's set up a time and talk to her parents tomorrow.

Liam: Alright, let's do this. Thanks, Sarah.

Sarah: No problem. We're all in this together.

THE WAR AGAINST DRUGS

The world is facing a drug crisis.
There are more young addicts today than ever before.
But if the crisis is serious and international, so is the war against drugs. This report examines (a) the problem, and (b) two of the possible solutions to it.

Crisis Fact-File

- There are three main kinds of drugs – hard, soft and legal. They all can cause addiction, serious illness and even death.

Hard drugs: heroin, cocaine, LSD, crack.

Soft drugs: marijuana, amphetamines (speed), solvents (glue), ecstasy.

Legal drugs: tobacco, alcohol, certain tranquilizers.

- In New York over 50% of all arrests are connected with drugs.

- Customs officers only find between 15-20% of drugs entering the US and Western Europe.
- The two most important drug-growing areas are Latin America and South-East Asia. People there depend on money from their drug crops.
- Thousands of drug addicts die every year. Some die from the drugs themselves. Others die from AIDS. This is because they use dirty needles or share needles.
- Drugs are the second biggest business in the world after the arms industry.

Two possible solutions to the problem

Advertising campaign

These play an important part in the war against drugs. In America there have been several campaigns in recent years. Each one has a message – for example, 'Just Say No'. 'Stop The Madness' or 'Don't Do Drugs'. Each one has also featured a lot of famous TV, movie and pop stars.

In Britain, some anti-drugs campaigns have tried to shock young people. They showed how heroin, for example, can completely destroy addicts' lives. Also, how dirty needles spread AIDS.

Others have been less dramatic. The slogan for one in Scotland was 'Choose life not drugs. Be all you can be.' This focused on pictures of healthy, independent young people — not the problems of addicts.

Education

As well as advertising, education is also vital in the fight against drugs.

Many schools have a drug-education programme for children as young as 8 or 9. Programmes like these include books, videos and lessons. Some schools even arrange visits from ex-addicts. One of these is Phill Cooper. He travels around Britain, giving teenagers two-hour drug-education lessons. He tells them exactly how addicts live. How they...

- steal money
- lose their friends
- hurt their families
- are cheated by dealers
- destroy their health.

➤ **Discuss in class:**

1. Which of the two solutions do you see more efficient?
2. Do you know any other measures taken to cope with the problem?
3. What other solutions to the problem of drug abuse could you suggest?

Творческие и исследовательские задания к теме «2.1.6. Социальные проблемы XXI века»

1. a. What is a slogan? Read the definition of the term “slogan” and some examples below.

Slogan – a short and striking or memorable phrase used in advertising, expressing the aims or nature of an enterprise, organization, etc. Slogans aim at sticking into the minds of people for a long period of time and influencing them making desired decisions (to buy a product, to vote for a party, to join a club, etc.).

Examples:

Company slogans:

Apple: Think Different.

Coca Cola: Taste The Feeling.

Dollar Shave Club: Shave Time. Shave Money.

Google: Don't be Evil

Nike: Just Do It!

Toyota: Let's Go Places.

Anti-terrorism slogans:

Terrorism is not heroism.

Stand united against extremism.

God has not created us to become terrorists.

Are you against terrorism just like me?

Do not spread guns, but spread love and peace.

b. Imagine you are a leader of the anti-smoking campaign. Make up the slogans for it. Compare your ideas in class. Vote for the best three slogans.

2. Write an essay describing a social issue that you'd like to organize a charity for. Present the problem (how serious it is – in the world and in Belarus, its causes and consequences, etc.) and say why you think it must be dealt with.

Some possible problems are: poverty, hunger, the homeless, drugs, drug/alcohol addiction, AIDS, juvenile delinquency, domestic violence, ageing population, etc.

2.1.7. Культурные особенности социального поведения.

MODERN MANNERS

➤ Discussion

1. Read a journalist's view on manners. Do you agree?

“I believe schools would be far better employed spending an hour a week on manners and charm, instead of banging on about Maths. Looking people in the eye, saying thank you, offering compliments at appropriate moments, giving up your seat to an elderly lady, the correct mode of address to a person – these topics would be much more useful than most of the stuff on the curriculum.”

Matthew Engel, The Guardian, June 20th, 2000.

2. Write down 5 things you were taught about good manners by parents/school, and 5 things about bad manners. Compare your lists with the groupmates.

3. Write down examples of rude behaviour that infuriates you.

4. a. Do the quiz about modern manners. Then, work in small groups of 3 or 4. Compare your answers.

MODERN MANNERS QUIZ

- 1 While you are out, you meet a friend in the street. What do you do?**
 - a Shake hands.
 - b Say hello.
 - c Kiss each other on one or both cheeks.
 - d Hug each other.
- 2 You are having a meal with friends in a restaurant. What do you do with your mobile phone?**
 - a Put it on the table and answer any calls or text messages that you receive.
 - b Switch it to vibrate, then check discreetly if you have any important messages which you need to answer.
 - c Switch it off until you leave the restaurant.
- 3 A friend invites you to her house for the evening, together with six other guests. When should you arrive?**
 - a At exactly the time you were invited, or just before.
 - b Ten or 15 minutes after the time you were invited.
 - c No more than an hour after you were invited.
 - d At least an hour after you were invited.

- 4 A smoker is visiting friends who don't smoke. What should he do?**
- a Ask politely for an ashtray.
 - b Ask if it's OK to smoke in the house.
 - c Ask if it's OK to smoke in the garden or on the balcony.
 - d Wait until he leaves before he has a cigarette.
- 5 A man and woman go out on a date to a restaurant. What should happen?**
- a The man should pay the bill.
 - b The woman should offer to pay her half of the bill but accept if the man insists on paying.
 - c They should share the bill.
 - d Whoever has more money should pay.
- 6 When a man goes out with a woman, which things below should he do?**
- a Pick her up from her house.
 - b Open doors for her and help her with her coat.
 - c Take her home at the end of the evening.
 - d Treat her with respect.
- 7 You are on a diet on which you cannot eat certain foods. Friends invite you to dinner. What do you do?**
- a Refuse the invitation because of your diet.
 - b Phone your hosts in advance and explain what you can and cannot eat.
 - c Tell your hosts when you arrive.
 - d Say nothing and try to avoid those foods in the meal as much as you can.
- 8 After dinner or a party at a friend's house, what should you do?**
- a Say thank you as you leave.
 - b Send a text or an email to say thank you.
 - c Post a message on your friend's social networking site to say thank you.
 - d Send a handwritten letter or card to say thank you.

b. find the English equivalents for the phrases below:

- поздороваться
- целовать друг друга в обе щеки
- пожать руки
- ответить на звонок
- отправить текстовое сообщение

- переключить телефон в режим вибрации
- отключит телефон
- пригласить кого-либо (на вечер)
- пойти на свидание
- предложить заплатить
- настаивать на том, чтобы заплатить
- оплатить счёт (в кафе)
- разделить счёт
- заехать за кем-то домой (забрать из дома)
- отвезти домой / проводить домой
- открывать кому-либо дверь
- отказаться от приглашения
- поблагодарить
- отправит открытку или электронное сообщение

c. Complete the sentences with the correct form of a word / phrase from column A and a word/phrase from column B.

A

kiss
share
hug
insist
go out
invite
shake
pick
take
refuse

B

on both cheeks
hands
up
drive
date
bill
pay
party
each other
home

1. In my country, when two women meet they usually kiss each other on both cheeks.
2. The show starts at seven so I'll _____ you _____ at six.
3. The food took an hour to arrive, and tasted awful, so we _____ to _____ the bill.
4. Have you heard? Apparently Owen and Liz _____ on a _____ last night!
5. Ali and Sophie were so excited when they heard the news that the _____ and cried with happiness.
6. Jamie was so nice when we went out. He even _____ me _____ at the end of the evening.
7. Has Jenny _____ you to her _____ on Saturday? We could go together.

8. Do people usually _____ when they do business in your country?
9. I said I'd get the bus, but he _____ on _____ me to the party.
10. Is it common for men and women to _____ the _____ when they go out for dinner in your country?

➤ Listening

1. Listen to five excerpts from a conversation about the issues in the quiz in exercise 4a (<https://eduhist.bsu.by/mod/resource/view.php?id=35862>). Answer the questions:

- a) How old do you think Florence and Ruth are? What is their relationship?
- b) Which questions from the quiz are they discussing in each excerpt?

A _____
 B _____
 C _____
 D _____
 E _____

2. Listen again. Which answers do the speakers choose?

3. Discuss in groups or in class:

- Which of Florence's and Ruth's answers do you particularly agree/disagree with?
- Are there differences in manners between generations in your country? If so, give examples.
- Has the way men and women treat each other in social situations changed in the last 30 years?

MANNERS IN BRITAIN

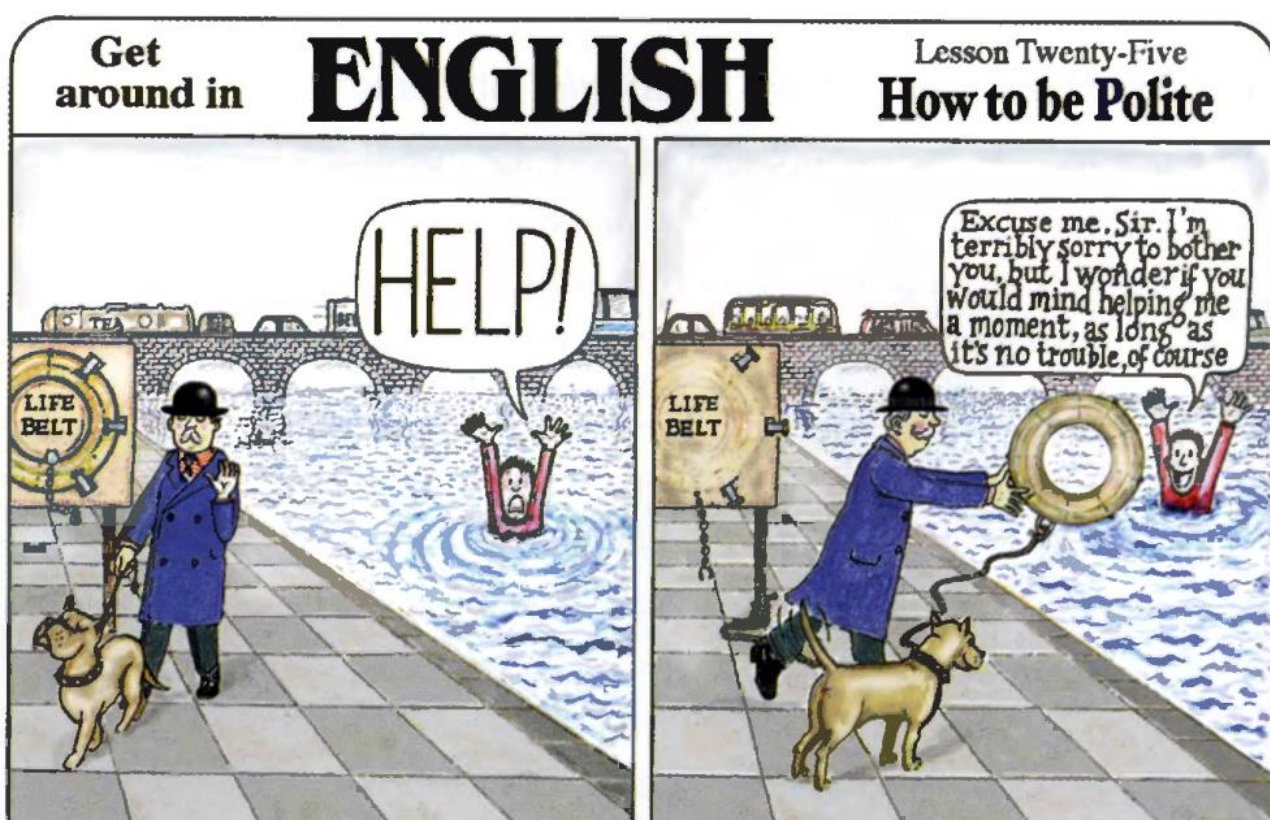
1. Look at the caricature illustrating some national peculiarities of social behaviour. What do you think it says about the English?

2. a. Listen to three people who have lived in England answering the question 'Are English people too polite?' (<https://eduhist.bsu.by/mod/resource/view.php?id=35863>). Do they answer yes or no? If yes, what do they think the English should do?

1. Lazlo, an English teacher from Hungary _____
2. Paula, a businesswoman from Argentina _____
3. Melik, an economist from Turkey _____
4. Renata, a student from Germany _____

b. Listen again and answer the questions.

1. Why were Lazlo and his friends in London?
2. Did he and his friends think they were going to pass or fail? Why?
3. What happened in the end?
4. What do Latin people think when English people are polite?
5. How does Paula describe Latin people?
6. What does Melik think about the English people he has met in his job?
7. What kind of English people does he say *aren't* polite?
8. What happened to Renata when she was in London?
9. What did she say to the last person? Why?



Творческие и исследовательские задания к теме «2.1.7. Культурные особенности социального поведения»

1. a. Follow the link (<https://eduhist.bsu.by/mod/folder/view.php?id=35865>) and listen to eight people talk about a social custom in their country. Make a note of which topics from the list below are mentioned by each speaker. What do they say about them?

- behavior between the sexes
- being late

- smoking
- how you greet and address people
- the way people dress
- typical times for going out / eating
- what people do when they go out

b. Go on the internet and do further research on national peculiarities of social behavior in different countries. Share your findings in class.

2. Write an e-mail to your foreign friend who is planning to visit our country. Give tips about how to behave in Belarus. Cover in details at least three from the topics below:

- greeting and addressing people
- visiting people in their houses
- being late & punctuality
- typical times for going out/eating
- going on a date
- behavior between the sexes
- behavior in public / on public transport

2.1.8. Глобальные проблемы человечества и пути их решения.

GLOBALIZATION

➤ Vocabulary and speaking

- 1. Try to define the term ‘globalization’. Compare your ideas in class.**
- 2. a. Spend one minute thinking of five ways in which globalization affects your everyday life. An example is given below:**

I eat a lot of food from American chains.

b. Compare your answers in class.

3. Work in small groups of 3 or 4. Which of the things below have you experienced personally? Describe what happened and what you found interesting about the experience.

- visiting another country to go shopping, for a sporting event, to visit a theme park, etc.
- making online contact with someone from another country
- using English as a lingua franca to communicate with other non-native speakers
- working/studying with someone from another country
- travelling abroad to work or study

- following an international celebrity on a social network
- participating in international conference calls, webinars, etc.

4. Work in pairs and take turns to describe the difference between each pair of words/phrases. Use a dictionary if necessary.

1. emigration – immigration
2. multinational – multi-ethnic
3. cultural diversity – a clash of cultures
4. a business – a corporation
5. a standard of living – a way of life.

5. a. In your opinion, which of the following have happened in your country as a result of globalization? Compare your ideas in groups and give reasons.

- There's more **immigration/emigration**.
- There is greater tolerance of **cultural and religious diversity**.
- People mix more with people of other **races** and cultures.
- Our **way of life** has changed considerably.
- There is a **clash of cultures** within our society.
- We have become a **multi-ethnic society**.
- Our culture has become very **Americanized**.
- There's more freedom and choice.
- There are more **multinational corporations** and fewer **local businesses**.
- **Mass tourism** from abroad has really changed some parts of the country.
- People eat more **imported** food rather than **local produce**.
- People have a **higher standard of living**.
- There has been a '**brain drain**' of talented people going to work abroad.
- Many of the goods we buy are made in **sweatshops** in other parts of the world.
- We are more vulnerable to **global financial crises**.
- People have become obsessed with **global brands**.

b. Pay attention to the word combinations in bold related to globalization. Make sure you know their meaning.

6. Find the definitions to the following words.

global	an effect, or an influence
local	the production of goods
labour	the business or trade in a particular product

network	including or affecting the whole world
controversy	a group of people, organizations, or places that are connected or that work together
impact	related to the area somebody live in
identity	the qualities that make someone or something unique
market	the workers in a particular country or industry
industry	a disagreement about a policy or an issue

➤ Reading

WHAT IS GLOBALIZATION?

Generally, globalization means a process by which economies, societies and cultures of different countries become integrated through a global network. Globalization as a process affects different spheres of human life. When we talk about economy, it is the creation of the global market which regulates the production and sales of goods around the world. When we talk about politics, it is the regulation of political relationships among countries. When we talk about industry, it is the expansion of multinational companies and the development of global-scale industries. But these are not all aspects of human activities influenced by global forces. Local cultures and languages, communication between people, social ideas, even resources and environment are shaped by international forces.

There are a lot of controversies about globalization. On the one hand, it is a positive creative force which brings a lot of good, on the other, it has a strong negative impact. Decide whether the following facts refer to positive or negative effects of globalization:

- Old barriers between countries disappear. People are free to travel, see the world, exchange ideas.
- People can buy goods produced thousands of kilometres away from their country.
- People in poor countries work for big multinational companies. Unemployment in these countries goes down.
- People in developed countries lose jobs because big multinational companies use cheap labour in poor countries.
- People can choose universities to study and places to work abroad, not only in their region.
- Smart and talented young people leave their countries to work abroad because of higher salaries and better standard of living. This is the so-called 'brain-drain'.
- Standards of local industries improve because of competition with foreign goods.

- Local industries are not developed because foreign companies dominate the market and control the development. Local products disappear.
- Developed countries are the key players in world politics and suppress the political interests of developing countries.
- People in developing countries have more freedoms and rights because world organizations help to settle the conflicts.
- Local cultures lose their identities and local languages disappear because of the dominance of global culture, built according to American standards.
- Increased communication via travel and internet makes people more tolerant to other cultures, makes them culturally aware.
- Natural resources, such as oil and gas, are disappearing quickly because of increased activities of international companies. Forests, land, rivers and seas are also affected by pollution. Fast industrial development kills nature.

As you see, there are powerful arguments both for and against globalization. Each person has to decide for him/herself which are more important. But one thing is certain – globalization is a phenomenon which cannot be stopped. So, people have to accept it and try to increase positive effects and eliminate the negative ones.

1. Complete the table using the ideas from the article. Add your own ideas.

<i>positive</i> effects of globalization	<i>negative</i> effects of globalization

2. Answer the questions in pairs.

1. Is globalization a process or a state?
2. What spheres of human activity are affected by globalization?
3. Why are there a lot of controversies about globalization?
4. How does employment change in developed and developing countries?
5. How does production change because of globalization?
6. What is ‘brain-drain’?
7. What negative effect does globalization have on local cultures?
8. How does globalization affect politics?
9. Is it possible to ignore globalization in the modern world?

Творческие и исследовательские задания к теме «2.1.8. Глобальные проблемы человечества и пути их решения»

1. Divide into 2 teams. One team represent supporters of globalization, the other team represent anti-globalists. Decide on your role within your team (for

example, a director of a big company, a local businessman, a university principal, a member of environmental protection fund, etc.).

Take 10 minutes to think of your arguments. Work together – try to convince the opposite side in your opinion.

2. Read the report on how globalization has affected eating habits in Warsaw, Poland. What aspects of the report are true of your town/city? Write a similar report about your town/city.

Introduction

The aim of this report is to describe how globalization has affected eating habits in Warsaw and to consider how/whether traditional ways of eating have been affected.

Global brands

Globalization is having a big impact on eating out in Warsaw. A significant number of global brand coffee shops and fast food restaurants such as Starbucks and Subway have sprung up in the last few years and the vast majority of people have no objection to using them. It should also be noted that there are now many 'themed' global restaurants such as Hard Rock Cafe. Even though all these places are traditionally seen as quite expensive, many people visit them on a regular basis.

Foreign restaurants

Apart from an interest in the mostly American global brands, it is generally true that Warsaw's residents are becoming more international in their tastes. Plenty of *bar mleczny* (milk bars) still exist, offering cheap, nourishing Polish food and a reminder of life as it used to be, but apart from that, there are now restaurants offering food from many different cultures, including Indonesian, Brazilian and Indian. The food is frequently impressive, but the service can be disappointing – a fact mentioned by a number of tourists on travel websites. Most young and middle-aged people eat out in an international restaurant at least once a month.

Eating at home

Poland has a tradition of high-quality, home-cooked food and, reassuringly, this is one aspect of Polish food culture that does not seem to be under threat from globalization. Just a small minority of people eat ready meals at home, whereas most people claim to know how to cook traditional foods such as *pierogi* (dumplings).

Conclusion

In conclusion, it appears that although globalization is changing the way that people eat and drink when they go out, Warsaw's residents are still proud of their traditions and the culture of home-cooked food is still very much alive there today.

2.2. Грамматический практикум

2.2.1 Словообразование

1. Add prefixes to form the opposite of the adjectives below.

- 1 __experienced
- 2 __popular
- 3 __loyal
- 4 __attractive
- 5 __possible
- 6 __friendly
- 7 __polite
- 8 __respectful
- 9 __enthusiastic
- 10 __correct

2. Choose the correct definition.

1. anti-war = *against* / *in favour* of war
2. non-violent = *against* / *without* violence
3. over-confident = *too confident* / *not confident* enough
4. pre-paid = paid for *in advance* / *afterwards*
5. post-natal = *before* / *after* birth
6. misinformed = given *the wrong information* / *informed* again

3. Which word in each group does not belong with the suffix?

- 1 success- / power- / talent- ful
- 2 confid- / persist- / pleas- ent
- 3 disappoint- / enthusiast- / pessimist- ic
- 4 health- / import- / wealth- y
- 5 hope- | imagine- / penni- less

4. Complete the adjectives with the prefixes in the box. Use the definitions in brackets to help you.

anti-	pro-	non	self-	over-
under-	pre-	mis-	post-	

1. _____paid (= paid too much)
2. _____fed (= not given enough food)
3. _____stop (= without stopping)
4. _____war (= after the war)
5. _____arranged (= arranged in advance)
6. _____critical (= critical of yourself)
7. _____shaped (= wrongly or badly shaped)
8. _____government (= favouring the government)
9. _____war (= against war)

5. What adjectives can be derived from these nouns and verbs?

hunger	psychology
economy	friend
practice	misery
danger	care
responsibility	harm
violence	confidence
beauty	to break
poison	to attract
rain	to please
profession	to use

6. Choose the correct alternative.

1. I wish you a quick **recover** / **recovery**!
2. This project is very **important** / **importance** for us.
3. Harry is so **laziness** / **lazy**!
4. You have to **agree** / **agreement** that **happy** / **happiness** does not depend on money.
5. I don't **believe** / **belief** Jim. He is very **reliability** / **unreliable**.
6. My little brother is **kind** / **kindness**, but he is very **responsible** / **irresponsible**.
7. Sometimes it's very hard to make a **choose** / **choice**.
8. Are there any **vacants** / **vacancies** in your company?
9. You can sit here, this seat is **vacant** / **vacancy**.
10. Mother **approved** / **disapproved** of Mark's bad **behave** / **behavior**.
11. Don't worry, this dog is absolutely **harmful** / **harmless**. It will do you no **harm** / **harmless**.
12. What is the **deep** / **depth** of this lake? How **deep** / **depth** is it?
13. Are you **hungry** / **hunger**? – No, but I'm **thirst** / **thirsty**.
14. How **long** / **length** is this river?
15. If you **fail** / **failure** this exam, it will be your biggest **fail** / **failure**.
16. I like **warm** / **warmth** weather, but I can't stand **hot** / **heat**.
17. **Fortunately** / **Unfortunately**, many people live in **poor** / **poverty**.
18. It's **useful** / **useless** to ask Linda for help, she won't help us anyway.
19. I'm really tired of your **complains** / **complaints**! You should be more **patient** / **impatient**!
20. The **economy** / **economic** situation in the country is quite bad at the moment.

7. Complete the nouns below with the suffixes from the box.

-ee	-ence	-iety	-ion	-our	-ism
-ment	-ness	-ship	-ance		

1. hon_____
2. depress_____
3. evid_____
4. pessim_____
5. member_____
6. move_____
7. interview_____
8. anx_____
9. annoy_____
10. tired_____

8. Complete the second sentence with a noun so it means the same as the first.

1. Were you happy as a child?
Did you have a happy_____?
2. To do this job, you need to be very creative.
To do this job, you need to have a lot of _____.
3. Roy and I have always been very close friends.
Roy and I have a very close _____.
4. I can understand why you are so anxious.
I can understand your _____.
5. He is employed by the post office.
He is an _____ of the post office.
6. The staff were very hostile to their new manager.
The staff felt a lot of _____ towards their new manager.

9. Complete the chart with the nouns derived from these adjectives.

Adjective	Noun	Adjective	Noun
warm	<i>warmth</i>	dangerous	...
wide	...	convenient	...
strong	...	pure	
true	...	open	
long		free	
high		independent	
deep		different	
sharp		difficult	
hot		possible	

popular		important	
---------	--	-----------	--

10. Make nouns from the words in the list and put them in the right column.

absent accommodate alcohol brother child cold convenient
distant entertain excite friendly govern ignorant improve
pollute race reduce ugly weak intend

-ion/-(a)tion	-ment	-ness	-ence/-ance	-ism	-hood
accommodation					

11. Write the verb or adjective for the following nouns.

- Noun
- 1 lose verb loss
 - 2 _____ verb death
 - 3 _____ verb success
 - 4 _____ verb thought
 - 5 _____ verb belief
 - 6 _____ adj heat
 - 7 _____ adj strength
 - 8 _____ adj hunger
 - 9 _____ adj height
 - 10 _____ adj length

12. Use the word in brackets to form a new word that fits into the gap.

1. It's no use taking such measures. They are all going to be _____ (EFFECT)
2. The _____ problem is that there are not enough good teachers to educate our children. (BASE)
3. The parents - teachers association has planned a number of _____ for the foreign students. (ACT)
4. She was the only _____ for the job. (APPLY)
5. The plane is scheduled to fly _____ to the Canary Islands nonstop. (DIRECT)
6. He saw her in the crowd but suddenly she _____. (APPEAR)
7. The government must come to a _____ on new taxes as soon as possible. (DECIDE)
8. He bought a gas _____ for his camping trips a few years ago (COOK)
9. He has the _____ to play in every position, so he's a very valuable player. (ABLE)

10. He is very_____ that his team will win the World Cup. (CONFIDENCE)
 11. Don't be so_____. When are you going to start behaving like an adult? (CHILD)

13. Read the story. Use the word written in capitals at the end of each line to form a word that fits in the space in the same line.

When I was about four years old I went to the post office with my mother in order to buy some stamps. I was hot and (1)_____ in my pushchair so she let me wander about on my own. I noticed a small stocking hanging from a hook. It was there to collect money on behalf of a (2)_____ organisation for the blind. My attention was caught by the silver and copper coins which shone (3)_____ in the light. I was under the impression I could just help myself! The stocking was slightly out of reach so, while my mother's back was turned, I lifted the stocking from its hook by means of a ruler I found on the counter. With some (4) _____ I then emptied its contents into my coat pocket. Of course, I was soon spotted. Everybody, with the (5) _____ of my mother, thought this was funny. However, she could not join in the (6)_____ – after all, her son was a thief! Nor had she realised how (7) _____ it was to let me out of sight for even a minute. She would have to keep a careful eye on me at all times. As I showed little (8)_____ to hand over the fruits of my criminal activity, she emptied everything from my pockets back into the stocking. This included, by the way, an additional (9)_____ I had had a few pennies of my own to buy sweets. The manager who was in charge of the branch was something of an amateur (10)_____ and did a drawing of me robbing an old lady which was displayed in the post office for the next couple of years. Eventually, my mother saw the funny side of things.	1. COMFORT 2. CHARITY 3. MYSTERY 4. DIFFICULT 5. EXCEPT 6. LAUGH 7. DANGER 8. WILLING 9. CONTRIBUTE 10. CARTOON
--	---

14. Read the letter from Richard. Complete the text by changing the word in capitals into a suitable form to fill each gap. Which advice would you give him?

- | | |
|--------------|----------------|
| 1. RELATE | 6. RESPONSIBLE |
| 2. EXPECT | 7. APPEAR |
| 3. HOPE | 8. HELP |
| 4. CRITICIZE | 9. REASON |
| 5. FORGIVE | 10. UNDERSTAND |

Six years ago when I was a student I was short of money. Once a week I used to go home to see my parents. Although I had a good (1) _____ with my mother I never got on well with my father. I could never live up to his high (2) _____ of me. I had always been (3) _____ at the things he valued and he was always putting me down with his continuous (4) _____ .

One day I did a really (5) _____ thing. I stole some money from him. I had started off by asking him if he could lend me some. He refused saying I was (6) _____ with money. We then had a terrible row and he went out. I was so angry, I stole ten pounds from his wallet. When he noticed its (7) _____ , he asked me who had taken it.

After I told him he banned me from the house. I have been back there since but he still looks down on me for what I did. I want to make things up but I feel completely (8) _____. Half of me wants to say "Sorry Dad" while the other half still thinks he is behaving (9) _____ by having kept up this attitude for so long.

How can I bridge this endless (10) _____ ?

Yours sincerely,

Richard A.

Творческие и исследовательские задания к теме «2.2.1. Словообразование»

1. Identify five words with prefixes in the following paragraph, and analyze their meanings.

At first, I thought one of my fuzzy orange socks disappeared in the dryer, but I could not find it in there. Because it was my favorite pair, nothing was going to prevent me from finding that sock. I looked all around my bedroom, under the bed, on top of the bed, and in my closet, but I still could not find it. I did not know that I would discover the answer just as I gave up my search. As I sat down on the couch in the family room, my Dad was reclining on his chair. I laughed when I saw that one of his feet was orange and the other blue! I forgot that he was color-blind. Next time he does laundry I will have to supervise him while he folds the socks so that he does not accidentally take one of mine!

2. Write a paragraph describing one of your life goals. Include at least 3 words with prefixes and 3 words with suffixes. Exchange papers with a groupmate and circle the prefixes and suffixes in your groupmate's paper.

2.2.2. Косвенная речь

1. Fill in 'say' or 'tell' in their correct tense forms.

1. Fiona _____ her friend that she was shopping with her mother.
2. The teacher _____ he would ask ten question in the exam.
3. Scientists _____ the illness could infect many people.
4. The singer _____ the reporters after the Song Contest that she was very happy.
5. Our manager _____ us that he had to stay in Belgium a few days more.
6. I _____ my father that I didn't want to go with him.
7. He _____ that I had to finish my homework.
8. The man _____ the police that he was horrified.
9. You _____ me that he wasn't coming to the field trip.
10. I am so surprised! I can't believe Julia _____ that to you.
11. I am so surprised! I can't believe Julia _____ you that.
12. I am so surprised! I can't believe Julia _____ that.
13. A witness _____ that the train had been traveling fast.
14. She _____ our reporter that she had seen the crash.
15. They _____ us that all trains had been cancelled.
16. He _____ that the rescue would take a long time.
17. Joe _____ Sue that she was a silly school girl.
18. The police _____ the people to stay away from the station.
19. They _____ that people were causing trouble.
20. One witness _____ that she had fainted when she saw the crash.
21. Sally _____ that she wanted to marry Mike.
22. Terry _____ "Let's go home."
23. Another witness _____ us that she had helped the rescue workers.
24. He _____ that he had never seen anything so awful in his life

2. Complete these sentences in the reported speech.

1. "It is so sad."
I said
2. "I've already done it."
He claimed that.....
3. "I saw you at the station."
Kim told me.....
4. "I can't help you."
Dan explained that.....
5. "I could fail the exam."
He was afraid that.....
6. "The Amazon is the biggest river."
He knew that.....
7. "I may come a bit late."
Bill told me that.....
8. "I've been reading a book."
He replied that.....
9. "David must be on a diet."

The doctor said.....
 10. "You haven't written the essay."
 The teacher thought that.....
 11. "I was with her."
 Jim admitted that
 12. "I'm texting my boyfriend."
 She said.....
 13. "I will finish the picture."
 Marion promised.....
 14. "I would accept it."
 She said.....

3. Rewrite the sentences in the reported speech.

1. The woman said to her son, "I am glad I am here." 2. Mike said, "We have bought these books today." 3. She said to me, "Now I can read your translation." 4. "This man spoke to me on the road," said the woman. 5. "I can't explain this rule to you," said my classmate to me. 6. The teacher said to the class, "We shall discuss this subject tomorrow." 7. Our teacher said, "Thackeray's novels are very interesting." 8. She said, "You will read this book in the 9th form." 9. Nellie said, "I read 'Jane Eyre' last year." 10. "My friend lives in Moscow," said Alec. 11. "You have not done your work well," said the teacher to me. 12. The poor man said to the rich man, "My horse is wild. It can kill your horse." 13. The rich man said to the judge, "This man's horse has killed my horse."

4. Rewrite the sentences in the reported speech.

1. The mother said, "The children are in the nursery, doctor." 2. "I have no time for lunch today," said the boy to his mother. 3. "You speak English very well," said the woman to me. 4. My brother said to me, "I am going to become a doctor." 5. My uncle said to us, "I buy several newspapers every day." 6. The teacher said to the pupils, "Next year we shall have six hours of English a week." 7. He said to me, "I want to see you today." 8. She said, "I am free tonight". 9. Mother said to me, "I feel bad today." 10. The pupil said to the teacher, "I can do my homework after dinner." 11. The teacher said to Jack, "You work hard, I know. You are a good boy." 12. The old man said to the girl, "You can sing perfectly. I think you will be a famous singer." 13. My sister said to me, "You look very well, much better than you looked yesterday. I think you have recovered after your illness." 14. "You are an excellent cook. Everything is so tasty," said my guest to me. 15. The student said, "I can't answer this question. I don't understand it."

5. Do you know who said the following well-known phrases? Say them as in the example. The names of the authors of the phrases are given in the box.

Julius Caesar	Mark Twain	Oscar Wilde	Descartes
Abraham Lincoln	Henry Ford		

Model: “*England is a nation of shopkeepers*” (Napoleon) →
*I think it **was** Napoleon who **said** that England **was** a nation of shopkeepers.*

1. ‘I came, I saw, I conquered.’
2. ‘The report of my death was an exaggeration.’
3. ‘I can resist anything but temptation.’
4. ‘I think, therefore I am.’
5. ‘You can fool all the people some of the time and some of the people all of the time, but you cannot fool all of the people all of the time.’
6. ‘You can have any color you like as long as it’s black.’

6. Write the reported commands and requests.

1. "Put the box here," he told me.
He told me _____.
2. "Don't forget about your mum's birthday," Sarah reminded me.
Sarah reminded me _____.
3. "Park your car behind the hotel, please," the porter asked me.
The porter asked me _____.
4. "Do not hesitate for too long," he told me.
He told me _____.
5. "Please, get in touch with them today," he asked me.
He asked me _____.
6. "Don't leave your luggage unattended," the policewoman warned me.
The policewoman warned me _____.
7. "Jump in my car," Brad invited me.
Brad invited me _____.
8. "Stop laughing at me, please," she asked me.
She asked me _____.
9. "You mustn't touch the screen," the shop assistant ordered me.
The shop assistant ordered me _____.
10. "Please, stay till the next day," Jill begged me.
Jill begged me _____.
11. "Don't eat so much red meat," the doctor advised me.
The doctor advised me _____.

7. Write the reported commands and requests.

1. The teacher said to me, "Hand this note to your parents, please."
2. Oleg said to his sister, "Put the letter into an envelope and give it to Kate."
3. "Please help

me with this work, Henry," said Robert. 4. "Please bring me some fish soup," he said to the waitress. 5. "Don't worry over such a small thing," she said to me. 6. "Please don't, mention it to anybody," Mary said to her friend. 7. "Promise to come and see me," said Jane to Alice. 8. He said to us, "Come here tomorrow." 9. I said to Mike, "Send me a telegram as soon as you arrive." 10. Father said to me, "Don't stay there long." 11. Peter said to them, "Don't leave the room until I come back." 12. "Take my luggage to Room 145," he said to the porter. 13. He said to me, "Ring me up tomorrow." 14. "Bring me a cup of black coffee," she said to the waiter. 15. "Don't be late for dinner," said mother to us. 16. Jane said to us, "Please tell me all you know about it." 17. She said to Nick, "Please don't say anything about it to your sister."

8. Change the reported speech into direct speech.

Model: *Jim said he had seen them the day before. → Jim Said: "I saw them yesterday."*

1. Tom said he would go to see the doctor the next day. 2. He told me he was ill. 3. He told me he had fallen ill. 4. They told me that Tom had not come to school the day before. 5. I told my sister that she might catch a cold. 6. She told me she had caught a cold. 7. He said his boss wanted him to go to London the following day. 8. The woman said she was waiting for her son to come from school. 9. She said she was feeling bad that day. 10. The old man told the doctor that he had pain in his right side. 11. He said he had just been examined by a good doctor. 12. He said he would not go to school until Monday. 13. The man said he had spent a month at a health resort. 14. He said that his health had greatly improved since then. 15. Julie told me that she needed me to help her with the shopping.

9. Change the reported speech into direct speech.

- a) He said that he had never seen me.
".....," he said.
- b) We told them that we were working on it.
"..... on it," we told them.
- c) She said she lived in York.
"..... in York," she said.
- d) Paul claimed that he had been exercising for several years.
"..... for several years," claimed Paul.
- e) He said that at one o'clock he had been having lunch.
"At one o'clock, " he said.
- f) They replied that they had started on time.
"..... on time," they replied.
- g) Phil said he wanted to be a lawyer.
"..... a lawyer," said Phil.

- h) Mary told us she wouldn't be in her office.
"..... office," Mary told us.
- i) He claimed that he had always been my friend.
"..... friend," he claimed.
- j) Betty told me that she hadn't known about the email I had sent to her.
".....," Betty told me.

10. Rewrite the questions in the reported speech starting with the expressions in brackets.

1. Where is he going? (He didn't tell anybody...) 2. Where has he gone? (Did you know...) 3. Where is he? (Did you know...) 4. When is he leaving school? (I wanted to know...) 5. Where does he live? (Nobody knew...) 6. When will he come back? (She asked them...) 7. Where did she buy this hat? (He wanted to know...) 8. How much did she pay for it? (I had no idea...) 9. Where did I put the book? (I forgot...) 10. Who has given you this nice kitten? (She wanted to know...) 11. Where can I buy an English-Russian dictionary? (He asked me...) 12. How long will it take your brother to get to Madrid? (He wondered...)

11. Turn the questions from direct into the reported speech.

1. I said to Nick, "Where are you going?" 2. I said to him, "How long are you going to stay there?" 3. I said to him, "How long will it take you to get there?" 4. He said to her, "Where do you usually spend your summer holidays?" 5. Ann said to Mike, "When did you leave London?" 6. She said to Boris, "When will you be back home?" 7. Boris said to them, "How can I get to the railway station?" 8. Mary asked Tom, "What time will you come here tomorrow?" 9. She asked me, "Why didn't you come here yesterday?" 10. She asked me, "What will you do tomorrow if you are not busy at your office?" 11. Pete said to his friends, "When are you leaving St. Petersburg?" 12. He said to them, "Who will you see before you leave here?" 13. They said to him, "What time does the train start?" 14. I asked Mike, "What will you do after dinner?" 15. I asked my uncle, "How long did you stay in Spain?" 16. Mother said to me, "Who has brought this parcel?" 17. Ada said to me, "Where did you see such trees?" 18. I said to Becky, "What kind of book has your friend brought you?"

12. Rewrite the questions in the reported speech starting with the expressions in brackets.

- 1. Have they sold the picture? (I did not know...)
- 2. Do they know anything about it? (I wondered...)
- 3. Has Jack given you his telephone number? (She asked me...)
- 4. Is he coming back today? (I was not sure...)
- 5. Have you found the book? (She asked me...)
- 6. Are there any more books here? (The man asked...)

7. Did she go shopping yesterday (I wanted to know...)
8. Has she bought the dictionary? (He did not ask her...)
9. Does she know the name of the man? (I doubted...)
10. Did Boris see the man this morning? (I asked...)

13. Turn the questions from direct into the reported speech.

1. I said to Henry, "Does your friend live in London?" 2. I said to the man, "Are you living in a hotel?" 3. Nick said to his friend, "Will you stay at the Hilton?" 4. He said to me, "Do you often go to see your friends?" 5. He said to me, "Will you see your friends before you leave?" 6. Mike said to Jane, "Will you come to the railway station to see me off?" 7. She said to me, "Have you sent them a telegram?" 8. She said to me, "Did you send them a telegram yesterday?" 9. I said to Mike, "Have you packed your suitcase?" 10. I said to Kate, "Did anybody meet you at the station?" 11. I said to her, "Can you give me their address?" 12. I asked Tom, "Have you had breakfast?" 13. I asked my sister, "Will you stay at home or go for a walk after dinner?" 14. I said to my mother, "Did anybody come to see me?" 15. I asked my sister, "Will Nick call for you on the way to school?" 16. She said to the young man, "Can you call a taxi for me?" 17. Mary said to Peter, "Have you shown your photo to Dick?" 18. Alex said to me, "Will you come here tomorrow?" 19. He said to us, "Did you go to the museum this morning?"

14. Turn the questions from direct into the reported speech.

1. "What do you want for breakfast?" she wondered.
2. "Do you need your dictionary?" Joe asked me.
3. "Where did you work?" he wanted to know.
4. "Where are you staying?" she asked me.
5. "What will you order?" asked the waiter.
6. "Are you leaving soon?" he asked me.
7. "May I ask you for help?" the lady wanted to know.
8. "Have you bought the new phone?" my friend asked me.
9. "Is the hotel round the corner?" the man asked us.
10. "How long has Liz been attending the Spanish school?" he wanted to know.

15. Change the reported questions to the direct speech.

1. I asked if they had taken the sick man to hospital.
2. I asked my friend if he had a headache.
3. I wanted to know when Peter had arrived.
4. I wondered if he had seen Mary yet.
5. I asked him if the doctor had given him some medicine.
6. I asked the man how long he had been in Madrid.

7. I asked him if he was going to the cinema.
8. We asked the girl if her father was still in Vitebsk.
9. I asked the girl what sort of work her father did.
10. I asked Helen if she was feeling better now.
11. Betty asked me what I expected from her.
12. My mum wanted to know why I was laughing.
13. Dan asked me whether I would come again the following year.
14. The car mechanic enquired if he should test that car.
15. Brian wondered whether he might have a look at my photos.
16. The manager wanted to know if I had already thought his suggestion over.
17. The receptionist asked us if we were going to leave the following day.

16. Translate into English.

1. Мы думали, что погода улучшится завтра.
2. Он спросил меня куда я иду.
3. Питер спросил во сколько мы приедем.
4. Я хотел знать кто им помог.
5. Она сказала мне больше ей не звонить.
6. Мой друг сказал, что все ученики их класса любят уроки истории.
7. Мы поинтересовались где он живет.
8. Я сказал ему, что мы любим кататься на велосипеде.
9. Она спросила меня был ли я когда-нибудь в Париже раньше.
10. Он спросил Салли что она хочет сделать.
11. Мэри поинтересовалась были ли мы заняты.
12. Они попросил меня не опаздывать.
13. Мама спросила что мы делали в тот момент.
14. Он спросил где мой зонтик.
15. Мы верили, что скоро мы будем хорошо говорить по-английски, так как мы много работали.
16. Она спросила моя ли это сумка.
17. Мама сказала нам, чтобы мы не шумели, так как дедушка спит.
18. Она попросила Питера не говорить никому об этом.
19. Я спросил почему он был такой счастливый.
20. Сэм спросил часто ли я играю в футбол.
21. Папа спросил, что мы изучали в школе в тот день.
22. Я попросил мальчика не лгать мне.
23. Винсент поинтересовался умеет ли Кейт играть на гитаре.
24. Профессор сказал, что он уже проверил наш тест.
25. Мы поинтересовались было ли неподалеку хорошее кафе.
26. Я спросил их где они познакомились.
27. Сестра сказала, что папа в комнате и что он читает.
28. Они спросили детей, умеют ли они плавать.

Творческие и исследовательские задания к теме «2.2.2. Косвенная речь»

1. Analyze the sentences. Identify and correct the mistakes.

1. He asked me where was the post office.
2. Mother said: "You must always say the truth."
3. The doctor told me to not exercise a lot.
4. My parents asked me help them.
5. She asked how she can contact me.
6. He said that Kate had left the last month.
7. Jenny said me: "I hate Maths."
8. "You have always been my friend," said Joe. → Joe said I was always his friend.
9. "We never eat meat," claimed Bill. → Bill claimed that they had never eaten meat.
10. "I want to go with you," Linda said to Tom. → Linda told Tom she wanted to go with me.
11. "Answer the phone!" he told me. → He told me I answered the phone.
12. "We are cleaning the flat now," he told me. → He told me we were cleaning the flat then.

2. Go on the Internet and find an interview in English with a famous person of your choice – a politician, a film star, a singer, etc. The interview can be either oral or written. Convey their conversation in reported speech.

2.2.3. Сослагательное наклонение. Условные предложения 0 типа, I типа

1. Decide which conditional is used – Zero Conditional (type 0) or First Conditional (type 1).

1. If you listen to me, you will remember the story.
2. If I find you scarf at my place, I'll let you know.
3. If a bee bites a person, it dies.
4. Kids love playing outside when it is summer.
5. If people eat a lot, they get fat.
6. We will use public transport less often if we buy a car.
7. When you heat ice, it melts.
8. If it doesn't rain, the plants die.
9. You will not pass the exam unless you study hard.
10. If you ask me, I will help you.

2. Use the verbs in brackets in the correct tense form.

1. If you (have) a headache, take aspirin.
2. If you (be) tired, take a rest.
3. Don't go outside if it (be) raining.
4. Learn English if you (plan) to study abroad.
5. Do more sport if you (want) to be fit.
6. If you (feel) sleepy, take a nap.
7. Open the window if it (be) hot in the room.
8. Turn the TV off if you (not watch) it.
9. If you (feel) sad, watch a comedy movie.
10. If you (not know) what to do, ask Jim.

3. Choose the correct tense form of the verbs in brackets.

1. I (call / will call) you unless I (am / will be) too busy.
2. She (always lives / will always live) here unless she (finds / will find) a better job.
3. I (am / will be) home at 6 o'clock if the meeting (doesn't take / won't take) longer.
4. We (are / will be) late unless we (hurry / will hurry) up.
5. You (receive / will receive) the mail if they (don't forget / won't forget) to send it.
6. He (arrives / will arrive) tomorrow unless the flight (is / will be) cancelled.
7. They (go / will go) on a picnic unless it (rains / will rain) .
8. I (go / will go) to the gym if I (am not / won't be) too tired.
9. We (don't call / won't call) you unless you (pass / will pass)
10. He (finishes / will finish) the project in time if nothing (goes / will go) wrong.

4. Use the verbs in brackets in the present or future tense form.

1. If it (rain), I will take my umbrella.
2. If I'm hungry, I (eat) some food.
3. If the sun (shine), we will go for a walk.
4. If I have time, I (call) you.
5. If I (feel) tired, I will go to bed early.
6. If I (miss) the bus, I will take a taxi.
7. If I'm cold, I (put) on my jacket.
8. If the weather is nice, we (have) a picnic.
9. If it (be) sunny tomorrow, you can go to the beach.
10. If she (want), we can watch a movie together.

11. If they have time, they (could/join) us for dinner.
12. If it (rain), we should bring umbrellas.
13. If he (finish) his homework early, he may play video games.
14. If the store (be) open, we will be able to buy groceries.
15. She (pass) the exam if she studies hard.
16. I might lend him my bike if he (ask) nicely,
17. If they arrive late, they (miss) the beginning of the movie.
18. If I see Emma, I (tell) her you are looking for her.
19. You won't be able to park unless you (get) there early.
20. You (not get) a table in that restaurant if you don't book.

5. Choose the correct form for each gap below.

1. If you aren't careful, you _____ hurt. (Choose TWO correct options)
A. might get
B. get
C. will get
2. What will happen if the parachute _____?
A. doesn't open
B. won't open
C. might not open
3. I won't sign up for the dancing competition unless Jack _____ my partner.
A. is
B. must be
C. will be
4. When you _____ Tom, tell him I want to see him.
A. will see
B. see
C. might see
5. If they make a good offer, I _____ the house. (Choose TWO correct options)
A. should buy
B. buy
C. will buy
6. If the people don't come, we _____ to cancel the party.
A. might
B. have
C. will have
7. Please, can you close the windows before you _____.
A. must leave
B. leave
C. will leave
8. He'll try to get money from you if he _____ you've won the lottery.
A. knows
B. will know

- C. would know
9. Before you say anything, _____.
 A. let me explain
 B. will listen to me
 C. you listen to me
10. He won't ask for help unless it _____ absolutely necessary.
 A. is
 B. will be
 C. might be

6. Use the verbs in brackets in the present or future tense form.

1. If it (be) cold outside, (wear) a jacket.
2. Until you (finish) your homework, you (can/not/play) video games.
3. Unless you (study), you (not pass) the test.
4. If it (rain), (take) an umbrella.
5. As long as you (behave), you (can/stay) up late.
6. In case she (forget), (remind) her about the meeting.
7. If you (need) help, just (ask) me.
8. Until you (clean) your room, you (can/not/go) out.
9. Unless he (finish) his dinner, he (not get) dessert.
10. When the taxi (arrive), (let) me know.
11. If we (go) to London, we (visit) my friend George.
12. If my sister (do) well in her exams, she (go) to university.
13. Jenny (not eat) supper if she (eat) all that ice cream before.
14. My brother (drive) us to the cinema if we (ask) him.
15. Uncle Tim (phone) us if he (want) to come with us.
16. If you (not help) us with the washing up, we (not be) on time for the film.
17. We (have) something to eat before the classes (start).
18. I (not get) married until I (to be) 25 years old.
19. If you (see) Harry, tell him we are ready.
20. George (be) really annoyed if he (learn) the news.
21. You (have) more free time if you (find) another job.
22. If we (pass) the exam, we (have) a big party.
23. If I (do) all my work on time, I (spend) some time with my family.
24. If he (be) free tomorrow, he (come) to our party.
25. If you (tell) me what to do, I (be) really grateful.
26. We (finish) the job faster if she (help) me.
27. If she (read) 15 minutes every day, her vocabulary (increase) greatly.
28. If you (be) busy now, we (can) talk later.
29. We (can) go to the beach tomorrow if it (not rain).
30. If you (want) those pictures, you (can) have them.

7. Read the letter. Use the verbs in brackets in the present or future tense form

Hi brother,

We're at the station, but our train isn't here yet. We're worried because if the train (not arrive) _____ on time, we (miss) _____ our flight, and we (have to) _____ spend the night here. When we (get) _____ to the airport, I (text) _____ you.

We are very excited about the holiday. Sandy is looking forward to taking surfing lessons. She says as soon as we (check in) _____ at the hotel, she (look for) _____ a surf instructor. However, she says she won't take any lessons if I (not surf) _____ with her. We expect the weather will be fine. If it (not be) _____, we (be) _____ very upset. We are also planning to try the local food. If the hotel restaurant (be) _____ nice, we (have) _____ a meal there as soon as we (check in) _____.

One more thing, (you/ water) _____ the plants if I (promise) _____ to take you out for dinner when we come back?

Take care,

Andy.

8. Ask these questions using the verbs in brackets in the correct tense form. Then, work in pairs. Ask and answer the questions giving full answers.

Model: What will you do first when you come home tonight? → When I come home tonight, I will have dinner.

- What will you do if your groupmate (to ask) you for help?
- What will you do if you (to find) a purse with money in the street?
- How will you feel if you (to meet) your school teacher at your friend's party?
- What will you do if you (to meet) your favourite actor/singer in a shop?
- What will you do if you (to see) a very big spider in your bed?
- What will you do if you (to lose) your passport?
- What will you do if you (to see) a fire?
- What will you do first when you (to come) home tonight?
- What are you going to do as soon as you (to be) on holiday?

9. Translate into English.

1. Ты поступишь в университет, если сдашь все экзамены.
2. Ты сдашь экзамены, если будешь усердно трудиться.
3. Если я получу сертификат, я отпраздную!
4. Если погода будет хорошая, мы поедем на пикник. – А что мы будем делать, если будет дождь? – Если будет дождь, мы останемся дома.
5. Собирается дождь. Если ты не возьмешь зонт, ты вымокнешь.
6. Мы не опоздаем, если выйдем сейчас.
7. Ты можешь взять мою машину, если хочешь.

8. Если я буду голоден, я съем печенье.
9. Если она не поспит, она будет уставшей.
10. Если ты не позвонишь мне, я буду беспокоиться.
11. Мы придём на их вечеринку, если они нас пригласят.
12. Если я опоздаю на автобус, я приеду поздно на работу.
13. Она не сможет зайти в дом, если она потеряет ключи.
14. Рита не будет разговаривать с тобой пока ты не извинишься.

**Творческие и исследовательские задания к теме «2.2.3.
Сослагательное наклонение. Условные предложения 0 типа, I типа»**

1. Finish the sentences with your own ideas.

1. If we don't hurry up,
2. You won't pass the exam if
3. If I don't have time to do it today,
4. If you don't take a jacket,
5. I'll do the washing up if.....
6. We'll have a party as soon as.....
7. Will you do that for me if.....?
8. When I come home tonight,

2. Here are some sentences to begin a story. Work in class. Say ONE sentence in turns providing your own ideas of a possible consequence. Make up a story as in the example.

Example: *I can't talk to you now. →*

Student 1. If I talk to you now, I will miss the train.

Student 2. If I miss the train, I will be late for work.

Student 3. If I am late for work, my boss will be angry.

Student 4. If my boss is angry, he will fire me...

etc.

1. I won't go to the party with you.
2. Take your umbrella.
3. I won't tell you my secret.
4. You must lend me the money I need.
5. I can't lend you my car.

2.2.4. Условные предложения II и III типа.

1. Decide if the situations are real or unreal.

1. If you listened to me, you would remember the story.
2. If I find your scarf at my place, I'll let you know.
3. Kids love playing outside when it is summer.
4. If my mom had come later, she wouldn't have noticed the mess.
5. We would use public transport less often if we bought the car.
6. What would we do if we missed our bus?
7. He would have been furious if his wife had spent all his money on clothes.
8. I would be surprised if he didn't know the answer.
9. If you decide to go out with your friends tonight, let me know in advance.
10. I could be a famous writer if I had started writing earlier.

2. Match the sentence halves from parts A and B to make the sentences.

A.

1. If I am late for the class,
2. I would help your colleagues
3. If I didn't do my homework,
4. You will fail the exam
5. I would help them,
6. I'd enjoy the weekend more
7. You would feel much better
8. If we went to live in London,

B.

- a. the teacher would call my parents.
- b. if they were more friendly.
- c. the teacher will get angry with me.
- d. if we didn't have to work on Saturdays.
- e. if I were you!
- f. would you come to visit us?
- g. if you did some exercise.
- h. if you don't study a lot.

3. Use the verbs in brackets in the correct tense form using the Second Conditional.

1. If I (win) the lottery, I would buy a big house.
2. If she had more money, she (not/buy) expensive clothes.
3. If we (live) near the beach, we would swim every day.
4. If they knew the answer, they (not/keep) it a secret.
5. If I (be) you, I would ask for advice.
6. If he were taller, he (not/feel) so shy about playing basketball.
7. If we (have) a car, we would drive to the mountains this weekend.
8. If I had more free time, I (not/feel) so tired all the time.
9. If it (rain) tomorrow, we would stay at home.
10. If she spoke English well, she (not/be) nervous during the interview.

11. If I (have) a bike, I would ride to university.
12. If he were my brother, I (share) my room with him.
13. If we (have) more free time, we would go to the park.
14. If she spoke French, she (travel) to Paris.
15. If they (win) the game, they would celebrate all night.
16. If it were sunny today, we (have) a picnic.
17. If I (know) how to cook, I would make dinner for everyone.
18. If my parents bought a dog, I (take) care of it.
19. If I (be) you, I would talk to the teacher.
20. If we lived by the sea, we (go) swimming every day.

4. Use the verbs in brackets in the correct tense form using the Second Conditional.

1. If I (have) a million dollars, I (buy) a new house.
2. If she (study) more, she (pass) the exam.
3. If we (live) in the city, we (visit) the park every day.
4. You (get) more work done if you (plan) your day better.
5. If I (be) you, I (take) that job.
6. I (go) to the party if they (invite) me.
7. Jonathan (have) more fun if he (go) to parties more often.
8. If you (have) more free time, we (meet) more often.
9. If we (be) on vacation, we (relax) on the beach now.
10. If she (speak) English well, she (get) the job.
11. I (not be) very happy if he (get) the job.
12. If my brother (be) here he (go) fishing with me.
13. If she (have) her guitar with her she (sing) for us now.
14. If I (win) the lottery I would stop working.
15. I (visit) you more often if you (not live) so far away.
16. You (get) a better job if you (graduate) from university.
17. If we (not be) so hungry, we (not go) to have some food.
18. If he (know) your address, he (send) you a parcel.
19. Your English (improve) if you (read) more.
20. What (you do) if you (find) a purse on the street?
21. If it (not/rain), we (play) outside.
22. If the rain (stop) we (can) go for a walk.

5. Rewrite the sentences keeping the same meaning. Use the Second Conditional.

Model: *My car is out of order. I won't drive you there. →
If my car wasn't out of order, I would drive you there.*

1. I don't know his address. I can't contact him.

If I his address, Icontact him.

2. He is ill. He can't go skiing.

If he

3. He doesn't like tomatoes. He won't eat the salad.

If he tomatoes,

4. I travel on my own because I speak English.

I

5. We don't have enough room in our house. You can't stay with us.

If we

6. You aren't lucky. You won't win.

If you..... .

7. I go to bed early because I work so hard.

Ito bed early if I so hard.

8. I am eighteen. I can vote.

If I

9. Go to Corfu. You may like it.

If..... it.

10. You'll manage it. Don't panic.

You

6. Correct one mistake in each sentence.

*Example: If you helped me, we will finish in time. → **would finish***

1. I can't go out. Believe me, I wouldn't stay at home if I'm not ill.

2. If my mum was younger, she studied at university.

3. I can't afford this car. But I'd buy it if I have more money.

4. I don't speak French. If I'd speak French, I'd live in Provence.

5. If you aren't my best friend, I wouldn't tolerate your behaviour.

6. Paul is unemployed. He would be happier if he founded a job.

7. He doesn't want to do the exam. But he could enter university if he'd pass it.

8. I don't know his phone number. I'll text him if I knew it.

9. They wouldn't travel to Egypt if they can't stand hot weather.

10. If I were you, I should listen to your parents.

7. Choose the correct option.

1. What birthday present would you have bought for me if you about it?

☐ have not forgotten

☐ had not forgotten

2. Marion..... if you had told her the truth.

☐ would have been shocked

- ☐ will be shocked
- 3. If I had known he was at home, I
- ☐ I would have dropped in
- ☐ I would drop in
- 4. I would have agreed with the contract on condition that I enough time to think it over.
- ☐ would have had
- ☐ had had
- 5. If we the decision in time, we wouldn't have missed the chance.
- ☐ would have made
- ☐ had made
- 6. He would have worked on the project if he some funds.
- ☐ had raised
- ☐ would have raised
- 7. We wouldn't have left so early if
- ☐ we didn't have the appointment
- ☐ we hadn't had the appointment
- 8. We would have rented the car on condition that it..... so expensive.
- ☐ wasn't
- ☐ hadn't been
- 9. We would have ordered the new PC if they..... it immediately.
- ☐ would have delivered
- ☐ had delivered
- 10. If you had lent me the money, I..... it back to you the next day.
- ☐ had given
- ☐ would have given

8. Rewrite the sentences keeping the same meaning. Use the Third Conditional.

Model: *My car was out of order. I did not drive her there. →*

If my car had not been out of order, I would have driven her there.

1. She did not give me her phone number. I could not call her.
If she me her phone number, I could have called her.
2. He was at work. He could not go with us.
If he.....
3. My dad did not buy any sugar. My mum did not make any cake.
If my dad
4. I travelled round the world because I had won the lottery.
I
5. We did not have enough money. We could not afford to eat in restaurants.
If we
6. You were not prepared. You could not pass the exam.
If you.....

7. I came back home late because I had worked long hours.
I
8. I was so young. I had no experience.
If I
9. They did not go on holiday. They did not have any rest.
If they..... some rest.
10. You did not know what to do because you had not listened to me.
You.....

9. Complete the sentences with the verbs in brackets. Use the Third Conditional.

1. I couldn't help you because I was ill. If I ill, I..... you. (not fall / help)
2. I didn't apply for the job. If I..... that position, I..... to move to New York. (get / have)
3. I asked about the way. But if I..... the GPS, I..... the place. (not have / not find)
4. We were on the beach all day. But if we in the shade, we..... . (stay / not get sunburnt)
5. We didn't see the film. Suppose our dad the football match, we the film. (not prefer / watch)
6. She got up at 5 o'clock. She..... the train if she later. (miss/ get up)
7. My new classmates were friendly. If my teachers..... in a friendly manner too, I..... the new school. (behave / like)
8. I didn't catch a word. If I something, I so stupid (understand / not feel)
9. You couldn't believe Jill. If you..... her a secret, she..... it away. (tell / give)
10. I didn't want to work overtime. I overtime if they me a bonus. (work / pay)

10. Read the stories A and B. Write what would have happened or wouldn't have happened if... Use type 3 conditional sentences as in the example.

Example: Last night there was a terrible storm and there was a power cut. →
 If there hadn't been a storm last night, there wouldn't have been a power cut.
 If there hadn't been a power cut, Greg's alarm would have rung...

A. Last night there was a terrible storm and there was a power cut. In the morning Greg's alarm clock didn't ring, so he woke up late. Sadly, he missed the bus and wasn't on time for an important meeting with a new client. His boss was angry with him. He even shouted at Greg. Greg was very upset.

B. In May 1992, Ellen lost her job in London. She didn't have much money in the bank, so she was very worried. She looked in the newspapers and she saw an advertisement for a job as a translator from German into English. She didn't speak German very well, so she didn't apply for it. In June, she heard about some teaching jobs abroad because a friend phoned to tell her about them. She phoned the company, and they asked her to go for an interview with the director. Ellen thought the interview went badly, but in fact, the director was happy with the interview and offered Ellen a job in Spain.

However, Ellen couldn't start at once because she didn't know any Spanish. She took a course to learn the language. She was good at languages and she made rapid progress. So, by September she had a new job.

11. Complete the sentences with the correct form of the verbs in brackets. Use ANY TYPE of conditional – type 1, type 2 or type 3.

1. It's too bad Helen isn't here. If she (be) _____ here, she (know) _____ what to do.

2. Barnie failed the test because he didn't study. However, if (study) _____ for the test, he (pass) _____ it.

3. An aerosol spray will explode if you (throw) _____ it into fire.

4. If I (have) _____ my camera with me yesterday, I (take) _____ a picture of Alex.

5. I'm ready to plant my garden. I have lots of seeds. Maybe I will have more than I need. If I (have) _____ more seeds than I need. I (give) _____ some to Nellie.

6. I (change) _____ the present economic policy if I (be) _____ a minister.

7. If the teacher (be) _____ absent tomorrow, the class (be) _____ cancelled.

8. That sounds like a good job offer. If I (be) _____ you, I (accept) _____ it.

9. I got wet because I didn't get my umbrella. However, I (not get) _____ wet if I (remember) _____ to take my umbrella with me yesterday.

10. The cowboy pulled his gun to shoot at the rattlesnake, but he was too late. If he (be) _____ quicker to pull the trigger, the snake (not bite) _____ him on the ankle.

12. Translate into English using the Second or Third conditionals.

1. Если бы я знал ответ, я бы тебе сказал.

2. Если бы у меня была машина, я бы поехал на море.

3. Если бы она говорила по-английски, она бы нашла работу быстрее.

4. Если бы ты послушал мой совет, ты бы не совершил эту ошибку.

5. Если бы они жили ближе, мы бы виделись чаще.

6. Если бы я выиграл в лотерею, я бы купил дом.

7. Если бы он не опоздал, мы бы начали вовремя.

8. Ты бы не провалил экзамен, если бы готовился.

9. Если бы у нас было больше времени, мы бы поехали в путешествие.
10. Мы бы купили ту машину вчера, если бы у нас было достаточно денег.
11. Если бы я мог выбрать, я бы выбрал другой город для жизни.
12. На твоём месте я бы спросил учителя.
13. Если бы сегодня не шёл дождь, мы бы пошли на прогулку.
14. Ты бы не встретил Эллен, если бы вчера не пошел на вечеринку.

Творческие и исследовательские задания к теме «2.2.4. Условные предложения II и III типа»

1. Look at Ken's picture. He isn't very popular with people, especially with girls. He often feels lonely, he doesn't have many friends. He would like to have more friends, and he would like to have a girlfriend. Give him some advice by completing the sentences.



Example: If you got contact lenses, people wouldn't laugh at your old glasses.

1. You would meet more people if you _____
2. You might also meet some people if you _____
3. You could use the Internet if you _____
4. If you got rid of your spots, you _____
5. If you sorted out your teeth, girls _____
6. If you got a job, you _____
7. If you got contact lenses, people _____
8. People might want to talk to you if _____

2. Follow the link (<https://www.youtube.com/watch?v=cpN11Df6fSg&t=20s>) and listen to the song 'If It Hadn't Been For Love' by a British singer Adele. Read the lyrics and analyze the use of the Third Conditional forms.

2.2.5. Условные предложения смешанного типа.

2. Use the verbs in brackets in the correct tense forms.

1. If you (not find) your notes, you would have great troubles at the exam tomorrow.
2. If you had passed your exam, you (have) a celebration tonight.
3. What you (do) now if I hadn't invited you to the theatre?
4. If you had gone to Paris last summer, you (go) there again next summer?
5. If it were not for the bad road, they (not have) an accident here.
6. Someone (not sit) on your glasses if you didn't leave them on the chair all the time.
7. You would have got a much better mark for the exam if you (not be) so lazy.
8. If you (read) the instructions carefully, you wouldn't have to call a specialist now.
9. If you hadn't been made redundant, how much you (earn) now?
10. If the story weren't true, they (print) it in the newspaper.
11. He says he's your friend, but he didn't help you. If he were your friend, he (help) you.
12. I feel fine because I took the medicine. If I (take) the medicine, I would still be in pain.
13. I'm not patient, and I didn't wait for them. If I were more patient, I (wait) for them.
14. I don't speak Russian. If I (speak) Russian, I would have understood his letter.
15. If I hadn't gone to bed so late, I (be) so tired now.
16. If you (not eat) so much, you wouldn't be feeling sick now.
17. If we had money, we (move) to a bigger house years ago.
18. If I were you, I (act) differently. Your behaviour was unacceptable.
19. We are second now. We (be) top of the league if we hadn't lost our last match.
20. If he weren't so lazy, he (finish) the assignment when it was due.

3. Using the information given make sentences with 'if'.

Example: *I've got toothache. I missed my last check-up at the dentist's. → I wouldn't have toothache now if I hadn't missed my last check-up at the dentist's.*

1. I'm lost. I didn't bring a map.
2. Sam left the book on the grass and it rained. Now it's wet.
3. Billy can't understand what Madame Maurice is saying. He has never studied French.
4. The boy has eaten too many sweets. Now he's got a stomach ache.

5. I can't offer you any biscuits. The children ate them all.
6. I moved to India last year. My taste in food is different now.
7. She heard the results of the test. Now she feels confident.
8. She is very absent-minded. Yesterday she forgot to lock the door.
9. Kate is very upset. Mike decided to break up with her.
10. I'm going to Italy. I've saved money for the trip.
11. My mom doesn't like my boyfriend. Yesterday she asked me to leave him.
12. I feel so sleepy. Yesterday I stayed up late.
13. She didn't follow my advice. She is in trouble now.
14. He did that. He is stupid!
15. You helped us. Now we know what to do.

4. Rewrite the sentences giving the actual state of things.

Example: *If you had done it in time, you would be free now. →
You didn't do it in time, so you are busy now.*

- a. If you hadn't told it to her, she wouldn't be so upset.
- b. Helen would be all right now if she had taken an aspirin.
- c. If Nick were a more diligent student, he wouldn't have had to retake the exam.
- d. I wouldn't be going to London if you hadn't told me about the exhibition.
- e. If I loved him, I would have married him when he asked me.
- f. If she had taken that job, she would work from 8 till 8 every day.
- g. If I had listened to my parents, I would be at university now.
- h. They would be together now if Jack hadn't left to work in Paris.
- i. If he wasn't so skillful, he wouldn't have fixed the car himself.
- j. If I were taller, I would have been accepted into basketball team.

5. Translate into English.

1. Я был бы сейчас дома, если бы вчера не потерял ключи.
2. Если бы я не переработал вчера, я бы не чувствовал себя плохо сейчас.
3. Если бы ты не позвонил мне, мне бы было грустно сейчас.
4. Если бы Майк больше занимался спортом, он смог бы победить тогда.
5. Он бы принял приглашение, если бы не уезжал в Китай на следующей неделе.
6. Она сварила бы суп вчера, если бы умела готовить.
7. Если бы ты закончил домашнее задание, мы бы сейчас играли.
8. Детям было бы страшно сейчас если бы мама не вернулась.
9. Если бы я пил кофе, я бы заказал чашку.
10. Мы были бы уже в Минске, если бы не пропустили поезд.

2.2.6. Выражение нереальности через I wish, if only, had better, would rather, it's time.

1. Put the verbs in brackets into the correct form after 'I wish'.

a. Regrets about the present:

1. I wish I _____ (be) taller so that I could be in the basketball team.
2. It's sad I can't drive. I wish I _____ (can drive) and we could go travelling.
3. The Browns live in the city, but they wish they _____ (live) in the suburbs.
4. Robert can't dance very well, but he wishes he _____ (can dance) better.
5. I wish I _____ (know) someone who I could go for advice, but I don't know anyone.
6. The weather is awful. I wish it _____ (to be) better.
7. I wish I _____ (to know) Sue's telephone number, but I don't.
8. It's crowded here. I wish there _____ (not to be) so many people.
9. It's a pity I can't speak to foreigners. I wish I _____ (can speak) several languages.
10. If only I _____ (to have) the chance to go to Italy!

b. Regrets about the past:

1. I wish I (meet) Harry before.
2. I wish I (not eat) so much last night. I still feel bad now.
3. I wish I (study) maths instead of chemistry at college.
4. I wish I (start) learning English many years ago.
5. I wish we (travel) by plane instead of taking a train. It would have been quicker.
6. I wish I (read) more books when I was young.
7. I wish I (not spend) so much time at work when I was younger.
8. I wish I (see) my friends more often when I lived in Glasgow.
9. I wish I (not move) to a new flat.
10. I wish I (invite) Kate to the cinema yesterday.

2. Say that you regret about these things using 'If only'.

Example: *You regret you aren't on holiday now. → If only I was/were on holiday now!*

You regret you live in a city. → If only I didn't live in a city!

1. You regret that your brother is not home.
2. You regret that your cousin lives abroad.
3. You regret that you don't have enough money to buy a house.
4. You regret that you are a doctor.
5. You regret that you can't dance well.
6. You regret that you aren't good at cooking.
7. You regret that you know little about music.

8. You regret that you can't play a musical instrument.
9. You regret that you eat too many sweets.
10. You regret that your family live far away.

3. Write about these regrets, present or past. Use 'I wish' or 'If only'.

Example: *You felt sick and you missed your friend's birthday party. ⇒ I wish I hadn't felt sick.*

It's cold, and you hate cold weather ⇒ If only it wasn't so cold!

1. You got up late and you missed the train. ⇒ I wish I ...
2. You don't have many friends, sometimes you are lonely. ⇒ I wish I ...
3. Sam shouted at his girlfriend and she broke up with him. ⇒ Sam wishes he ...
4. You're not the boss so you can't use the car park. ⇒ I wish I ...
5. You didn't go to the meeting and you lost the contract. ⇒ I wish I ...
6. Helen isn't here, and you need to see her. If only...
7. Your neighbours make a lot of noise and you hate it. ⇒ If only my neighbours ...
8. You want to go away for the weekend but you've got lots of homework. ⇒ I wish I ...
9. You want to go to the party, but you can't. ⇒ I wish I ...
10. You got hurt because you didn't wear a helmet. ⇒ I wish I ...
11. You'd like to have a cat but you're allergic to animals. ⇒ I wish I ...
12. You didn't fill up the car and you ran out of petrol. ⇒ If only we!

4. Work in pairs. Ask and answer these questions.

Model: *study Arts or Science → Would you rather study Arts or Science? - I'd rather study Arts. And you?..*

Would you rather...?

- learn Chinese or Spanish
- watch the news or a film
- have tea or coffee for breakfast
- eat pizza or spaghetti
- go on holiday to Spain or Italy
- stay in or go out tonight
- go to the cinema or to the theatre
- watch TV or surf the Internet
- have 5 brothers or 5 sisters
- live in a big city or a small town
- live on the ground floor or on the 30th floor
- be a boss of a small firm or an employee in a large company ?

5. Complete the sentences using 'I'd rather + somebody'.

Example: *I'll go shopping if you really want me to, but _____. →
I'll go shopping if you really want me to, but I'd rather you went.*

1. I'll do that if you really want me to, but I'd rather your dad _____.
2. I'll cook dinner if you really want me to, but I'd rather you _____.
3. I'll iron your shirt if you really want me to, but I'd rather Victor _____.
4. I'll take out the garbage if you really want me to, but I'd rather Mary _____.
5. I'll do the washing up if you want me to, but I'd rather Tim _____.
6. I'll clean the bathroom if you want me to, but I'd rather you _____.
7. I'll call mum if you want me to, but I'd rather you _____.
8. I'll help you if you want me to, but I'd rather Linda _____.

6. Complete the gaps with 'had better' or 'had better not'.

1. Bob is very angry with her. She _____ do that again.
2. You _____ touch my laptop again! I don't like it.
3. We _____ study a bit harder.
4. The restaurant is always crowded. We _____ book a table in advance.
5. I have to be at the station in 15 minutes. I _____ leave right now.
6. This is her first day at work. She _____ be late.
7. You _____ drive carefully. You've already had some accidents this year.
8. It's going to rain. We _____ take an umbrella.
9. You _____ be rude to your boss.
10. You _____ hurry up. The taxi will be here soon.

7. Fill in the gaps with 'rather' or 'better'.

1. You'd _____ stay here until the storm passes.
2. I'd _____ work outside than have to be in an office all day.
3. Would you _____ wait for us or go alone?
4. We'd _____ not ring them now. They're probably putting the baby to bed.
5. I'd _____ have a window seat, please.
6. You'd _____ stay in and study tonight. You've got a test tomorrow.
7. You'd _____ not tell him the truth, he will get angry.
8. I'd _____ not go there alone, it's risky.
9. I'd _____ not know the truth. I may get depressed.
10. We'd _____ study better for the exam if we want to pass.

8. Use 'had better' or 'would rather' to complete the sentences.

1. You _____ take a bit of time to think this question over.
2. It's getting dark. We _____ go back now, otherwise it will be dangerous to drive.
3. Mike, I _____ you didn't wear jeans in the office.
4. You know, I _____ you didn't smoke in front of the kids.
5. You _____ not say a word about this to David.
6. You _____ take insect repellent if you're camping near a lake.
7. A: Can I borrow your car?
B: You _____ not. It's bound to break down!
8. I _____ go to Italy than Norway, it's greener and has a better climate.
9. A: Can I borrow your camera?
B: I _____ you didn't. I need it myself.
10. I _____ not drink tonight or I won't be in a fit state for the journey.
11. They _____ have everything ready before the boss arrives.
12. We _____ our daughter didn't hang out with Craig. He has bad habits.
13. We _____ stay inside until the rain stops.
14. You _____ leave before it gets dark.
15. I _____ you didn't wear jeans in the office.
16. I _____ stay hungry than have to eat that fish.
17. You _____ not phone her now. She's probably busy.
18. You _____ stay in bed today. You look pale.
19. I _____ text a message than send an e-mail.
20. You _____ watch the steps.
21. We _____ you didn't make so much noise.
22. He _____ give up smoking as soon as possible.

9. Translate into English:

1. Я бы лучше остался дома сегодня вечером.
2. Я бы предпочел, чтобы мы остались дома сегодня.
3. Тебе лучше не делать этого.
4. Тебе лучше выйти пораньше, ты можешь опоздать.
5. Нам лучше доделать эту работу сегодня. Завтра может вернуться начальник.
6. Тебе лучше не ходить туда одной.
7. Я бы предпочла не ходить туда одной.
8. Майк предпочел бы купить Феррари, а не Лексус.
9. Дети предпочли бы покататься на лыжах, а не на коньках.
10. Тебе лучше не заниматься спортом, у тебя еще проблемы с ногой.
11. Мы бы предпочли, чтобы вы не звонили нам так часто.
12. Тебе лучше сказать ему правду, он может обидеться.

10. Use the prompts to choose the best response using "it's time...".

it's high time you were more modest it's time you phoned your friend it's time you bought a new pair of jeans it's time you went on a diet it's time you left it's time you went to the dentist it's time you went to bed it's high time you were less mean it's time you learnt how to use the internet

1. I am getting a little overweight. ---> *it's time you went on a diet*
2. I have been having toothache all week. --->
3. I haven't heard off my best friend in over a week. --->
4. These jeans have got holes in the knees. --->
5. It's 2 a.m. and I feel very tired. --->
6. It's 7.50. and I have to meet my friend at 8 o'clock ! --->
7. I have never used the Internet before! --->
8. I think I am the best student in the class. --->
9. I really like it when people buy drinks for me. --->

11. Choose the correct verb form.

1. It's time you *go/went* to bed now.
2. It's high time somebody *do/did* something about the economical crisis.
3. It is time we *leave/ left* , yet we don't.
4. It's about time for you *studied /to study*.
5. It's time *to get down / got down* to work.
6. It is high time he *to stop / stopped* smoking.
7. It's time for me *to apply / applied* for a job now.
8. It's high time *to have /had* a break.
9. It's about time they *pay / paid* their rent.
10. It's time we *to save / saved* some money.
11. You have been together for 7 years. It time for you *to propose / proposed* .
12. It's time for you *to think / thought* about your future.

12. Use the verbs in brackets in the correct form.

1. It's really late. It's time we (go) home.
2. It's 11 a.m. and the children are still in bed. It's time they (get up).
3. It's late. It's time for me (go) home. I am not allowed to come home late.
4. It's time for you (buy) a new car. This old one isn't good enough for you.
5. When are you going to buy a car? It's time you (buy) a new car.
6. It's time for you (have) dinner. You must be hungry.

7. It's time I (have) my hair cut. I hate long hair.
8. It's time for us (start) learning a foreign language. What about Chinese?
9. It's time we (start) learning English.
10. It's time you (read) this book. It was written by Oscar Wilde and it's very good.

13. Read the situations and write the sentences using 'It's time somebody'.

Example: You should forget about the issue. It's not important. → It's high time you forgot about the issue.

1. The government should invest more in the environment.
2. Get up! You'll be late for school.
3. Your hair is dirty. Wash it!
4. Please hurry up and do your homework.
5. The children should be in bed by now.
6. You should write to your uncle and apologize.
7. You have to think about the future.
8. You eat so much sugar! It's bad for you.
9. You should be more respectful to your parents.
10. You are always sleepy. You really should get more sleep.
11. You need to keep fit. You should do some exercise regularly.
12. You have to tell your mother about your boyfriend.
13. Your room is a mess. You should clean it.
14. You keep failing your tests. You should study harder.
15. You should clean your clothes, they are dirty.

14. Choose the correct options to complete the sentences.

1. It's almost 5 o'clock. I _____ to the bank before they close.
 A. 'd better go
 B. should better go
 C. 'd better to go
2. It's time the government _____ something about the situation.
 A. do
 B. should do
 C. did
3. You _____ the truth or they will find out.
 A. 'd better to tell
 B. 'd better tell
 C. should better tell
4. He _____ right about this, or he'll regret it.
 A. would better be

- B. had better be
C. had better been
5. You _____ Tom to the party if Sarah is going to be there.
A. better don't invite
B. hadn't better invite
C. 'd better not invite
6. It's time _____ action as a team.
A. we all took
B. for all of us take
C. we all take
7. It's high season. You _____ your tickets in advance.
A. 'd better booked
B. 'd better book
C. 'd better to book
8. You _____ your opinion on this matter. It's a sensitive topic.
A. 'd better don't express
B. better don't express
C. 'd better not express
9. It's time _____.
A. for the president acted.
B. for the president to act.
C. the president acts.
10. They _____ a solution soon, or it'll be too late.
A. 'd better find
B. 'd better to find
C. should better find

Творческие и исследовательские задания к теме «2.2.6. Выражение нереальности через I wish, if only, had better, would rather, it's time»

1. Which advice would you give to someone in these situations? Use 'It's time / It's about time / It's high time'. Compare your ideas in class.

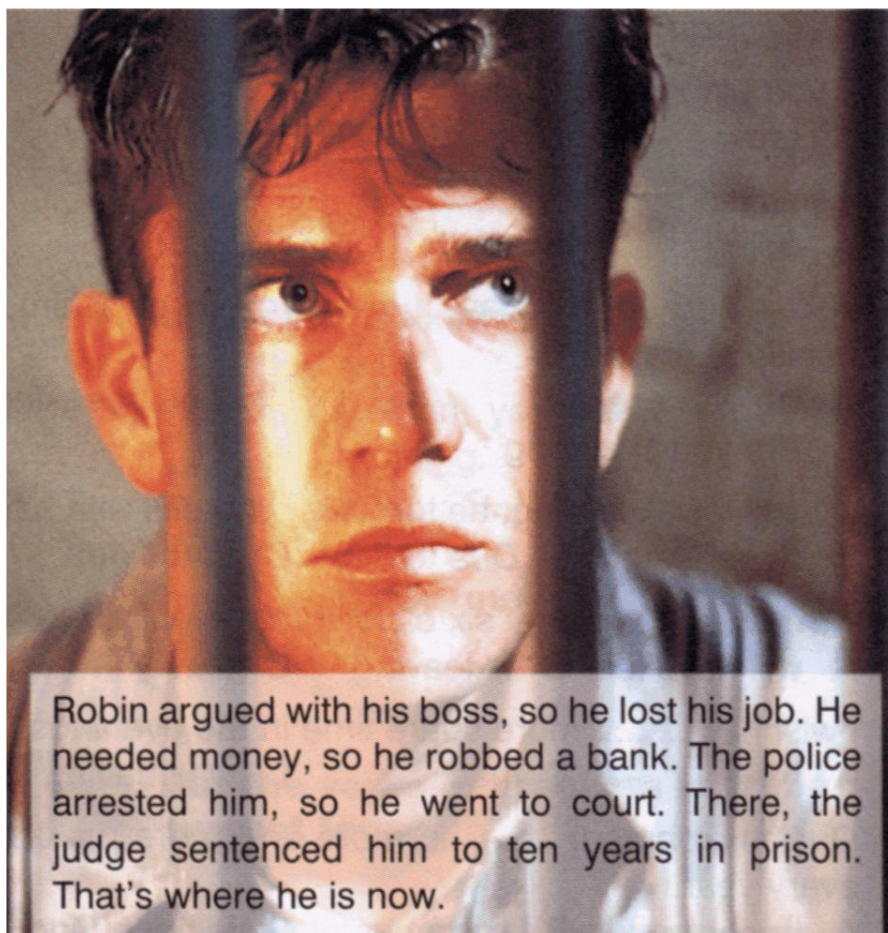
1. I am always short of money.
2. I have problems with my stomach.
3. I have difficulties falling asleep.
4. I am getting a bit overweight.
5. I can't find a girlfriend/boyfriend.

2. Look at Robin's picture and read his story. He is now in prison, but he is sorry for what happened. He has been writing a diary in prison. Complete his diary below using 'I wish' and proper conditionals.

Monday, March 1st

Dear Diary,

I'm in prison now and I regret everything that has happened over the past few months. I've made some big mistakes. Now I wish I hadn't argued with my boss. If I hadn't argued with him, I wouldn't have lost my job. I also wish ...



3. a. Work in pairs. Decide with your partner who is Student 1 and Student 2. Write something in at least six of your circles in accordance with the corresponding task.

Student 1

Circle 1: a TV drama or comedy you wish they had made more series of

Circle 2: something you wish drivers or cyclists would or wouldn't do

Circle 3: somebody you wish you could see more often

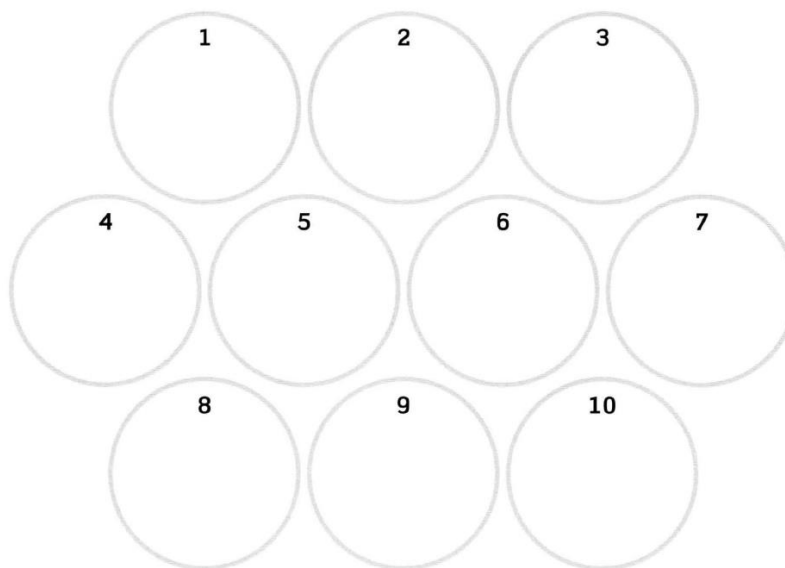
Circle 4: somewhere you wish you had a house or flat

Circle 5: a free time activity you wish you had more time to do

Circle 6: a group or singer you wish would come and play in your city
 Circle 7: something you wish hadn't been invented
 Circle 8: something you wish people wouldn't do on social networking sites
 Circle 9: something annoying you wish someone in your family wouldn't do
 Circle 10: something you wish you had learnt to do when you were younger

Student 2

Circle 1: a well-known person you wish you could meet or could have met
 Circle 2: a new gadget you wish you had
 Circle 3: a name you wish your parents had called you (instead of the one they gave you)
 Circle 4: something you wish the local government would do to improve your town / city
 Circle 5: a concert or sporting event you wish you'd been able to go to
 Circle 6: something you wish people wouldn't do in the cinema
 Circle 7: an activity you wish you didn't have to do every day
 Circle 8: a language (other than English) you wish you could speak
 Circle 9: something you wish you had learnt to do when you were younger
 Circle 10: something you wish you hadn't spent money on



b. Work in pairs. Give your sheet with the circles to your partner. He / She will ask you to explain what you have written. Then, swap roles and ask your partner about their circles.

Model:

Student 1: - *Why did you write Salvador Dali in circle 1?*

Student 2: - *Because I wish I had met him. He was a great artist.*

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

3.1. Примерный перечень заданий для управляемой самостоятельной работы студентов

III семестр

1. Проблемы современного города (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые презентации по изучаемой теме. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению презентаций.

2. Национальные кухни Великобритании/Беларуси (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые видеоролики по изучаемой теме на образовательном портале БГУ. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению видеороликов, ссылки на видеоматериалы.

3. История и достопримечательности стран изучаемого языка (2 часа) (ДО).

Форма контроля знаний: индивидуальные или групповые студенческие проекты. Обеспечение на образовательном портале: инструкция по выполнению проектов.

IV семестр

1. Идеальная школа/университет XXI века (2 часа) (ДО).

Форма контроля знаний: эссе. Обеспечение на образовательном портале: ссылки на полезные сайты, инструкция по написанию и оформлению эссе, размещенные эссе.

2. Туризм: проблемы и перспективы. Туризм в Беларуси/Великобритании (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые видеоролики по изучаемой теме на образовательном портале БГУ. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению видеороликов, ссылки на видеоматериалы.

3. Дистанционное общение: этические нормы телефонного разговора (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые презентации по изучаемой теме. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению презентаций.

V семестр

1. Проблемы национальных стереотипов. Особенности национального характера британцев, американцев и белорусов (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые презентации по изучаемой теме. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению презентаций.

2. Альтернативная медицина (2 часа) (ДО).

Форма контроля знаний: эссе. Обеспечение на образовательном портале: ссылки на полезные сайты, инструкция по написанию и оформлению эссе, размещенные эссе.

VI семестр

1. Экологическая ситуация в Великобритании/Беларуси (2 часа) (ДО).

Форма контроля знаний: эссе. Обеспечение на образовательном портале: ссылки на полезные сайты, инструкция по написанию и оформлению эссе, размещенные эссе.

2. Пожилое население и его проблемы. Голод и нищета. Социальная защита (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые презентации по изучаемой теме. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению презентаций.

3. Интернет и проблемы интернет-зависимости. (2 часа) (ДО).

Форма контроля знаний: индивидуальные или групповые студенческие проекты. Обеспечение на образовательном портале: инструкция по выполнению проектов.

VII семестр

1. Предпосылки формирования нашего характера – генетика или воспитание (2 часа) (ДО).

Форма контроля знаний: эссе. Обеспечение на образовательном портале: ссылки на полезные сайты, инструкция по написанию и оформлению эссе, размещенные эссе.

2. Научно-технический прогресс и его достижения в сфере информационных технологий (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые видеоролики по изучаемой теме на образовательном портале БГУ. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению видеороликов, ссылки на видеоматериалы.

3.2. Примерные темы сочинений и эссе

III, IV семестры

1. An old English country inn.
2. Living in a city.
3. Appetite comes with eating.
4. English food and the qualities it is often criticize for.
5. Tips for English learners in English speaking countries.
6. Top 10 English Speaking Countries in the World.
7. Which season do you like best?
8. Seasons and weather.

9. Pros and cons of the UK educational system.
10. British vs. Belarusian distance learning.
11. Steps for an effective business trip.
12. Business travel management.
13. Career prospects for regional experts.
14. There's no evaluator to success. You have to take the stairs.
15. Job satisfaction.
16. How to run a more effective meeting.

V, VI семестры

1. National stereotypes. As others see us.
2. The main techniques used for coping with stress.
3. Medical care and health.
4. Alternative treatment.
5. You're what you eat.
6. How sporting are the Belarusians and the British?
7. Environmental protection – nationwide concern.
8. Environmental pressure organizations.
9. British vs. Belarusian drugs problems.
10. Forbidden things are always tempting.
11. Radio and television in Great Britain.
12. Internet –a blessing or a curse?

VII семестр

1. Etiquette in our life.
3. Recommended tourist sites in Belarus.
2. Gender equality.
4. A personal perspective on dating, marriage, and family.
5. Family problems.
6. Character and personal development.
7. Importance of time management for students.
8. Don't waste time: make it work for you.
4. Globalization: pros and cons.
11. Future of globalization.
12. Scientific and technological Progress.
13. Cyber security and how to prevent cyber crime.
14. The key to successful speech writing.

3.3. Примерный перечень вопросов и заданий к зачету

III семестр

Письменные задания:

1. Лексико-грамматический тест на базе изученного лексического и грамматического материала. Время выполнения – 40 минут.
2. Аудирование. Продолжительность звучания до 3 минут. Выполнение письменных заданий по прослушанному тексту. Время – 30 минут.
3. Письменный перевод текста с английского языка на русский/белорусский язык. Объем текста до 100 слов. Время – 30 минут.

Устные задания:

1. Устный перевод предложений с английского языка на русский/белорусский язык.
2. Подготовленное монологическое высказывание по предложенной теме. Беседа с преподавателем в рамках заданной темы.

Тема 1. Облик города в Великобритании/Беларуси. Облик деревни в Великобритании/Беларуси. Типы жилищ, досуг и работа людей в городе и деревне. Проблемы современного города.

Тема 2. Питание. Продукты питания. Приготовление пищи. Рецепты приготовления различных блюд. Посуда и предметы сервировки. Правила поведения за столом. Посещение кафе и ресторана. Выбор меню. Национальные кухни Великобритании/Беларуси.

Тема 3. Страны изучаемого языка в современном мире. Великобритания: географическое положение, климат, политическое устройство, население. США: географическое положение, климат, политическое устройство, население. Канада: географическое положение, климат, политическое устройство, население. Австралия: географическое положение, климат, политическое устройство, население. История и достопримечательности стран изучаемого языка.

Тема 4. Погода и климат. Прогноз погоды. Погода в Беларуси/Великобритании. Мое любимое время года.

IV семестр

Письменные задания:

1. Лексико-грамматический тест на базе изученного лексического и грамматического материала. Время выполнения – 40 минут.
2. Аудирование. Продолжительность звучания до 3 минут. Выполнение письменных заданий по прослушанному тексту. Время: 30 минут.
3. Письменный перевод текста с английского языка на русский/белорусский язык. Объем текста до 1200 печатных знаков. Время – 1 час 20 минут.

Устные задания:

1. Чтение предложенного текста с последующей беседой по его тематике. Объем текста – 1500-2000 п. зн. Устный перевод предложений с английского языка на русский.

2. Неподготовленное монологическое высказывание на основе речевого стимула (ситуации) в рамках пройденной тематики.

Тема 5. Система образования. Общеобразовательные школы и высшие учебные заведения Беларуси. Общеобразовательные школы в Великобритании. Высшие учебные заведения Великобритании. Оксфордский и Кембриджский университеты. Современные технологии в образовании. Проблемы и перспективы системы образования в Великобритании/Беларуси. Идеальная школа/университет XXI века.

Тема 6. Деловые поездки. Межкультурное сотрудничество. Установление контактов и назначение встреч по телефону. Общение с деловыми партнерами из различных стран. Модели поведения и стереотипы в различных культурах. Проблемы, с которыми сталкиваются люди во время деловых поездок. Туризм: проблемы и перспективы. Туризм в Беларуси/Великобритании.

Тема 7. Профессиональная карьера. Выбор профессии. Профессиональное становление, путь к успеху и самореализации в профессиональной деятельности. Перспективы для регионоведов. Профессия регионовед. Письменные виды делового общения.

Тема 8. Профессиональная этика. Этика деловой речи. Этические нормы деловых отношений. Правила деловых отношений. Ведение эффективных переговоров. Дистанционное общение: этические нормы телефонного разговора.

V семестр

Письменные задания:

1. Лексико-грамматический тест на базе изученного лексического и грамматического материала. Время выполнения – 40 минут.

2. Аудирование. Продолжительность звучания до 3 минут. Выполнение письменных заданий по прослушанному тексту. Время: 30 минут.

3. Письменный перевод текста с английского языка на русский/белорусский язык. Объем текста до 1400 печатных знаков. Время – 1 час 20 минут.

Устные задания:

1. Устный перевод предложений с английского языка на русский/белорусский язык.

2. Подготовленное монологическое высказывание по предложенной теме. Беседа с преподавателем в рамках заданной темы.

Тема 1. Особенности национального характера. Характер человека. Личностные качества (положительные/отрицательные) человека. Деловые качества человека. Эмоции и поступки. Факторы, влияющие на жизнь человека,

окружающая среда, стресс. Проблемы национальных стереотипов. Особенности национального характера британцев, американцев и белорусов.

Тема 2. Система здравоохранения. Система здравоохранения в Великобритании. Система здравоохранения в США. Медицинское страхование: плюсы и минусы. Медицина в РБ: проблемы, перспективы. Платная медицина: достоинства и недостатки. Альтернативная медицина.

Тема 3. Основы здорового образа жизни. Спорт и фитнес. Здоровое питание. Зимние и летние виды спорта. Выдающиеся спортсмены Великобритании/Беларуси. История Олимпийских и параолимпийских игр.

VI семестр

Письменные задания:

1. Лексико-грамматический тест на базе изученного лексического и грамматического материала. Время выполнения – 40 минут.

2. Аудирование. Продолжительность звучания до 3 минут. Выполнение письменных заданий по прослушанному тексту. Время: 30 минут.

3. Письменный перевод текста с английского языка на русский/белорусский язык. Объем текста до 1400 печатных знаков. Время – 1 час 20 минут.

4. Написание эссе. 140-180 слов. Время – 1 час 20 минут.

Устные задания:

1. Чтение предложенного текста с последующей беседой по его тематике. Объем текста – 1600-2000 п. зн. Устный перевод предложений с английского языка на русский.

2. Неподготовленное монологическое высказывание на основе речевого стимула (ситуации) в рамках пройденной тематики.

Тема 4. Человек и окружающий мир. Экологические проблемы XX и XXI веков. Роль общества в защите окружающей среды. Природные катастрофы и техногенные катастрофы. Причины и последствия глобального потепления. Экологические движения и организации. Деятельность ООН, ЮНЕСКО и др. Всемирных организаций по решению глобальных проблем человечества. Экологическая ситуация в Великобритании/Беларуси.

Тема 5. Социальные проблемы XXI века. Наркомания – проблема № 1. Меры борьбы с наркоманией. Меры борьбы с никотиновой зависимостью. Злоупотребление алкоголем. Меры борьбы с алкогольной зависимостью. СПИД – чума XXI века. Детская преступность. Роль государства и общества в борьбе с детской преступностью. Пожилое население и его проблемы. Голод и нищета. Социальная защита.

Тема 6. Средства массовой информации. Виды средств массовой информации. Радио и телевидение: вчера и сегодня. Британская радиовещательная корпорация (the BBC). Газеты: виды, рубрики, лингвистические особенности заголовков. Английская и американская пресса. Реклама и ее роль в жизни человека. Интернет и проблемы интернет-

зависимости. Роль и функции средств массовой информации в жизни современного общества.

3.4. Примерное содержание экзамена

VII семестр

1. Ознакомительное чтение оригинального или частично адаптированного художественного, научно-популярного текста со словарём (объем 2200-2300 печатных знаков). Чтение вслух фрагмента текста (объем 400-450 печатных знаков).

2. Собеседование по прочитанному тексту. (Краткое определение основного содержания текста; извлечение из текста запрашиваемой информации: отдельных фактов и значимых деталей, описание которых требует развернутого аргументированного высказывания.)

3. Устное подготовленное монологическое высказывание по одной из пройденных в семестре тем и неподготовленная беседа с преподавателем в рамках заданной тематики.

4. Перевод пяти предложений на английский язык с целью проверки лексических и грамматических навыков.

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. Структура учебной дисциплины

Учебная дисциплина «Иностранный язык (английский)» изучается студентами очной (дневной) формы получения образования в течение семи семестров. Всего на изучение учебной дисциплины отведено 1104 часа, из них аудиторных – 556 часов. Трудоёмкость учебной дисциплины составляет 28 зачётных единиц.

На изучение дисциплины «Иностранный язык» (английский) в III и IV семестрах отведено 276 часов, в том числе 144 часа аудиторных, из них:

- III семестр: всего 140 часов, в том числе 76 часов аудиторных, из них: практические занятия – 70 часов, управляемая самостоятельная работа – 6 часов (ДО).

Трудоёмкость учебной дисциплины составляет 4 зачётные единицы.

Форма текущей аттестации – зачет.

- IV семестр: всего 136 часов, в том числе 68 часов аудиторных, из них: практические занятия – 62 часа, управляемая самостоятельная работа – 6 часов (ДО).

Трудоёмкость учебной дисциплины составляет 3 зачётные единицы.

Форма текущей аттестации – зачет.

Всего на изучение дисциплины «Иностранный язык» (английский) в V и VI семестрах отведено: 272 часа, в том числе 140 часов аудиторных, из них:

- V семестр: всего 136 часов, в том числе 72 часа аудиторных, из них: практические занятия – 68 часов, управляемая самостоятельная работа – 4 часа (ДО).

Трудоёмкость учебной дисциплины составляет 3 зачётные единицы.

Форма текущей аттестации – зачет.

- VI семестр: всего 136 часов, в том числе 68 часов аудиторных, из них: практические занятия – 62 часа, управляемая самостоятельная работа – 6 часов (ДО).

Трудоёмкость учебной дисциплины составляет 3 зачётные единицы.

Форма текущей аттестации – зачет.

На изучение дисциплины «Иностранный язык» (английский) в VII семестре отведено: 136 часов, в том числе 72 часа аудиторных, из них: практические занятия – 68 часов, управляемая самостоятельная работа – 4 часа (ДО).

Трудоёмкость учебной дисциплины составляет 3 зачётные единицы.

Форма промежуточной аттестации – экзамен.

4.2. Содержание учебного материала

III семестр

Раздел 1. Сопоставление времен действительного и страдательного залогов

Тема 1.1. Сравнительная характеристика настоящих времен в английском языке (Indefinite, Continuous, Perfect, Perfect Continuous).

Тема 1.2. Сравнительная характеристика прошедших времен в английском языке (Indefinite, Continuous, Perfect, Perfect Continuous, конструкция used to).

Тема 1.3. Способы выражения будущего времени в английском языке (Future Indefinite, Future Continuous, Future Perfect, Future Perfect Continuous, Present Indefinite, Present Continuous, конструкция to be going to).

Тема 1.4. Времена глагола в страдательном залоге.

Тема 1.5. Модальные глаголы и их эквиваленты.

Раздел 2. Городская жизнь

Тема 2.1. Облик города в Великобритании/Беларуси.

Тема 2.2. Облик деревни в Великобритании/Беларуси.

Тема 2.3. Типы жилищ, досуг и работа людей в городе и деревне.

Тема 2.4. Проблемы современного города.

Раздел 3. Питание

Тема 3.1. Продукты питания. Приготовление пищи.

Тема 3.2. Рецепты приготовления различных блюд.

Тема 3.3. Посуда и предметы сервировки.

Тема 3.4. Правила поведения за столом.

Тема 3.5. Посещение кафе и ресторана. Выбор меню.

Тема 3.6. Национальные кухни Великобритании/Беларуси.

Раздел 4. Предлоги

Тема 4.1. Разряды предлогов по значению и их употребление.

Тема 4.2. Фразовые глаголы.

Раздел 5. Страны изучаемого языка в современном мире

Тема 5.1. Великобритания: географическое положение, климат, политическое устройство, население.

Тема 5.2. США: географическое положение, климат, политическое устройство, население.

Тема 5.3. Канада: географическое положение, климат, политическое устройство, население.

Тема 5.4. Австралия: географическое положение, климат, политическое устройство, население.

Тема 5.5. История и достопримечательности стран изучаемого языка.

Раздел 6. Словообразование

Тема 6.1. Продуктивные способы словообразования имен существительных, прилагательных и глаголов.

Тема 6.2. Сложные существительные и прилагательные. Отрицательные приставки и суффиксы.

Раздел 7. Погода и климат

Тема 7.1. Прогноз погоды.

Тема 7.2. Погода в Беларуси/Великобритании.

Тема 7.3. Мое любимое время года.

IV семестр

Раздел 1. Система образования

Тема 1.1. Общеобразовательные школы и высшие учебные заведения Беларуси.

Тема 1.2. Общеобразовательные школы в Великобритании.

Тема 1.3. Высшие учебные заведения Великобритании. Оксфордский и Кембриджский университеты.

Тема 1.4. Современные технологии в образовании.

Тема 1.5. Проблемы и перспективы системы образования в Великобритании/Беларуси.

Тема 1.6. Идеальная школа/университет XXI века.

Раздел 2. Согласование времен

Тема 2.1. Выражение одновременного действия.

Тема 2.2. Выражение предшествования.

Тема 2.3. Выражение будущего времени.

Тема 2.4. Согласование времен. Обобщение изученного материала.

Раздел 3. Деловые поездки. Межкультурное сотрудничество

Тема 3.1. Установление контактов и назначение встреч по телефону.

Тема 3.2. Общение с деловыми партнерами из различных стран.

Тема 3.3. Модели поведения и стереотипы в различных культурах.

Тема 3.4. Проблемы, с которыми сталкиваются люди во время деловых поездок.

Тема 3.5. Туризм: проблемы и перспективы. Туризм в Беларуси/Великобритании.

Раздел 4. Косвенная речь

Тема 4.1. Выражение просьбы. Распоряжения.

Тема 4.2. Общий вопрос. Специальный вопрос.

Тема 4.3. Косвенная речь. Обобщение изученного материала.

Раздел 5. Профессиональная карьера

Тема 5.1. Выбор профессии. Профессиональное становление, путь к успеху и самореализации в профессиональной деятельности.

Тема 5.2. Перспективы для регионоведов.

Тема 5.3. Профессия регионовед.

Тема 5.4. Письменные виды делового общения.

Раздел 6. Профессиональная этика

Тема 6.1. Этика деловой речи.

Тема 6.2. Этические нормы деловых отношений.

Тема 6.3. Правила деловых отношений.

Тема 6.4. Ведение эффективных переговоров.

Тема 6.5. Дистанционное общение: этические нормы телефонного разговора.

V семестр

Раздел 1. Повторение пройденного материала: времена действительного и страдательного залогов

Тема 1.1. Видо-временные формы действительного залога.

Тема 1.2. Видо-временные формы страдательного залога.

Тема 1.3. Согласование времен в сложноподчиненных предложениях.

Тема 1.4. Согласование времен в косвенной речи.

Раздел 2. Особенности национального характера

Тема 2.1. Характер человека. Личностные качества (положительные/отрицательные) человека.

Тема 2.2. Деловые качества человека.

Тема 2.3. Эмоции и поступки.

Тема 2.4. Факторы, влияющие на жизнь человека, окружающая среда, стресс.

Тема 2.5. Проблемы национальных стереотипов. Особенности национального характера британцев, американцев и белорусов.

Раздел 3. Сослагательное наклонение

Тема 3.1. Условные предложения 0 типа./Условные предложения I типа.

Тема 3.2. Условные предложения II и III типа.

Тема 3.3. Условные предложения смешанного типа.

Тема 3.4. Дополнительные придаточные предложения, зависящие от глагола wish.

Тема 3.5. Выражение нереальности через had better, would rather/sooner, if only, it's time и т.п.

Тема 3.6. Сослагательное наклонение. Обобщение изученного материала.

Раздел 4. Система здравоохранения

Тема 4.1. Система здравоохранения в Великобритании.

Тема 4.2. Система здравоохранения в США.

Тема 4.3. Медицинское страхование: плюсы и минусы.

Тема 4.4. Медицина в РБ: проблемы, перспективы.

Тема 4.5. Платная медицина: достоинства и недостатки.

Тема 4.6. Альтернативная медицина.

Раздел 5. Инфинитив

Тема 5.1. Общие сведения, формы инфинитива. Инфинитив с частицей to.

Тема 5.2. Синтаксические функции инфинитива в предложении.

Тема 5.3. Сложное подлежащее с инфинитивом.

Тема 5.4. Сложное дополнение с инфинитивом.

Тема 5.5. Оборот for+сущ./мест.+инфинитив.

Тема 5.6. Самостоятельный инфинитивный оборот.

Раздел 6. Основы здорового образа жизни

Тема 6.1. Спорт и фитнес.

Тема 6.2. Здоровое питание.

Тема 6.2. Зимние и летние виды спорта.

Тема 6.3. Выдающиеся спортсмены Великобритании/Беларуси.

Тема 6.4. История Олимпийских и параолимпийских игр.

VI семестр

Раздел 1. Человек и окружающий мир

Тема 1.1. Экологические проблемы XX и XXI веков.

Тема 1.2. Роль общества в защите окружающей среды.

Тема 1.3. Природные катастрофы и техногенные катастрофы.

Тема 1.4. Причины и последствия глобального потепления.

Тема 1.5. Экологические движения и организации. Деятельность ООН, ЮНЕСКО и др. Всемирных организаций по решению глобальных проблем человечества.

Тема 1.6. Экологическая ситуация в Великобритании/Беларуси.

Раздел 2. Герундий

Тема 2.1. Общие сведения о герундии. Формы герундия. Синтаксические функции герундия в предложении.

Тема 2.2. Употребление герундия без предшествующего предлога и после предлогов.

Тема 2.3. Проблемы перевода предложений с герундием.

Тема 2.4. Герундий. Обобщение изученного материала.

Раздел 3. Социальные проблемы XXI века

Тема 3.1. Наркомания – проблема № 1. Меры борьбы с наркоманией.

Тема 3.2. Курение. Меры борьбы с никотиновой зависимостью.

Тема 3.3. Злоупотребление алкоголем. Меры борьбы с алкогольной зависимостью.

Тема 3.4. СПИД – чума XXI века.

Тема 3.5. Детская преступность. Роль государства и общества в борьбе с детской преступностью.

Тема 3.6. Пожилое население и его проблемы. Голод и нищета. Социальная защита.

Раздел 4. Причастие

Тема 4.1. Общие сведения о причастии. Формы и функции причастия настоящего времени.

Тема 4.2. Формы и функции причастия прошедшего времени.

Тема 4.3. Причастные конструкции. Общие сведения.

Тема 4.4. Перевод причастных конструкций.

Тема 4.5. Причастие. Обобщение изученного материала.

Раздел 5. Средства массовой информации

Тема 5.1. Виды средств массовой информации.

Тема 5.2. Радио и телевидение: вчера и сегодня. Британская радиовещательная корпорация (the BBC).

Тема 5.3. Газеты: виды, рубрики, лингвистические особенности заголовков.

Тема 5.4. Английская и американская пресса.

Тема 5.5. Реклама и ее роль в жизни человека.

Тема 5.6. Интернет и проблемы интернет-зависимости.

Тема 5.7. Роль и функции средств массовой информации в жизни современного общества.

VII семестр

Раздел 1. Повторение пройденного материала: времена действительного и страдательного залогов, сослагательное наклонение, неличные формы глагола.

Тема 1.1. Видо-временные формы действительного залога.

Тема 1.2. Видо-временные формы страдательного залога.

Тема 1.3. Условные предложения 0, I, II и III типа.

Тема 1.4. Сослагательное наклонение.

Тема 1.5. Инфинитив, герундий, причастие.

Раздел 2. Культурные особенности социального поведения.

Тема 2.1. Нормы общественного поведения в странах изучаемых регионов. Общественный этикет в разных культурах.

Тема 2.2. Правила и нормы поведения в Беларуси. Советы посещающим нашу страну.

Тема 2.3. Гендерные различия в разных культурах. Обычаи и традиции, определяющие поведение мужчин и женщин в разных странах.

Раздел 3. Межличностные отношения.

Тема 6.1. Брак по любви и брак по расчёту.

Тема 6.2. Семейные взаимоотношения. Разница поколений.

Тема 6.3. Родители и дети. Модели воспитания.

Тема 6.4. Проблемы семьи. Способы разрешения конфликтных ситуаций.

Тема 6.5. Предпосылки формирования нашего характера – генетика или воспитание.

Тема 6.6. Основные жизненные этапы и их особенности. Семья и карьера.

Раздел 4. Тайм-менеджмент.

Тема 4.1. Основные стратегии тайм-менеджмента.

Тема 4.2. Значение тайм-менеджмента в жизни.

Тема 4.3. Многозадачность.

Тема 4.4. Преодоление стрессов.

Тема 4.5. Поведенческие зависимости. Способы их преодоления.

Раздел 5. Глобальные проблемы человечества и пути их решения.

Тема 5.1. Глобализация.

Тема 5.2. Плюсы и минусы глобализации.

Тема 5.3. Научно-технический прогресс и его достижения в сфере информационных технологий.

Тема 5.4. Плюсы и минусы всеобщей информатизации общества.

Раздел 6. Общество и закон.

Тема 6.1. Правовая безопасность и информированность.

Тема 6.2. Типы преступлений. Предотвращение правонарушений.

Тема 6.3. Интернет-преступления. Способы защиты в интернет пространстве.

Раздел 7. Публичные выступления.

Тема 7.1. Языковые и стилистические особенности публичных выступлений, презентаций.

Тема 7.2. Основные этапы подготовки и представления презентации.

Тема 7.3. Возможные трудности во время презентации и способы их преодоления.

4.3. Учебно-методическая карта дисциплины

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Иное	Количество часов УСП	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия			
1	2	3	4	5	6	7	8	9
III семестр			70				6	
1.	Сопоставление времен действительного и страдательного залогов		10					
1.1	Сравнительная характеристика настоящих времен в английском языке (Indefinite, Continuous, Perfect, Perfect Continuous).		2					Устный опрос
1.2	Сравнительная характеристика прошедших времен в английском языке (Indefinite, Continuous, Perfect, Perfect Continuous, конструкция used to).		2					Устный опрос
1.3	Способы выражения будущего времени в английском языке (Future Indefinite, Future Continuous, Future Perfect, Future Perfect Continuous, Present Indefinite, Present Continuous, конструкция to be going to).		2					Устный опрос
1.4	Времена глагола в страдательном залоге.		2					Тест
1.5	Модальные глаголы и их эквиваленты.		2					Тест

2.	Городская жизнь		10				2	
2.1	Облик города в Великобритании/Беларуси.		2					Учебная дискуссия
2.2	Облик деревни в Великобритании/Беларуси.		2					Учебная дискуссия
2.3	Типы жилищ, досуг и работа людей в городе и деревне.		4					Видеопроект
2.4	Проблемы современного города.		2				2 (ДО)	Презентация на образовательном портале БГУ
3.	Питание		12				2	
3.1	Продукты питания. Приготовление пищи.		2					Викторина
3.2	Рецепты приготовления различных блюд.		2					Видеопроект
3.3	Посуда и предметы сервировки.		2					Учебная дискуссия
3.4	Правила поведения за столом.		2					Презентация
3.5	Посещение кафе и ресторана. Выбор меню.		2					Ролевая игра
3.6	Национальные кухни Великобритании/Беларуси.		2				2 (ДО)	Видеоролик на образовательном портале БГУ
4.	Предлоги		8					
4.1	Разряды предлогов по значению и их употребление.		4					Анализ и составление таблицы
4.2	Фразовые глаголы.		4					Проверочная работа
5.	Страны изучаемого языка в современном мире		12				2	

5.1	Великобритания: географическое положение, климат, политическое устройство, население.		4					Устный опрос
5.2	США: географическое положение, климат, политическое устройство, население.		2					Викторина
5.3	Канада: географическое положение, климат, политическое устройство, население.		2					Устный опрос
5.4	Австралия: географическое положение, климат, политическое устройство, население.		2					Викторина
5.5	История и достопримечательности стран изучаемого языка.		2				2 (ДО)	Видеопроект
6.	Словообразование		8					
6.1	Продуктивные способы словообразования имен существительных, прилагательных и глаголов.		4					Фронтальный опрос
6.2	Сложные существительные и прилагательные. Отрицательные приставки и суффиксы.		4					Тест
7.	Погода и климат		10					
7.1	Прогноз погоды.		2					Устный опрос
7.2	Погода в Беларуси/Великобритании.		4					Презентация
7.3	Мое любимое время года.		4					Эссе

IV семестр			62				6	
1.	Система образования		12				2	

1.1	Общеобразовательные школы и высшие учебные заведения Беларуси.		2					Устный опрос
1.2	Общеобразовательные школы в Великобритании.		2					Устный опрос
1.3	Высшие учебные заведения Великобритании. Оксфордский и Кембриджский университеты.		2					Викторина
1.4	Современные технологии в образовании.		2					Учебная дискуссия
1.5	Проблемы и перспективы системы образования в Великобритании/Беларуси.		2					Дебаты
1.6	Идеальная школа/университет XXI века.		2				2 (ДО)	Эссе на образовательном портале БГУ
2.	Согласование времен		10					
2.1	Выражение одновременного действия.		2					Устный опрос
2.2	Выражение предшествования.		2					Письменный перевод
2.3	Выражение будущего времени.		2					Тест
2.4	Согласование времен. Обобщение изученного материала.		4					Письменная контрольная работа
3.	Деловые поездки. Межкультурное сотрудничество		10				2	
3.1	Установление контактов и назначение встреч по телефону.		2					Ролевая игра
3.2	Общение с деловыми партнерами из различных стран.		2					Деловая игра

3.3	Модели поведения и стереотипы в различных культурах.		2					Учебная дискуссия
3.4	Проблемы, с которыми сталкиваются люди во время деловых поездок.		2					Дебаты
3.5	Туризм: проблемы и перспективы. Туризм в Беларуси/Великобритании.		2				2 (ДО)	Видеоролик на образовательном портале БГУ
4.	Косвенная речь		8					
4.1	Выражение просьбы. Распоряжения.		2					Анализ и составление таблицы
4.2	Общий вопрос. Специальный вопрос.		2					Письменный перевод
4.3	Косвенная речь. Обобщение изученного материала.		4					Проверочная работа
5.	Профессиональная карьера		10					
5.1	Выбор профессии. Профессиональное становление, путь к успеху и самореализации в профессиональной деятельности.		4					Учебная дискуссия
5.2	Перспективы для регионоведов.		2					Презентация
5.3	Профессия регионовед.		2					Портфолио
5.4	Письменные виды делового общения.		2					Письменное задание
6.	Профессиональная этика		12				2	
6.1	Этика деловой речи.		4					Учебная дискуссия

6.2	Этические нормы деловых отношений.		2					Викторина
6.3	Правила деловых отношений.		2					Открытое эвристическое задание
6.4	Ведение эффективных переговоров.		2					Деловая игра
6.5	Дистанционное общение: этические нормы телефонного разговора.		2				2 (ДО)	Презентация на образовательном портале БГУ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Иное	Количество часов УСП	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия			
1	2	3	4	5	6	7	8	9
V семестр			68				4	
1.	Повторение пройденного материала: времена действительного и страдательного залогов		8					
1.1	Видо-временные формы действительного залога.		2					Устный опрос
1.2	Видо-временные формы страдательного залога.		2					Устный опрос

1.3	Согласование времен в сложноподчиненных предложениях.		2					Устный опрос
1.4	Согласование времен в косвенной речи.		2					Тест
2.	Особенности национального характера		10				2	
2.1	Характер человека. Личностные качества (положительные/отрицательные) человека.		2					Учебная дискуссия
2.2	Деловые качества человека.		2					Ролевая игра
2.3	Эмоции и поступки.		2					Эссе
2.4	Факторы, влияющие на жизнь человека, окружающая среда, стресс.		2					Учебная дискуссия
2.5	Проблемы национальных стереотипов. Особенности национального характера британцев, американцев и белорусов		2				2 (ДО)	Презентация на образовательном портале БГУ
3.	Сослагательное наклонение		12					
3.1	Условные предложения 0 типа./Условные предложения I типа.		2					Составление таблицы
3.2	Условные предложения II и III типа.		2					Составление таблицы
3.3	Условные предложения смешанного типа.		2					Письменный перевод
3.4	Дополнительные придаточные предложения, зависящие от глагола wish.		2					Проверочная работа
3.5	Выражение нереальности через had better, would rather/sooner, if only, it's time и т.п.		2					Письменный перевод

3.6	Сослагательное наклонение. Обобщение изученного материала.		2					Тест
4.	Система здравоохранения		14				2	
4.1	Система здравоохранения в Великобритании.		2					Учебная дискуссия
4.2	Система здравоохранения в США.		2					Учебная дискуссия
4.3	Медицинское страхование: плюсы и минусы.		2					Дебаты
4.4	Медицина в РБ: проблемы, перспективы.		4					Презентация
4.5	Платная медицина: достоинства и недостатки.		2					Дебаты
4.6	Альтернативная медицина.		2				2 (ДО)	Эссе
5.	Инфинитив		12					
5.1	Общие сведения, формы инфинитива. Инфинитив с частицей to.		2					Составление таблицы
5.2	Синтаксические функции инфинитива в предложении.		2					Письменный перевод
5.3	Сложное подлежащее с инфинитивом.		2					Устный опрос
5.4	Сложное дополнение с инфинитивом.		2					Фронтальный опрос
5.5	Оборот for+сущ./мест.+инфинитив.		2					Письменный перевод
5.6	Самостоятельный инфинитивный оборот.		2					Письменная контрольная работа
6.	Основы здорового образа жизни		12					
6.1	Спорт и фитнес.		4					Учебная дискуссия

6.2	Здоровое питание.		2					Викторина
6.3	Зимние и летние виды спорта.		2					Презентация
6.4	Выдающиеся спортсмены Великобритании/Беларуси.		2					Видеоролик
6.5	История Олимпийских и параолимпийских игр.		2					Ролевая игра
VI семестр			62				6	
1.	Человек и окружающий мир		14				2	
1.1	Экологические проблемы XX и XXI веков.		4					Устный опрос
1.2	Роль общества в защите окружающей среды.		2					Учебная дискуссия
1.3	Природные катастрофы и техногенные катастрофы.		2					Дебаты
1.4	Причины и последствия глобального потепления.		2					Викторина
1.5	Экологические движения и организации. Деятельность ООН, ЮНЕСКО и др. Всемирных организаций по решению глобальных проблем человечества.		2					Презентация
1.6	Экологическая ситуация в Великобритании/Беларуси.		2				2 (ДО)	Эссе на образовательном портале БГУ
2.	Герундий		10					
2.1	Общие сведения о герундии. Формы герундия. Синтаксические функции герундия в предложении.		2					Составление таблицы

2.2	Употребление герундия без предшествующего предлога и после предлогов.		2					Устный опрос
2.3	Проблемы перевода предложений с герундием.		2					Письменный перевод
2.4	Герундий. Обобщение изученного материала.		4					Письменная контрольная работа
3.	Социальные проблемы XXI века		12				2	
3.1	Наркомания – проблема № 1. Меры борьбы с наркоманией.		2					Открытое эвристическое задание
3.2	Курение. Меры борьбы с никотиновой зависимостью.		2					Презентация
3.3	Злоупотребление алкоголем. Меры борьбы с алкогольной зависимостью.		2					Учебная дискуссия
3.4	СПИД – чума XXI века.		2					Дебаты
3.5	Детская преступность. Роль государства и общества в борьбе с детской преступностью.		2					Ролевая игра
3.6	Пожилое население и его проблемы. Голод и нищета. Социальная защита		2				2 (ДО)	Презентация на образовательном портале БГУ
4.	Причастие		12					
4.1	Общие сведения о причастии. Формы и функции причастия настоящего времени.		2					Анализ и составление таблицы
4.2	Формы и функции причастия прошедшего времени.		2					Анализ и составление таблицы

4.3	Причастные конструкции. Общие сведения.		2					Проверочная работа
4.4	Перевод причастных конструкций.		2					Письменный перевод
4.5	Причастие. Обобщение изученного материала.		4					Тест
5.	Средства массовой информации		14				2	
5.1	Виды средств массовой информации.		2					Учебная дискуссия
5.2	Радио и телевидение: вчера и сегодня. Британская радиовещательная корпорация (the BBC).		2					Презентация
5.3	Газеты: виды, рубрики, лингвистические особенности заголовков.		2					Письменное задание
5.4	Английская и американская пресса.		2					Устный опрос
5.5	Реклама и ее роль в жизни человека.		2					Ролевая игра
5.6	Интернет и проблемы интернет-зависимости.		2				2 (ДО)	Видеопроект
5.7	Роль и функции средств массовой информации в жизни современного общества.		2					Эссе

Номер раздела,	Название раздела, темы	Количество аудиторных часов				Иное	Количество часов УСР	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия			
1	2	3	4	5	6	7	8	9
VII семестр			68				4	
1.	Повторение пройденного материала: времена действительного и страдательного залогов		10					
1.1	Видо-временные формы действительного залога.		2					Устный опрос
1.2	Видо-временные формы страдательного залога.		2					Устный опрос
1.3	Условные предложения 0, I, II и III типа.		2					Устный опрос
1.4	Сослагательное наклонение.		2					Тест
1.5	Инфинитив, герундий, причастие.		2					Тест
2.	Культурные особенности социального поведения.		8					
2.1	Нормы общественного поведения в странах изучаемых регионов. Общественный этикет в разных культурах.		4					Учебная дискуссия
2.2	Правила и нормы поведения в Беларуси. Советы посещающим нашу страну.		2					Ролевая игра

2.3	Гендерные различия в разных культурах. Обычаи и традиции, определяющие поведение мужчин и женщин в разных странах.		2					Эссе
3.	Межличностные отношения.		12				2	
3.1	Брак по любви и брак по расчёту.		2					Эссе
3.2	Семейные взаимоотношения. Разница поколений.		2					Дебаты
3.3	Родители и дети. Модели воспитания.		2					Учебная дискуссия
3.4	Проблемы семьи. Способы разрешения конфликтных ситуаций.		2					Ролевая игра
3.5	Предпосылки формирования нашего характера – генетика или воспитание.		2				2 (ДОТ)	Эссе на образовательном портале БГУ
3.6	Основные жизненные этапы и их особенности. Семья и карьера.		2					Презентация
4.	Тайм-менеджмент.		10					
4.1	Основные стратегии тайм-менеджмента.		2					Презентация
4.2	Значение тайм-менеджмента в жизни.		2					Учебная дискуссия
4.3	Многозадачность.		2					Устный опрос
4.4	Преодоление стрессов.		2					Ролевая игра
4.5	Поведенческие зависимости. Способы их преодоления.		2					Дебаты
5.	Глобальные проблемы человечества и пути их решения.		14				2	

5.1	Глобализация.		4					Учебная дискуссия
5.2	Плюсы и минусы глобализации.		4					Дебаты
5.3	Научно-технический прогресс и его достижения в сфере информационных технологий.		2				2 (ДОТ)	Видеопроект
5.4	Плюсы и минусы всеобщей информатизации общества.		4					Презентация
6.	Общество и закон.		8					
6.1	Правовая безопасность и информированность.		2					Учебная дискуссия
6.2	Типы преступлений. Предотвращение правонарушений.		4					Викторина
6.3	Интернет-преступления. Способы защиты в интернет пространстве.		2					Презентация
7.	Публичные выступления.		6					
7.1	Языковые и стилистические особенности публичных выступлений, презентаций.		2					Учебная дискуссия
7.2	Основные этапы подготовки и представления презентации.		2					Анализ и составление таблицы
7.3	Возможные трудности во время презентации и способы их преодоления.		2					Дебаты

4.4. Рекомендуемая литература

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4. Голицынский, Ю.Б. Грамматика: Сборник упражнений / Ю.Б. Голицынский; [9-е изд., испр.]. – СПб: КАРО, 2022. – 576 с.
5. Дубинко, С. А. Английский язык в сфере профессионального делового общения = English for business communication: discussing professional issues : учеб.-метод. пособие / С. А. Дубинко [и др.]. – Минск: БГУ, 2021. – 115 с. Режим доступа: <https://elib.bsu.by/handle/123456789/267299>
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