

Student's book 1

ENGLISH



11

WORD FAMILIES

Verb	Noun	Adjective
able	ability	enable
accept	acceptance	acceptable
achieve	achievement	achievable
add	addition	additional
admire	admiration	admirable
adopt	adoption	adoptive
advise	advice	advisable
amazed	amazement	amazing
amuse	amusement	amusing
anger	anger	angry
annoy	annoyance	annoying
apply	application, applicant	applicable, applied
approach	approach	approachable
approve	approval	approving
attend	attention	attentive
attract	attraction	attractive
avoid	avoidance	avoidable
believe	belief	believable
blacken	blackness	black
bleed	blood	bloody
bore	boredom	boring
bother	botheration	bothering
breathe	breath	breathing
cheer	cheerfulness	cheerful
choose	choice	chosen
clear	clarity	clear
cohabit	cohabitation	-
complex	complexity	complex

Verb	Noun	Adjective
confuse	confusion	confused
consider	consideration	considerable
continue	continuation	continuous
contribute	contribution	contributory
create	creation, creature	creative
cure	cure	curable
deafen	deafness	deaf
decide	decision	decisive
destroy	destruction	destructive
die	death	dead
differ	difference	different
disturb	disturbance	disturbing
doubt	doubt	doubtful
educate	education	educative
empower	power	powerful
empty	emptiness	empty
encircle	circle	circular
encourage	courage	courageous
endanger	danger	dangerous
enlarge	enlargement	large
enumerate, number	number	numerous
envy	envy	envious
expect	expectation	expected
explain	explanation	explainable
explore	exploration	exploring
fail	failure	failing
fear	fear	fearful
fly	flight	flying
-	generosity	generous

Verb	Noun	Adjective
glorify	glory	glorious
grow	growth	growing
-	gratitude	grateful
harden	hardship	hard
harm	harm	harmful
hate	hatred	hateful
heal	health	healthy
-	height	high
identify	identification, identity	identified, identifying
imagine	imagination	imaginative, imaginary
impress	impression	impressive
improve	improvement	improved
include	inclusion	inclusive
inhabit	habitat	inhabitant
injure	injury	injured
introduce	introduction	introductory
invent	invention	inventive
irritate	irritation	irritating
know	knowledge	knowledgable
laugh	laughter	laughable
lead	leadership	leading
lengthen	length	long
lie	lie, liar	lying
lose	loss	lost
lower	low	low
marry	marriage	married
migrate	migration	migrating
modernise	modernity	modern

Verb	Noun	Adjective
move	movement	movable
nationalise	nationality	national
obey	obedience	obedient
observe	observation	observant
orphan	orphan, orphanage	-
own	ownership	own
parent	parent, parenting	parental
perform	performance	performing
permit	permission	permissible
persuade	persuasion	persuasive
please	pleasure	pleasant
popularise	popularity	popular
produce	product, production, produce, producer	-
prove	proof	provable
purify	purity	pure
quicken	quickness	quick
receive	reception, recipient	receptive, received
redde	redness	red
respond	response, responsibility	responsive, responsible
satisfy	satisfaction	satisfactory, satisfied
sadden	sadness	sad
secure	security	secured
see	sight	seen
socialise	socialisation	social
stabilise	stability	stable
widen	width	wide

АНГЛИЙСКИЙ ЯЗЫК

АНГЛІЙСКАЯ МОВА

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

В двух частях

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Условные обозначения / Умоўныя абазначэнні



Use the Internet



Write



Progress check



Grammar



Listen



Project time



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



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Правообладатель Вышэйшая школа

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1 UNIT



FAMILY MATTERS

LESSON 1. What family means to me

Communicative area: speaking about the importance of a family in one's life

Active vocabulary: bond, a sibling

Grammar: tense forms (revision)

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

1. How did you spend your summer? 2. Did you spend it with your family? 3. What did you do together? 4. Did you visit your relatives? 5. Do you prefer spending your holidays with your family or friends?

b. Work in new pairs. Ask and answer questions about your families using the clues from the box. Find out what you have in common.

Family: large or small?


Parents: strict or soft?

Grandparents: get along well with them?

Any siblings (brothers or sisters)? Argue with them?

Friendly? Common hobbies? Free time together? Enough

quality time? Favourite family tradition? Any family anecdotes? Any interesting facts about your ancestors?

2. a.  Listen and follow in the book. What does the girl's family mean to her?

What family means to me

Marilyn R. Barfield

What family means to me is more
 Than mere words can convey
 It's been the basis for my life
 And how I've faced each day.
 The holiday festivities
 The picnics in the park
 The campouts by the river
 And my Mother's prayers at dark
 Are just a few examples
 From my childhood memories
 That show the warmth of family
 And what they've meant to me.
 The close-knit love of siblings
 With my parents' T.L.C.
 Has made me know and feel the warmth
 That bonds a family.

- b. What do you think the expressions below mean?

Mere words: a) words alone; b) strong words.

T.L.C.: a) tender loving care; b) terribly long conflicts.

Bond a family: a) break a family; b) unite, hold a family together.

- c. Read out the lines of the poem which you find most touching.

3. a. Read the story *My father and me*. What does the author value most about his family?

After Carlos Salinas

I remember being five years old and walking through the forest by our house with my dad. It was filled with adventure and seemed to go on forever. It was always an adventure! I always felt safe because I knew my dad was there if I faced any real danger.



“Why is grass green, dad?” I remember asking.

“Because it has something called chlorophyll. It helps plants make their own food.”

“Like we make sandwiches?”

“Ha-ha, similar in a way,” he rubbed my head.

I came across a dead bird and was very curious as to why he had died and why the ants were all over him.

“What happened to him?” I asked.

“His life ended.”

“Why?”

“Because everyone’s life has to end some time.” My father was very calm talking about a completely new idea to me.

“Us too?” I asked in a fearful tone.

“Everyone, son; you and me, that’s life. But it will not happen for a long time.” He smiled and hugged me.

I felt an ugly, empty feeling in the pit of my stomach. My dad was my hero, and I had just learnt that my hero would one day leave me. How was a child supposed to react to that?

I remember asking him questions about everything: why birds flew instead of ran, who named the animals, why trees were so tall and why they lived longer than us, why fish couldn’t talk, and why some animals died when others lived. I guess I was asking life’s most meaningful questions in a kid’s innocent ways. My father took all these questions with noble patience, explaining that each animal had a role in the world, and they just knew what to do.

“They just know?” I asked.

“That’s right; just like you knew how to cry when you were little, and just how mum knew what to do to make you stop crying.”

“I love Mum.”

“I love Mum, too.”

I stared at the grass and the river. I had been thinking for a while when suddenly I saw a lovely flower growing by the river bank. It reminded me of a girl at school that always wore a flower in her hair. “What about girls?”

He chuckled, “What about them?”

“Why are they here?”

Looking back now, I realise what a silly boy I was, ha-ha.

“Ha-ha, one day you will see why, but what makes you ask?”

“There’s a girl that always wears a flower in her hair at school. She is very...”

“Pretty?” he asked. My father had figured me out.

“Yes,” I said, kicking rocks into the river, avoiding his eyes.

“So she’s pretty special, huh?” he asked, kicking bigger rocks into the river with me.

“I guess,” I responded, trying to sound indifferent. “How do I show her?”

My father thought for some time and kicked a few more rocks into the river. He finally spoke, “How would you show Mum?”


“Buy her flowers?”

“You can do that, or you can just pick them,” he smiled as he answered. I understood. Now, as a grown man, I can see all that my father taught me. I would not be the man – the husband and father – I am now if it had not been for him. He has been teaching me all my life. I am still learning from him. The other day, my son asked me what we would do together that day, to which I replied, “I know a forest that is filled with adventure, and it seems to go on forever.”

Today, we are walking in the forest. My son has just found something in the grass, and he is running to me to ask a question. Isn’t it great?

b. What feelings towards his father did the author have when he was a little boy? What does he feel now? Use the adjectives below or your own ideas. Support your answers with the examples from the text.

Safe; comfortable; empty; proud; embarrassed; grateful.

4. a.  **Match the names of tense forms with their meaning on page 8. Then, look at the underlined verb forms in ex. 3a and find an example of each tense form.**

- | | |
|--------------------------------|-----------------------------|
| a) Present Simple; | e) Past Simple; |
| b) Present Continuous; | f) Past Continuous; |
| c) Present Perfect; | g) Past Perfect; |
| d) Present Perfect Continuous; | h) Past Perfect Continuous. |

Grammar

1. an action happening at the moment of speaking;
2. a past action which happened before another action or before a stated past time;
3. an action started in the past and continuing up to the present;
4. a completed past action, habit or state;
5. a past action in progress;
6. a repeated, habitual action or state;
7. an action continuing over a period up to a specific time in the past;
8. a recently completed action.

b.  **Go to p. 158 / 177 (Russian / Belarusian) and check your ideas. What tense forms are not mentioned in ex. 4a? When are they used?**

c.  **Write three sentences about your family using different tense forms. The sentences can be true or false.**

d. **Work in pairs. Read out the sentences you've written for your partner to guess if they are true or false.**

5. **Work in small groups. Discuss the questions. Is there anything in common?**


1. Which of the adjectives in ex. 3b would you use to describe your feelings towards the members of your family? Why? 2. How close-knit is your family? What do you think bonds your family? 3. What do you appreciate most about your family? 4. Do you agree that your family means a lot to you? Why (not)? 5. What family values would you like to keep in your family?

6. **Make a list of reasons why your family is important to you. Share with the class.**

LESSON 2. Cornerstone of society

Communicative area: expressing opinion about the role of the family in society

Active vocabulary: a breakdown, a cornerstone, an identity, marriage, stability, stable, to socialise; suffix *-hood*

1. a.  What is a family? Write your definition. Share it with the class.

b. Read some definitions of a family and answer the questions below. Which of them:

1. is used in genealogy [*ˌdʒiːni'ælədʒi*]?
2. is not a scientific definition?
3. is used in sociology?
4. is used in demography?
5. do you like most?

marry (*v.*) – marriage (*n.*)

a) A family is a group of two people or more related by birth, marriage, or adoption (legally taking someone else's child into your home) and sharing living facilities under the same roof.

b) A FAMILY means Father And Mother, I Love You.

c) A family is a group of people consisting of ancestors and descendants of a key person.

d) A family is a socially recognised group usually joined by blood, marriage, cohabitation [*kəʊ'hæbɪ'teɪʃən*] (living together without being married), or adoption that forms an emotional connection among its members and that serves as an economic unit of society.

2. a. Read one more definition of a family. Is its author a man or a woman? Complete the definition with the suitable words from the box.

adulthood ♦ brotherhood ♦ childhood
♦ old age ♦ motherhood

In (1. ...), having parents and siblings is a family. In (2. ...), having a wife and kids is a family. In (3. ...), being taken care of by grown-up kids, their partners, and children is a family.

b. Look at the words in the box in ex. 2a and answer the questions.

1. Which of the words are formed with the help of the same word-building model?

2. What elements should be used to complete the model
(1. ...) + (2. ...) = (3. ...)?

3. Which of the four words ending in *-hood* name a particular state, and which – a period in someone’s life?

4. What other words with the same suffix do you know? What do they mean?

3. a. Read the extract from an interview with a sociologist. What is the connection between family and society?

It’s hard to overestimate (put too much value) the importance of family. It is the basis for **stability** [stə'bilɪti] and confidence of its members in their future. And there is more to it. Whatever you call it, the **cornerstone** of society or its building block, family is of great importance for society. Families play a unique social role and the functions they perform can’t be fully replaced. The institution of the family is the first form of community and government. History has shown that there can’t be a strong nation without good marriages and **stable** ['steɪbəl] families. The famous Roman philosopher Seneca ['senəkə] even named family **breakdown** as one of the main reasons for the fall of Rome.

b. Guess the meaning of the words in bold. Check with your teacher.

4. a. Read the sentences taken from the next part of the interview. In which of the meanings are the words in bold used in them?

1. Parents, siblings and other relatives, all help **socialise** children from the time they are born.

- a) to spend time with other people in a friendly way;
- b) to train someone to behave in a way that is acceptable in society.

2. The family gives its members a social **identity** [aɪ'dentəti].

- a) the qualities a person has that makes the person different from others;
- b) information that proves who a person is.

b. Work in pairs. Make a list of functions important for society that a family fulfils.

c.  Listen to a part of the interview and check your ideas.

d.  Listen again and answer the questions.

1. Is parenthood a personal or social matter?
2. How do children learn social norms and rules in the family?
3. What kind of support does a family provide for its members?
4. Why is social identity important?
5. How does a family perform its recreational function nowadays?

5. Work in small groups. Discuss the following questions.

1. Which of the functions the family performs is the most important in your opinion? Why?
2. What period of family life of a person is more important for society? Why?
3. Should the government help family fulfil their responsibilities? Why (not)?
4. Why does society need stable families?
5. Was Seneca right about family breakdown? Why (not)?

LESSON 3. Celebrating family values

Communicative area: speaking about celebrating family and family values

Grammar: Passive Voice (revision)

1. a. Look at the picture. What does it represent in your opinion?



b. Read the article and check your ideas.

In the 1980s, the United Nations started on its quest to celebrate families. Since then, it **has been focusing** its attention on issues related to the cornerstone of society. Its

activities are based on the belief that a dysfunctional family system can't build a functional society. So the UN **is trying** to attract the attention of policy-makers to develop need-based policies to create a nurturing environment at the family level for children. In 1989, a resolution was passed that **declared** the year of 1994 The International Year of Family (IYF). Its 30th anniversary will be marked soon, and preparations to celebrate IYF+30 are already being conducted worldwide.


function (*n.*) – functional (*adj.*) – dysfunctional (*adj.*)

Since 1994, 15 May has been observed as the official International Day of Families as a way to strengthen the family bond and raise awareness of issues faced by families throughout the world. The logo of the holiday is a green circle with an image of the basics of every family life: a heart that **stretches** upwards and forms a roof of a house. Different events – workshops, seminars, policy meetings for public officials, exhibitions, etc. – are organised at local, national and international levels. Schools and educational establishments are also encouraged to get involved and observe the day. Since 1996, the UN has been putting forward a yearly theme for the Day. In 2021, it focused on the impact of new technologies on the well-being of families.

The International Day of Families has also inspired several countries in the world to generate their own family days or awareness events that are based on the community to bring attention to family issues.

c. Answer the questions.

1. Why does the UN pay so much attention to the institute of family?
2. What steps has the UN taken to address family issues?
3. How is the International Day of Families marked at different levels?

2. a.  Look at the underlined verb forms in ex. 1b and answer the questions below.

1. In what way do the underlined verb forms differ from those in bold in ex. 1b?

2. How are the underlined verb forms formed?
3. What functions does each of the parts, the helping verb and the main verb, fulfil? Which part changes when we want to change the tense?
4. What is each of the underlined verb forms called?

b.  Go to p. 161 / 180 and check your answers.

c. Look through the article in ex. 1b and find some other examples of passive forms.

3. a. Read the information about some national family days and put the verbs in brackets in the suitable passive form.

Family Day is not an official national holiday in Canada. It (1. first / observe) in Alberta in 1990. Since then, the holiday (2. adopt) by four more provinces. Family Day (3. mark) there on the third Monday of every February and is a day off for the general population and schools and most businesses (4. close). As it is a new holiday, there are no traditional activities that (5. associate) with the day, and Canadians use the long weekend for whatever purpose they like. Though the event (6. not celebrate) in the other provinces it could become a public holiday in the future.

In 2008, 8 July (1. officially / announce) as the Day of Family, Love and Fidelity [fr'deləti] (*верности / вернасці*) in Russia. The idea of the day, which (2. also / know) as the Day of Saint Peter and Saint Fevronia, was born in the city of Murom. The saints (3. consider) the Orthodox patrons of family and marriage since the 16th century. If the holiday falls on a weekday, the celebrations that include public dances, concerts, art exhibitions and other entertainments (4. hold) across the nation at the weekend before 8 July. It is (5. also / believe) that getting married on that day is a good sign. The holiday has already developed its own tradition: couples married for more than 25 years (6. award) a special medal.

b. Compare the national Family Days described in ex. 3a. Are there more similarities or differences?

c. What do you know about Family Day in Belarus?

4. a. Look at the dates. What do you think they have in common?

21 January



22 January

the fourth Sunday of July


the first Sunday after Labour Day

28 October

the first Sunday in October

b.   Listen to the extract of a podcast and check your ideas. How close were you?

c.   Listen again and match the dates to the countries. Where does the forget-me-not come in?

5. a.  Get the card from your teacher and do the task to complete the quiz.



forget-me-nots

b. Work in pairs. Do the quiz to check what your partner knows about other holidays that celebrate family values.

6. Work in small groups. Discuss how you can mark the Day / Month / Year of Family in your school or community.

LESSON 4. Belarusian family in the past

Communicative area: reading and speaking about a traditional family in Belarus

Active vocabulary: a breadwinner, a couple, a household, a wedding, an extended / a nuclear family, to divorce, to obey

1. Work in pairs. What do you know about family life in the past?

2. a. You are going to read the article about Belarusian families in the 19th century. Which of the points below do you think it will describe?

1. How new families were formed; 2. the age to get married; 3. wedding traditions; 4. valuable qualities; 5. types of families;

6. the size of the family; 7. men's and women's duties;
8. relations between children and parents; 9. family budget.

b. Read the article and check your ideas.



In the 19th century, more than 80% of Belarusian families lived in rural areas. Traditionally, marriage was a matter of love between two young people, but custom also required the agreement of the families involved. Families didn't hurry to marry off their sons. They tried first to build their son a house and save up a certain sum of money before he could afford to marry. If there were several daughters in the family, the younger daughter couldn't marry before the elder one. Daughters enjoyed considerable freedom and had many opportunities to meet young men. Several times a year there were public gatherings in a larger village or town. The young **couple** usually had to live with the husband's family. The most important qualities of a woman were her ability to be a good field worker and a housekeeper. Personal beauty and wealth were of secondary importance. To provide for the woman and family, the man had to be a skilful and hard worker himself. Autumn and spring were the most popular time for **weddings** that were celebrated in both houses and expenses were shared. People rarely **divorced** at that time: according to statistics, there were only 7 **divorces** per 10,000 marriages.

In the middle of the 19th century, families consisting of 6–10 people made up the majority. **Nuclear** families were more characteristic of urban population, while **extended** families dominated in rural areas. It was absolutely impossible for children to leave their elderly parents alone, and usually it was the

youngest son's duty to look after them. There was also one more type of **household**. It consisted not only of several generations but also families of brothers, brothers-in-law and nephews (and even strangers who were adopted as family members) living on one piece of land. They were better-off because there were more workers in such households. Each married man had his own house, but the land, animals, and equipment were owned by the whole family. Its members worked together to meet the needs of everyone in the family that may have had as many as fifty people united under the authority of the elder – the head of the family.

Historically, the family was male-dominated. The head organised the work of the men, while his wife took care of the women's activities and instructed their daughters in how to run a household. The husband also controlled the finances and behaviour of the children and punished them when he considered necessary. He was respected by the others, and his rules and orders were **obeyed** without questioning them.

The work in the family was strictly divided between men and women. Men were considered **breadwinners** of the family. They worked in the field, built and repaired houses, provided firewood and never did what was considered to be women's work like laying the table or cooking food. Women did all household chores, worked in the kitchen garden and helped in the field. Children were also the responsibility of women: girls until they were married and boys until age 14 after which they started working under the head of the family.

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

- a) the person who earns the money to support their family;
- b) a marriage ceremony;
- c) to do what you are told to do;
- d) a family group that includes not only parents and their children but also grandparents, aunts, uncles, etc.;
- e) a house and people who live there regarded as a unit;
- f) two people who are married or involved in a romantic relationship with each other;
- g) to legally end a marriage or the legal ending of a marriage;
- h) a family unit consisting of two parents and their children.

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

dominate (*v.*) – dominant (*adj.*)

1. In the past, marriage of convenience was dominant.
2. Beauty and wealth were not of primary importance for the wife.
3. The groom's (husband-to-be) family organised the wedding.
4. The elder son was responsible for looking after his elderly parents.
5. Large households in rural areas were usually richer than the smaller ones.
6. Every family member obeyed the oldest woman in the family.
7. Men and women did all the work together.

b. Complete with the active vocabulary of the lesson and explain...

1. where most young ... lived;
2. why ... were generally celebrated in spring and autumn;
3. what made ... so uncommon;
4. how many types of ... existed;
5. why there were more ... than ... families in the rural areas;
6. why men were regarded as the ... of the family;
7. who did family members ... without question.

4. What traits of the traditional Belarusian family have disappeared, and what can still be found today?

5. a. Work in small groups. Prepare a list of questions to interview a person about the family life of their great-grandparents or other ancestors.

b. Work in pairs. Interview each other. How much do you know about the family life of your great-grandparents? How close is its image to the one created in the article?

LESSON 5. Contemporary family portrait

Communicative area: describing a contemporary family

Active vocabulary: an orphan, a single-parent family, a step-parent, diverse, to cohabit, to start a family

1. Discuss the questions below.

1. What does a traditional household consist of?
2. What are the traditional roles of husband and wife?
3. Do you think contemporary families differ greatly from traditional ones?

2. a. Read the article about contemporary families in the US and match the headings to the parts of the article.

- a) Children's living arrangements;
- b) A change in cultural value;
- c) Gender ['dʒendə] roles;
- d) Views on marriage;
- e) Family size.

1. The family life in the US is changing. The classic nuclear family consisting of mum, dad and kids with extended family living separately has been left behind.

Marriage is still regarded as a meaningful and highly valued institution and 90% of couples are satisfied with their family life, but the views on marriage are changing. 48.2% of households are run by married couples. At the same time, the share of single-person households has increased five times since 1960 and now people living alone make up 11.1% of the population. The number of Americans choosing to not marry also has risen during that same period. In 2019, 35% of men and 30% of women had never been married. More Americans are marrying later in life. According to the U.S.¹ Census Bureau, the average age of first marriage in 2019 was 29.8 for men and 28 for women. Only 30% of millennials feel that a successful marriage is an important part of life.

¹ American punctuation

The divorce rates are falling, but not because marriages are becoming stronger and more stable. Some sociologists explain it by the fact that most young American adults now **cohabit** with their partner instead of moving in with them at marriage.

2. Parents today are raising their children in **diverse** family forms. Less than half (46%) of all children are living in a family with two married parents in their first marriage, while in 1960 there were 73% of such children. About 16% of children are living in a household with parents who remarried and have a **step-parent**, step-sibling or half-sibling and 7% are living with cohabiting parents. One fourth of children under 18 (26%) are now living with one parent only. The share of **orphans** stands at 5%; most of these children are being raised by grandparents. Because of **cohabitation**, divorce and remarriage family living arrangements have also become less stable and the structure of a family can change a few times while a child is growing.

3. The average number of people in a family is 3.15. The size of the nuclear family has become smaller now, both because of the growth of single-parent households and the drop in the number of children in a family. Only 10% of households have three or more kids. Nowadays, Americans are waiting longer to **start a family**: the average age is 26.4 for mothers and 31 for fathers. To a great degree it depends on their education – women with college degrees have children seven years later than those without.

4. American society has traditionally viewed men as breadwinners of the family and women as homemakers and primary caretakers of children. However, such attitudes have changed since the mid-20th century. Family life has been greatly affected by the movement of more and more mothers into the workforce. Now, only 29% of women who have children under 18 are stay-at-home mums. The more education a mother has, the more likely she is to work. In 2012, it became more common for the wife to have more education than the husband. Today, 40% of families with children under 18 at home include breadwinner mums.

Women make up more than half of today's workforce and they still take on the bigger part of care and household chores within the family because people's attitudes to gender roles at home have remained more traditional. American women spend about 4 hours a day on unpaid work, compared with about 2.5 hours for men.

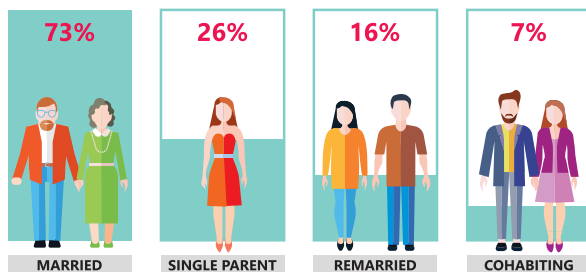
5. The cultural emphasis on independence also sees many elderly Americans choose to live alone rather than with the younger generations of their family. However, in recent years, the share of extended family households has increased to 17%. There is also a general social expectation that children leave home within a few years of finishing high school or college. Still, according to a recent study, about one fifth of young adults (aged 18–34) lived with their parents in 2018.

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

- a) to live together without being married;
- b) to have children;
- c) having a great variety;
- d) a child who has lost both parents;
- e) not one's biological parent;
- f) living as a couple without being married.

3. a. Read the article in ex. 2a again and say if the statements below are true or false. Explain why you think so.

1. Households with married couples dominate the family landscape.
2. There is no such thing as a typical family any more.
3. The diagram below correctly depicts the present-day family setting in which children are being raised.



4. There are some changes in gender roles.
5. American women are putting off motherhood.
6. American men do as much housework as women.
7. The share of elderly people living separately is increasing.

b. Work in two groups. Make up true sentences about changes in the contemporary American family landscape using the phrases from both boxes. Use the information in ex. 2a for help. Which group can make more statements?


Help box

smaller / older / more common / less common / less stable / more diverse / higher / more

The number of children living in single-parent families; the number of divorces; the share of children growing up with two biological parents; cohabiting; stay-at-home mums; the share of young adults living with parents; parents; the number of children in the family; women-breadwinners; education; family structures; the size of the family; marrying later in life; the share of households with one person; working mothers; extended families.

c. Discuss the questions.

1. How have views on marriage changed?
2. What is the second most common type of family living arrangements for American children?
3. Why is the family structure considered to be unstable?
4. What changes have taken place in gender roles?

4. a.  **Work in 4 groups. Get a card from your teacher with the information about contemporary families in Belarus. Get ready to share it with the others.**

b. Work in groups of 4. Share the information. Is there anything surprising?

5. Compare contemporary family in the US and Belarus. How many similarities and differences can you name?

LESSON 6. Nature or nurture?

Communicative area: discussing the problems of parenting

Active vocabulary: a timeout, parenting, responsive, to discipline, to demand, to ground

1. a. Read the extract from a blog to parents. What is it about?

Parenting [¹'peərəntɪŋ] is the activities that promote and support the physical, emotional, social and intellectual development of a child from babyhood to adulthood. A parenting style is a combination of strategies that parents use to raise their child and can be described as an emotional climate in the family. Parenting styles vary by historical period, social class, race, and a few other social features. Parenting practices are specific behaviours parents use to socialise with their children. They can refer to rules, praise, rewards, expectations, punishments or any other type of regular interaction that a parent has with their child.

Psychologists divide parenting styles into four groups on the basis of two criteria. The first one shows how much parents control their children and **demand** from them. It is about the boundaries set for children and how parents **discipline** their children if some rules are broken. Parenting practices can vary from taking privileges away to sending a child to the corner for a **timeout**, from **grounding** them to physical punishment. The second criterion characterises the warmth of parent-child relations and shows how **responsive** and sensitive parents are to their child's needs and to what degree parents accept them.

b. Match the words in bold in ex. 1a to their definitions.

- a) quick to act to meet the needs of someone;
- b) ask for smth very firmly;
- c) the process of raising, bringing up children;
- d) not to allow a child to go out or use their cellphone as a punishment for breaking the rules;

e) train someone to obey rules or a code of behaviour, using punishment to correct disobedience;

obey (*v.*) – obedience (*n.*) – disobedience (*n.*)

f) a short period of time when a child must sit quietly as a punishment for behaving badly.

c. Discuss the questions below.

1. What parenting practices are mentioned in ex. 1a? What do you think of them? How effective are they? In what situations do parents use them?

2. Should parents react only to their child's misbehaviour? Why (not)? What about their good behaviour?

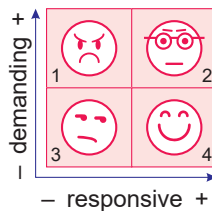
3. Do you think it's OK if children expect that their academic achievements will be rewarded financially? Why (not)?

4. Should parents demand that their children obey without question, or should children have a say in whatever boundaries their parents set? Why (not)?

5. Do you think that grandparents are more responsive than parents? Why (not)?

2. a. Look at the scheme depicting 4 parenting styles and decide which of the mottoes refers to each style.

- "You're the boss."
- "You're on your own."
- "Because I said so!"
- "Let's talk about it."



b. Listen to a psychologist describing 3 different children – Sarah, Arthur and Pete – to illustrate different parenting styles. Identify them.

c. Listen again. Write down the examples of parenting practices Sarah's, Arthur's and Pete's parents use to socialise their children and how the child is described in each case.

3. a. Work in small groups. Describe Nora, whose parents practise the last style. Think about the following aspects: how they control

and discipline, communicate, nurture and take care of her and what they expect of her. What kind of problems may the girl experience later in her life?

b.  Listen to the last description. How close were your stories?

4. According to the psychologist, which of the parenting styles is more effective and shows better outcomes for children? Do you agree? Explain your point of view.

5. Discuss the questions.

1. Do you think parents use one style or have a combination of styles? Why?

2. Is it always good if both parents practise the same parenting style? Why (not)?

3. Is it better for the child if at least one parent is democratic than having two parents with the same, less effective style? Why (not)?

4. When it comes to parenting styles, is it true that one size fits all or do different children need different parenting styles or parenting practices?

5. Will your own experience influence your parenting style? What else can influence it?

LESSON 7. What bonds the family

Communicative area: asking questions about and describing family traditions

Active vocabulary: a milestone, a reunion

1. a. Discuss the questions.

1. What is a family tradition? 2. Is there any difference between a family tradition and a regular activity? 3. Are all family traditions celebration traditions? Why (not)?

b. Different people were asked one and the same question. Read their answers and guess the question.

1. They give the members of a family the sense of stability and safety.

2. They bring meaning to celebrations and build family relationships and stronger bonds.

3. They create positive experiences and shared memories for everyone.

4. They give family members a sense of identity and belonging.

5. They keep generations connected and give them a family history to share.

6. They make memories that last a lifetime.

7. They help pass on family values, including cultural and religious heritage.

8. They help us take a step back from the hamster wheel to talk, laugh, and play with those we love.

c. How would you answer the same question?

2. a. Read the extracts from two conversations. What questions were the people asked?

Text A

– ...

– Well, it's hard to choose one. Let me think. Perhaps this one. You know we've made a family event out of choosing the Christmas tree. We get together with family and friends, find the perfect Christmas tree, play in the snow and come home to a feast. And we play Secret Santa to each other. It's always a huge success!

– ...

– Oh, it's a wonderful game that guarantees a good time for all involved. It combines the mystery, suspense and surprise of holiday gifting. The rules are pretty simple. You put the names of all the participants into a hat and mix them up. Then each person chooses one name, but keeps it a secret. Now he or she is responsible for buying a gift for the person selected. When the gift-giving time arrives, each person finds his or her gift and also has to guess who their Secret Santa is.

Text B

- ...
- Sure, and not one but several.
- ...
- Going out for a treat is the longest one. I don't know exactly how it was started, but my grandma was telling me how when she got good grades, her mum took her out to get ice-cream or to her favourite restaurant. My siblings and I usually go to Dairy Queen to celebrate our good grades. We always get ice cream cones. Yummy!
- Sounds that you enjoy it. ...
- I really love it because I have to work hard to earn this reward. This tradition keeps me very motivated and on track.

b.   Listen to the conversations and check your ideas.

c. What do you think of the traditions described in ex. 2a, b?

3. a. Think of your family traditions, both holiday and non-holiday ones. Choose two examples of each kind. Share with your classmates. Do you have anything in common?

b. Which family traditions would you like to keep alive? Which of them would you drop? Explain your reasons.

4. a. Read the list of family traditions in English-speaking countries. Are there more celebration traditions or non-holiday traditions? What other holiday traditions can you add?

Family reunions (a gathering of members of an extended family), a Sunday roast dinner, fireworks on Independence Day, playing board games on a regular family game night, watching a classic seasonal film together, wedding ceremonies, camping trips, Christmas dinner with extended family, birthday cakes, Easter egg hunts, going to the stadium for the season opening match, bedtime reading, attending Christmas church service, celebrating anniversaries and other milestones (important events), volunteering in the annual community clean-up, a bonfire on the last day of school, a family bike ride, decorating a Christmas tree, weekend barbecues, sending seasonal cards,

taking part in charity fun runs and other events, writing thank-you notes, pulling crackers, going to local festivals, touring the community to look at the light displays on homes and businesses, cooking family favourite recipes.

b. In your opinion, which of the traditions in ex. 4a can be found on the list of Belarusian family traditions?

5. Work in pairs. Role-play a conversation about family traditions in Belarus and one of the English-speaking countries.

Student 1: You are from Belarus. You are curious about family traditions in other countries. Describe some of your own family traditions and ask questions about family traditions in another country.

Student 2: You are from an English-speaking country. Answer your partner's questions and ask your own ones about Belarusian family traditions.

LESSON 8. Tell me all about it

Communicative area: writing a letter describing a family event

1. Work in pairs. Discuss the questions.

1. If you want to learn something about another culture, what would you prefer to do: to write a personal letter to your pen-friend and ask the person or to search the Internet for the information? Why? 2. What are the benefits and disadvantages of each method?

2. a. Read a part of the letter. What kind of event is the person describing?

It's a time when families reunite, express gratitude and feel closer to one another than at any other time. It's a family bonding time for us. I think it's hard to find an American who doesn't have fond childhood memories of the holiday. Millions of people across the country travel to visit their nearest and dearest on that day. They say the day before the holiday itself and the day after are among the most widely travelled days of the year. In our family, we all try to come together at my grandparents' house a couple of days before and catch up with everyone. We talk about everything that is going on in our lives and get ready for the big dinner.

On Turkey Day morning, many people wake up early to run in local races (often for charity) that are called turkey trots. I'm thinking of doing it as well next year. People also watch parades or football, either live or on TV. Others prefer to play football. And of course everyone, even kids, is included in the food preparation. When I was younger, I loved decorating cookies together with my cousins!

Then sometime in the afternoon, when the turkey is juicy and golden brown and ready to be carved, the dinner table is set. It's the time everyone has been looking forward to. Definitely roast turkey is the star of the holiday table, but loads of other food is served as well: mashed potatoes with gravy, sweet potato casserole, green beans, corn, carrots and other fall veggies, cranberry sauce and of course gran's famous pumpkin pie topped with whipped cream. Delicious!

There's so much food you might think that the holiday is based mainly around eating, but there is more to it. Before the meal begins, it's traditional for everyone to say their thanks. We go round, one at a time, and say a few words about what we're most thankful for. In our family, we also say grace – a prayer to show how grateful we are for everything we have.

After dinner, we may go for a walk, play board games, charades and other funny games and share family stories, some of them are funny and some are sad. So the evening is filled with laughter and sometimes tears.

b. Read again. What order does the information go?

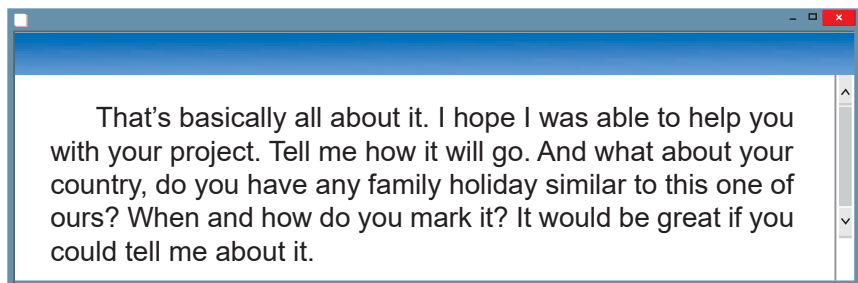
- a) Holiday food;
- b) Morning activities;
- c) How Americans see the holiday;
- d) Fun and games;
- e) Giving thanks.

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

1. The holiday has become synonymous with a family reunion.
2. The person's family usually gathers together at the grandparents' house.
3. The person traditionally takes part in the turkey trot.
4. All members of the family are involved in cooking.
5. At the end of the dinner, the family say their thanks.
6. The family spend the evening outside playing football.

4. a. Read another part of the letter and answer the questions.

1. Who do you think is the person writing to?
2. Why is the person writing the letter?



b. Look through the personal letter format. What is missing to make the extract in ex. 2a a complete letter?

1. salutation;
2. reason for writing;
3. body paragraphs;
4. concluding paragraph (a call to action that prompts a reply from the recipient);
5. letter closing;
6. signature.

- c. Where should the part from ex. 4a. go?
d. Choose the most suitable parts to start and end the letter.

a) Lots of love, Tom

b) All the best, Tom



c) Hey, Kate

d) Dear Sir / Madam

e) Sincerely yours, Thomas

f) Kind regards, Tom

g) To whom it may concern

- e.  Write the part to explain the reason for writing the letter. Share with the class.
5.  Write a letter (about 170 words) describing a traditional family event or celebration.

LESSON 9. Uncovering your roots



Project 

BEFORE THE PRESENTATION LESSON

1. a. Read the beginning of a blog. Why do you think they have chosen October? When would you celebrate Family History Month in Belarus? Explain your reasons.

In 2001, the US Congress passed a resolution introduced by a senator of Utah. Since then, October has been known as National Family History Month and for good reason. Knowing, recording, preserving, and sharing our family histories can provide countless benefits to individuals, families, and entire societies.

- b. Make a list of reasons why it is important to know one's own roots.

- c.   Listen to an expert in the field of genealogy. What reasons does he give? Are there any of them on your list?



d.  Listen again. Why does the expert mention the number 128?

2. Become a family detective, piecing together the puzzle of your ancestors. You can:

- make a family history poster;
- have genealogy field trips to the places that were significant in the lives of your ancestors;
- discover a story behind an old family photograph;
- interview your older relatives about some family members (and not only the most famous ones, don't forget those considered the black sheep).

Get ready to speak about your discoveries.

IN THE PRESENTATION LESSON

1. Share the information about your family history. Does it help you understand the world you live in and yourself better?

LESSON 10. Culture corner. Love and crown

Communicative area: reading and speaking about royal families

1. Do you agree that kings and queens aren't supposed to marry for love? Why (not)?

2. a. Match the names to the pictures on page 32. What do you know about the royal couples?

- a) Prince William and Kate Middleton.
- b) Queen Elizabeth II and Prince Philip;
- c) Queen Victoria and Prince Albert;



b. Read the newspaper article. Did Queen Victoria have a happy family?

Royal weddings attract enormous public attention and are watched on TV and the Internet by millions of people all over the world in addition to the invited guests. The Chapel Royal in St James's Palace and St George's Chapel in Windsor Castle were popular settings for such wedding ceremonies in the 19th century. Since 1919 most of them have been held in Westminster Abbey.

When we think of weddings, naturally the first colour that springs to mind is white. However, this was not always the case. The traditional white wedding came into vogue entirely because of one bride: Queen Victoria. Before her 1840 marriage to Prince Albert, it was common for brides to wear dresses of rich colours, which could be used again for other occasions. And while Victoria didn't start the tradition, she definitely popularised the white wedding dress.

The couple first met at Victoria's 17th birthday in April 1836. It is said that from the moment she met him, Victoria was greatly charmed by the German prince. However, she was determined not to rush into marriage. It wasn't until two and a half years later that she made up her mind. By that time, she had already inherited the crown. Tradition dictated that no one could **propose** to a monarch, so Queen Victoria proposed to Prince Albert. Deciding against holding a private wedding ceremony, she invited more guests to observe it than ever before, which opened the door to more publicised royal weddings.

The union between Queen Victoria and Prince Albert is known as one of the greatest **love matches** in British history. The couple's diaries show how much they relied on each other practically, politically and emotionally. They had a family of nine children and for 21 years lived in close harmony, though of course they had their arguments and problems. They were also the first of the royals to occupy Buckingham Palace, turning it from a private home into a working royal residence.

Prince Albert changed the way the British celebrated Christmas. Until then, it used to be a dull affair characterised by going to church and singing Christmas hymns. Prince Albert introduced Christmas trees and decorations in the best German tradition. Soon, this novel way of celebrating 25 December was eagerly taken up by the British public. Since then, the Christmas tree has been decorated at Windsor Castle and in many homes all over the world.

Prince Albert died suddenly of typhoid [ˈtaɪfɔɪd] at Windsor on 14 December 1861. Victoria was completely **devastated**. She would not show her face in public for three full years. Queen Victoria ruled for 63 years and adored Albert so much that she refused to wear anything but black to show her **mourning** for her husband, which she did for 40 years. The Royal Albert Hall in London was named in honour of Prince Albert, and his name is also affixed [ə'fɪkst] to London's Victoria and Albert Museum.

c. Read again and say what new family traditions Victoria and Albert introduced.

d. Guess the meaning of the words in bold.

Propose: a) put forward a plan; b) make an offer of marriage; c) ask smb out.

Love match: a) a favourite sport event; b) a marriage of convenience, an arranged marriage; c) a marriage based on love rather than social or financial considerations.

Devastated: a) happy; b) fascinated; c) shocked and upset.

Mourning: a) expressing sorrow when somebody dies; b) celebrating; c) beginning.

3. a. Work in two groups. Read the text assigned to your group. How did the royal couples mark their wedding anniversaries? Get ready to retell the information.

Text A

It has been 10 years since the Duke and Duchess of Cambridge got married in a gorgeous ceremony which was called the wedding of the century and watched by billions of people at Westminster Abbey. The couple met as college students at the University of St Andrews in Scotland and dated for more than 6 years before announcing their engagement in 2010.

Kate Middleton and Prince William, who are globally admired for their good sense and glamour, have three children. They welcomed their first child, Prince George, in 2013, followed by Princess Charlotte two years later and their youngest child, Prince Louis, was born in 2018.

People's fascination with the couple and their family has only grown since the royal wedding day. The Cambriges have formed a stable family, participated in hundreds of engagements, backed many charities and survived the ups and downs of royal life. They have travelled the world on numerous official tours as part of their duties as working royals.

Though they enjoy private, low-key celebrations for their anniversaries, to mark the big milestone in their marriage, the Cambriges released two new portraits taken outside Kensington Palace and shared a very personal look into their family life. They also visited a family-run farm in the northeast of England and met with those helped by the youth project, which provides young people with learning disabilities with the skills and independence they need for adulthood. It is one of the 26 charities that benefited from the couple's Royal Wedding Charitable Fund. It was set up thanks to donations the couple asked for instead of wedding gifts when they got married in 2011.

Text B

It was a marriage of love and is the longest one of any British royal couple. Their silver, golden, and diamond wedding anniversaries led to grand celebrations, but the next significant

milestone was different. Queen Elizabeth and Prince Philip marked the occasion with a small family gathering. “When we were married, I don’t think there was such a thing as a platinum anniversary, they didn’t know we would be around that long,” joked the Queen.

In 2020, the royal couple marked their 73rd wedding anniversary by releasing a photograph of them reading a card made by their great-grandchildren. Sadly, it turned out to be their final celebration – Prince Philip passed away in April the following year.

Three of their four children’s unions ended in divorce, but their marriage remained stable and strong, though it wasn’t always easy for Philip to stand in his wife’s shadow. During her speech for the golden wedding anniversary, the Queen described her husband as “her strength and stay all these years.”

Their romance started in 1939, when Elizabeth was just 13 and Philip 18. They kept contact during World War II. In 1946, Philip proposed to Elizabeth and she immediately accepted. Her parents, however, felt he was an inappropriate match for the future Queen of England as Philip, Prince of Denmark and Greece, also had German roots. However, Elizabeth insisted on marrying the man, who had served for the British army during the war. 2,500 guests attended the wedding ceremony held on November 20, 1947 at Westminster Abbey, where the bride placed her wedding bouquet [bu:'keɪ] on the Tomb of the Unknown Warrior following the tradition started by her mother.

b. Work in pairs. Share the information you have learnt.

4. Answer the questions below. Which of the three couples...

1. had more children?
2. celebrated a unique wedding anniversary?
3. got married after one of the partners became a monarch?
4. had the wedding ceremony followed by most people?
5. had known each other longer before they decided to marry?
6. wasn’t married at Westminster Abbey?
7. had to oppose the opinion of the family?
8. asked for unusual wedding gifts?
9. married for love?

5. a. Look at the picture of a representative of the famous Belarusian family – the Radziwills. In what way is her love story different from the ones above?

b. Get ready to role-play a conversation with a British tourist about the most romantic royal love story.



LESSON 11. A recipe for a happy family

Communicative area: discussing a model of a happy family and ways of creating it

1. a. Read the famous quotation and fill in the missing words.

All (1. ...) families are alike; each (2. ...) family is (3. ...) in its own way.

Leo Tolstoy

b. Do you think the writer was right? Why (not)?

2. a. Work in pairs. What is a happy family, in your opinion? Make a list of nouns that characterise the relations in such a family. Rank them according to their importance. Compare with another pair.

b.   Listen to Katy's recipe for a happy family. Are there any ideas that are similar to yours?

c.   Listen again and fill in the missing words.

Begin with love and (1. ...) of caring
Add some trust, (2. ...) for sharing
Stir in some patience to (3. ...) it together
With understanding it (4. ...) even better
Stir very lightly, leave (5. ...) to grow
Don't bother with lumps, they won't even (6. ...)
Spread on the (7. ...) of genuine pleasure
Your happy family will be a (8. ...) forever.



3. a. Adam thinks he is lucky enough to have two pairs of grandparents who have been together for over 50 years. He has asked his grandparents to share their secrets of a happy marriage. Read their advice and match the headings to the paragraphs.

- | | |
|---------------------------------|------------------------|
| a) Learn something together; | f) Have fun and laugh; |
| b) Surprise each other; | g) Eat together; |
| c) Have some time for yourself; | h) Talk to each other; |
| d) Have traditions; | i) Say nice things; |
| e) Travel; | j) Love each other. |

1. Nice little surprises are a great habit of a happy family. Kids can make their mum a cup of coffee from time to time. Parents can surprise their children with an unexpected trip to a theme park. Spouses [spaʊz] (a husband or wife) can do nice small things for each other, such as cooking a romantic dinner, writing a love letter, or bringing home their partner's favourite dessert in the evening.

2. Creating your own family traditions is an amazing thing to do. Maybe that means eating pancakes every Sunday morning, going sledding after the year's first snow, celebrating your anniversary in some special place, or bringing souvenirs from every trip. One of the greatest family traditions is to celebrate big holidays together, gathering all the relatives and feasting.

3. It may sound obvious, but love is also a habit that you need to develop and train. Learn how to be patient when your kid breaks something, your husband doesn't notice your new haircut, your wife doesn't want to watch an action film with you, or your parents forbid you to go out. Remember all of their good qualities, talk to them about your concerns, and be grateful that you have them.

4. Learning new things is great as it is. Learning something with your family brings you closer and gives you the opportunity to spend quality and productive time together. You can attend introductory cooking classes, learn how to dance, draw, knit, sail – the opportunities go on and on. There are so many things you can learn while having fun with your loved ones.

5. Travelling with your family is a great habit to have. Seeing new things, visiting new places, and experiencing new emotions brings people closer together. Try to go on a big trip at least once a year. If you can, also go on some small trips once in a while. Visit your relatives in the next town, go to your lake house for a weekend, or go camping for a couple of days.

6. Spending time with your family is great, but having time for yourself is also very important. Your husband can watch the kids while you read a book in peace and quiet. Your wife can be with the children while you watch a big game. Enjoying some alone time doesn't make you a bad parent or spouse. Everyone needs it. Realising and respecting that is the key to a happy family.

7. Having a good time with your family is priceless. There are so many things you can do together to have fun. Play board games once in a while, sing karaoke, watch funny movies, tell stories to each other, go bowling, play basketball, or enjoy countless other fun group activities.

8. Feeling appreciated is one of the most important things in a happy family. All of the family members should say how much they appreciate each other, how great it is that they have each other, how much they love each other, and how grateful they are for everything they do for each other. Those easy words of appreciation can make a family much stronger. Hugs and kisses also do a great job.

9. Discussing problems, achievements, concerns, worries, and expectations is very important in a family. Take it as a rule to talk to your spouse and kids about everything. It will make you all closer and happier.

10. This doesn't have to mean all the time. Forcing everyone in the family to drop all of their things and go to the dining room twice a day is nonsense. If you can, have dinner together every evening. This is your time to ask how everyone's day was and discuss all the news and latest issues. If a daily dinner doesn't work for everyone, at least try for twice a week. Sharing a meal with your family over a conversation is a great habit.

b. Do you agree with the advice? What would you add or take away? How happy is your family, and what creates this happiness in your opinion?

4. a. Work in pairs. As a teenager, what can you do to make your family happier? Make a list of tips.

b. Share your ideas with the class. Choose five most popular ones.

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

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

A survey of 2,000 UK families helps to identify what a typical British family looks like today. According to its report, the average family consists of 2.1 children and has one pet, with an average salary of £29,688. However, the definition of a family is always changing as our lifestyles and society evolve. Some of the factors that contribute to these changes include health, entertainment and living spaces. As a result, a “typical” family can look very different across different eras.

We know from the past that what a “normal” family might look like can vary a lot between centuries or even decades, which is why we wanted to examine the idea of whether families in 2050 will look very different from the families of today. We explored some of our research findings with futurologist Dr Ian Pearson.

It is expected that technology will see further rapid developments that take communication to new heights. Family members who live far away will have the option to be more involved in their lives back home. According to Dr Ian Pearson, instead of having to spend time and money on travel, the development of artificial reality will allow people to mimic realistic “physical” interaction with each other while they are in fact far away. This will bring family members closer, especially over festive seasons like Christmas.

Technological and financial developments have made it easier for many people to move to different countries. Back in 2001, just over 1% of the UK population identified themselves as mixed or were characterised as such by their parents. In 2009, the mixed-race population saw an increase of 50%. According to the predictions made by the Organisation for Economic Cooperation and Development, people of mixed origins could account for 8% of the British population by 2050. It would mean that multi-racial families will become more and more common.

With better access to healthcare, growing medical achievement and stable food sources, we are able to live longer than our ancestors. According to United Nations research, life expectancy was 72.6 years in 2019 and they expect it to reach 77.1 years by 2050. While an average family today usually consists of three generations, by 2050, longer life expectancy could mean that there will be more four-generation families.

The birth rate reached its lowest level in 2018 since records began in 1938, states the Office for National Statistics. It means that by 2050, there will be more than twice as many people above 65 as children under five. Common reasons for the birth rate to drop continuously include greater participation in higher education, delaying marriage and / or partnership formation, and wanting to have a longer working career before starting a family. If this trend continues, we can expect families in 2050 to have more grandparents than children in an average household.

Social and economic factors, such as decisions about marriage, divorce, further education, work, values and more, all play a part in impacting how a typical family structure might look in 30 years. While some of these observations were made based on previous years or decades and are subject to change, it is still interesting to explore how our families might be different by 2050. Let us know whether anything about this differs from your family and what you think about the predictions.

2. How might the change in communication influence the family in 2050? Read aloud the extract that describes it.

3. What kind of families will become more and more common in 2050 according to the article?

4. Why do they expect that there will be fewer children than grandparents in a typical family in 2050?

II. LISTENING

1.  Listen to a *Family action* representative speaking about the organisation and its projects and answer the questions below.

1. What kind of organisation is *Family action*?
2. According to *Family action* research, what are the main family problems?
3. Why are they starting their latest project?

III. SPEAKING

1. Let's talk about family. What does your family mean to you?
2. What is your favourite family tradition? Why?
3. What questions would you ask a British teenager about contemporary families in Britain?
4. What would you advise those who want to strengthen family bonds?
5. They say that family is dying. What do you think of it?

2

UNIT



JOBS

LESSON 1. What job suits you?

Communicative area: speaking about jobs, personal qualities and skills

Active vocabulary: jobs

1. Read people's opinions. Which of them do you agree with? Justify your point of view.

All jobs are equally important.

Some jobs are more valuable to society and to the wellbeing of others, some simply add value to one's own life.

2. Match the jobs with their categories.

Politics, Business and Administration Finance

Construction Service Education Creative Jobs

Healthcare Sales and Marketing Law, Police and Security

Transport IT Technical jobs

1. A baker, a barber/hairdresser, a barista, a beautician, a butcher, a cashier, a caterer, a chef, a cook, a kitchen worker, a childcare worker, a courier, a fishmonger, a fitness worker, a greengrocer, a grocer, a salesman, a shop-assistant, a tailor, a travel agent.

2. An architect, an astronomer, a cartographer, an engineer, a mathematician, a miner, a physicist, a scientist.

3. A carpenter, a carpet/floor/tile fitter, an electrician, a glazier, a lift installer and repairer, a plumber, a roofer.

4. A home tutor, a pre-school teacher, a teacher, a teaching assistant, a training specialist, a university and college lecturer.

5. An ambulance worker, a dental laboratory technician, a dentist, a chemist, a health services manager, a nurse, a nutritionist, an optician, a paramedic, a pharmacist, a physician, a psychologist, a social worker, a surgeon.

6. A computer programmer, a computer software engineer, a systems analyst, a systems developer.

7. An air traffic controller, an aircraft pilot, an astronaut, a bus driver, a chauffeur, a delivery worker, a flight attendant, a sailor, a taxi driver, a lorry driver.

8. An ambassador, an administrator, an entrepreneur, a manager, a mayor, a minister, an office clerk, a politician, a receptionist, a secretary, a stockbroker.

9. An accountant, a budget analyst, an economist, an insurance sales agent, a personal financial advisor, a tax inspector.

10. An actor, an announcer, an artist, a camera operator, a conductor, a craftsman, an editor, a graphic/interior/fashion designer, a journalist, a musician, a photographer, a playwright, a producer, a publisher, a writer.

11. A bodyguard, a court reporter, a customs officer, a detective, a fireman, a judge, a lawyer, a lifeguard, a major, a police officer, a private detective, a security guard, a soldier.

12. An advertising manager, an estate agent, a human resources manager, a market researcher, a product promoter, a public relations specialist, a travel agent.

3. a. Look through the astrologer's article and find the paragraph about your zodiac sign. Do you agree with your sign description?

Would you like to have a career recommended for your sign representatives?

Zodiac signs and careers

Each zodiac sign has certain personality traits that make its people suited for certain careers more than others, and it really helps to know these traits and how they suit each career to achieve maximum success. Check these best careers for every zodiac sign:

Aries ['eəri:z]: enthusiastic, competitive, ambitious, strong-willed and creative. This person could be a police officer, a soldier, a politician, a producer or an entrepreneur.



Taurus ['tɔ:rəs]: practical, methodical, determined, patient, and dependable. Unlike Aries, the Taurus needs stability in their work, they could be working for the government to get job security and benefits. They are best suited to be accountants, lawyers, engineers, or teachers.



Gemini ['dʒemɪni]: optimistic, curious, intelligent, and likes the fast-paced jobs, such as travel jobs, a stockbroker, or a public relations specialist.



Cancer ['kænsə]: imaginative, dramatic, philosophical, and protective. The best jobs for the Cancer are a social worker and human resources manager.



Leo ['li:əʊ]: gregarious, independent, with a need for power. Born to lead, it is not difficult to imagine the Leo as the Chairman of a big organisation or corporation, and the best lines of work for them could be as performers, tour guides, fashion designers, or interior decorators.



Virgo ['vɜ:ɡəʊ]: perfectionist, cheerful, detail-oriented, hard-working and neat. Since Virgo is the sign of service and analysing, the best jobs that suit them are writing, research, detective work, public service, secretarial, or teaching.



Libra ['li:brə]: diplomatic, charming, sociable, and easy-going. They make perfect ambassadors, sales people, customer service representatives, and travel agents.



Scorpio ['skɔːpiəʊ]: intelligent, analytical, hard-working, and motivated. They could get to the highest levels on the jobs that suit them, which are surgeons, scientists, physicists, and educators.



Sagittarius [ˌsædʒɪ'teəriəs]: they have a positive attitude, high level of energy, and a spiritual side. Some of the best jobs for them are ministers, public relations officers, editors.



Capricorn ['kæprɪkɔːn]: dependable, goal-oriented, responsible, determined, persistent, logical and clever. These workaholics could be bankers, administrators, managers, physicists, or IT specialists.



Aquarius [ə'kwɛəriəs]: intelligent, original, progressive, humanitarian and visionary. These free spirited creatures need to explore and make discoveries, so they are best suited to be scientists, designers, musicians, or inventors.



Pisces ['paɪsɪːz]: creative, passionate, sensitive, popular, artistic, and spiritual. Best jobs for these emotional and dreamy people are artists, physicians, nurses, psychologists, and of course astrologists.





b. Speak about the people you know: relatives, friends, celebrities. What are their zodiac signs? What personal qualities do they possess? What are their jobs? Is the job horoscope right?



4. a. Discuss in pairs. What qualities are necessary to be a successful entrepreneur? a good nurse? Choose from the list on page 46 and add your own ideas.




Example: I think an entrepreneur must be confident.

Patient, calm, sympathetic, confident, honest, accurate, responsible, understanding, caring, well-balanced, cool-minded, polite, being a leader, sincere, having good communication skills, flexible.

b.   Listen to the radio programme and compare your ideas with those in the programme.

c.   Listen again and take notes. Why are these qualities important?

5.  Write five qualities that characterise your personality on a strip of paper. Read them to your partner. Your partner should give you advice on what job could suit your personality. Do you agree with their choice?

Example: – I'm persistent, patient, accurate and hardworking, but I'm a bit stubborn.
– I think you could be a manager, a social worker or a teacher.

LESSON 2. Jobs: pros and cons

Communicative area: speaking about advantages and disadvantages of jobs

Active vocabulary: well / badly paid, prestigious, rewarding, challenging, tedious, backbreaking, stressful, satisfying, monotonous, repetitive, creative, secure, messy, perks and bonuses, promotion, need a lot of training, to require qualifications, flexible hours, to work from home, to do odd jobs, good / poor working conditions, to work late / long hours, to work shifts / night shifts

1. Do you agree with the quotation? Discuss in pairs or small groups.

I'd rather be a happy dustman than an unhappy millionaire.

Unknown

2. a. Read Kevin's story about his job. Are there more advantages or disadvantages of his job?

I have been working as a barista **full-time** for more than a year, though anyone can ask the **employer** for **flexible working hours**. My company is a great place to make friends. This job offers a lot of **perks** such as an excellent health care package, a free pound of coffee a week and free drinks during the breaks; if you love coffee, here it is! The **wage** isn't high – \$8 per hour, but they give us overtime payment, all the holidays are paid. Moreover, if you run your business properly, you will be able to get a **bonus** every quarter. It's important to me that the company appreciates its staff. In case **employees** show their commitment, they're likely to get a **promotion**. As for the disadvantages of being a barista, it has long hours standing on your feet, dealing with rude customers, a lot of stress during the busiest time of the day and the Festival period sometimes makes the job backbreaking and stressful.



b. Match the words with their definitions.

1. a wage / a salary

a) a fixed amount of money that you earn each month or year from your job;

b) money you earn that is paid according to the number of hours, days, or weeks that you work;

2. a bonus / a perk / promotion

a) an extra benefit that you get in your job;

b) extra money that you are paid in addition to your salary;

c) a move to a higher position in a company;





3. an employer / an employee / unemployed / staff
 - a) all the people employed by a particular organisation;
 - b) a person, company, or organisation that pays someone to work for them;
 - c) someone who is paid regularly to work for a person or an organisation;
 - d) without a job;
4. part-time job / full-time job / flexible hours
 - a) working hours that are different from the usual 9 to 5 day; you can change the time when you start and finish each day;
 - b) occupying the whole of someone's working time, typically 40 hours in a week;
 - c) occupying a part of the usual working time;
5. to do odd jobs / to work shifts / to work from home
 - a) to earn a living working at home and not commuting to a central office every day;
 - b) to do any of various non-specialised, not regular jobs, usually domestic and unskilled;
 - c) to work one of the periods in a factory, hospital, or other place where some people work during the day and some work at night.

c. What are the advantages and disadvantages of being a barista?

d. Would you like to be a barista? Why (not)?

3. Sort out the words and phrases into two groups: **advantages** and **disadvantages**.

Well / badly paid, prestigious, rewarding, challenging, tiring, backbreaking, stressful, satisfying, monotonous, repetitive, creative, secure, messy, perks and bonuses, promotion, need a lot of training, to require qualifications, flexible hours, to work from home, regular / odd job, good / poor working conditions, to work late / long hours, to work shifts / night shifts, full-time / part-time.

4. a.   Listen to a flight attendant talking about her job. Is she happy about her job?
- b.   Listen again. What are the advantages and disadvantages of being a flight attendant?
- c. Read the woman's story and find linking words and phrases in it.

My friends and acquaintances ask what it's really like to be a flight attendant. Well, I've decided to make this video and tell you about the benefits and setbacks of this profession.

The first advantage is obvious: you fly anywhere for free. This is just a perk that allows you to fly for free for being an employee. That's an incredible perk. It's also a great chance to see the world and visit friends. Moreover, it's one of the most culturally diverse jobs. You can meet and befriend other flight attendants of every nationality. I've learnt so much about other countries and cultures because I get to spend time with some really interesting people. Besides, I've had some really fascinating and delightful passengers. It's never boring. Sometimes the tasks can become monotonous, but you're never flying with the same people, you're going to different places, there's never a typical day. You can even meet celebrities. Doesn't all of that sound awesome? In addition to all the great benefits listed above, flight attendants also earn a great salary. However, it takes some time and experience before you are one of the higher paid flight attendants.

On the other hand, I cannot only present it with rose-coloured glasses. It can be really, really hard. It's important to know both sides of the coin. One of the disadvantages of being a flight attendant is that you have to say goodbye to holidays (for a while at least). Spending Christmas in a hotel by yourself is never going to be easy. Last year I was in Oregon for Thanksgiving, California for Christmas, and Florida for New Year's.

Another unpleasant thing is that your plans will always change. Your day and schedule will change with the weather.



I still hear horror stories from a couple of winters ago when people got stuck in New York for days because of the snow storms.

What is more, you miss a lot of what happens at home. I've missed so many birthdays, so many parties. I've missed visits from my relatives and friends because I've had to work.

This job is sometimes stressful as people can be mean. As flight attendants, we're sometimes the only face of the airline people get to interact with. This can be great, but it can also be tough. I've had passengers yell at me, throw their bags down in a tantrum, and make people cry.

Of course, this is barely scratching the surface – but I hope it gives you a better idea of what it's like. I think it always sounds like a fun and glamorous job, and it is often rewarding – but it can be equally challenging.

d. Would you like to be a flight attendant? Why (not)?

5. Work in pairs. Speak about your relatives' jobs using the words from ex. 3 and linking words. Who's got the most challenging / backbreaking / exciting job?

LESSON 3. Choosing a career

Communicative area: speaking about factors influencing the career choice, discussing a future career

Active vocabulary: to follow in smb's footsteps, peer, aspiration, influencer, to affect, to overlook, calling for, lifelong

1. Discuss these words of wisdom. What do they mean?

If you don't wake up in the morning excited to pick up where you left your work yesterday, you haven't found your calling yet.

Mike Wallace

The best career advice to give to the young is “Find out what you like doing best and get someone to pay you for doing it.”

Katherine Whitehorn

2. a. There are many factors that influence a career choice. Which of the factors below do you find the most important?



Teachers / Career adviser

Family

Friends and classmates

Media and information

Self-assessment

b. Read the article about choosing a career and match the headlines to the paragraphs.

There are many influencers on a teenager’s career decision. Sometimes a game they played when they were young or a character on a television show can spark a **lifelong** interest in a job. Find out who the main influencers are and how they **affect** a young person’s decision-making.

1. Skills, interests, personality, and values play an important role in a career choice. Figure out where your career interests are by asking yourself: *Where do my interests lie? What do I do well and enjoy? What kind of personality do I have? What’s really important to me? What are my values?* Listen to your heart. It will help you to find your **calling** – a job that you’re good at, you’re comfortable with and enjoy doing.

2. Parents are the most important influencers on a young person’s career decision. What parents do for a living; where they

live; their education, knowledge and skills; how much they earn; and how they spend their time and money have a huge influence on their child's career decisions. Young people often **follow in their parents' footsteps** to keep their family work traditions.

3. **Peer** pressure can sometimes limit young people's career **aspirations**. Think about when school is over – will it matter what your friends think?

4. A great teacher can set a student on a lifelong love for a subject. Many people can relate a chosen career back to an **influential** teacher. Teachers might see talents that parents or students themselves might **overlook**. Careers advisers in schools can offer resources and guidance.

5. The media portrays different jobs under different lights; some are viewed as more *glorious* than others. The film industry presents these “ideal” lifestyles that many follow, but that does not mean it is the right fit for everyone.

c. Match the words in bold with their definitions.

- a) have an effect on someone or something;
- b) to fail to notice;
- c) having a great influence on someone or something;
- d) a hope or ambition of achieving something;
- e) a person of the same age;
- f) lasting in a particular state throughout a person's life;
- g) a strong feeling that you must do a particular type of job;
- h) to do the same work as someone else before you.

3. a. Fill in the prepositions where necessary.

1. One interview had a great influence ... his / her future career.
2. The media and television programmes influenced ... his / her decision.
3. A TV project affected ... his / her career choice.
4. A teacher helped him / her to make a decision ... what path they really wanted to take.
5. His love ... programming grew from his interest ... computers.
6. She decided to follow ... her mother's footsteps.
7. She is going to be the super woman that succeeds ... the career world.

b.   Listen to people speaking about their careers, and match Speakers 1–7 to the sentences in ex. 3a.

c.   Listen again. Are the sentences true or false?

1. Peer pressure affected Speaker 1's career choice.
2. Speaker 2 used to be interested in two other jobs before she chose public relations as a career.
3. Speaker 3 found his calling while he was attending a school workshop.
4. Speaker 4 had a lot of experience with kids.
5. Speaker 5's peers had the same career aspirations.
6. Speaker 6 fell in love with the idea of becoming a teacher.
7. Speaker 7 would like to have her own business.

4. a. What has influenced or could influence your career choice? Prepare a short talk on the topic.

Help box

I have wanted to work with *computers* / *as a teacher* since

I realised I enjoyed ... when

I chose my career because

I originally wanted to go into

I didn't seriously consider ... until I

After learning more about ... , I decided to think about

After ... , I was hooked!

I believe I got into this field because of

I decided to follow in my ... 's footsteps.

I realised that ... was my calling. ... sparked a lifelong interest in my future job.

My ... influenced my career choice / set me on a lifelong love for

It's an in-demand career, and I'll have an easy time finding work after I graduate.

I started researching it and really looking into it, and I fell in love with the idea of it.

Hopefully, my dream will come true and nothing will limit my aspirations to be a

b. Work in pairs. Listen to your partner's talk. Do you have the same factors that have influenced your career choice?

LESSON 4. English and career

Communicative area: reading and listening for detail

Grammar revision: Real Conditionals

1. a. Work with a partner. Put the words in the right order to read the quote from Frank Smith, a famous psycholinguist.

Student A

One / in / a / for / sets / life / language / you / corridor;

Student B

every / way / two / door / along / languages / open / the.

b. Explain the meaning of the quote. What is the knowledge of a foreign language compared with? Do you agree with Frank Smith?

2. Read the information below. What does it tell you about the role of English in a career?

In one of his books – *The mother tongue: English and how it got that way* – famous author Bill Bryson gives four interesting examples which prove the importance of English in the world of business.

1. The six countries – members of the European Free Trade Association – communicate in *English*. And none of them are English-speaking countries!


2. In 1977, four companies from France, Italy, Germany, and Switzerland started Iveco (a truck-making company). They chose *English* as Iveco's official language.

3. When the Swiss company Brown Boveri and the Swedish company ASEA merged in 1988, they decided to use *English* in the new company.

4. When Volkswagen opened a factory in Shanghai, it found that there were too few Germans who spoke Chinese, and too

few Chinese who spoke German. So now German engineers and Chinese managers communicate in *English*.

Can you give other examples to prove the importance of learning English for career development?

3. a.  **Listen to the radio programme on the role of English in career development. Note down the advantages and benefits of learning English. Compare your list with your partner's.**



b.  **Listen again. Complete the sentences below.**

1. You need to learn this language if you want to do ... with a country outside of your own.

2. In many parts of the world, such as the US, you cannot get a job unless you speak English

3. But if you're not part of the ... business scene, do you still need English?

4. If you are able to express yourself effectively, you are halfway towards ... in our career.

5. If you want a good job in business, technology or ..., get out of that armchair and start learning English now!

6. If you already have a good ..., start learning before you lose it!

7. If the level of language is not up to the mark, then getting good ... in such exams would be next to impossible.

c.  **Look through the sentences in ex. 3b. Answer the questions below. Go to page 162 / 181 to read more.**

1. What kind of sentences are they? 2. How many clauses are there in each sentence? 3. In each case, is the speaker talking about a situation which they see as real or unreal? 4. What tenses are used in the *if*-clauses? 5. What tenses are used in the main clauses? 6. What word is used instead of *if* in one of the sentences? What is the meaning of this word? Can you rewrite this sentence using 'if'? 7. Why cannot *unless* be used in sentence 3?

4. a. Look through the expressions. Make sure you understand their meaning. Put them into four groups depending on what they are related to.

education

business

science and research

all the above

To get a job as an airline pilot, to negotiate deals, to find job opportunities, to require English, to have a significant advantage, to broaden your employment opportunities, to work on new scientific developments, to read international contracts, to work with customers and clients around the world, to display proficiency in English, to join your dream job, to go to conferences, to progress in your field, not to lag behind in every walk of life, to open up unimaginable opportunities in life, to study abroad, to do research on an academic level, to read periodicals, to publish articles in journals, to maintain a position in academia, to stand first in competition, to get your dream job and earn more money, to gain technical knowledge, to use your computer more effectively, to become a better employee, to be a world-class businessman, to go to conventions, to access new information, to get a high score in international exams, to have brilliant career prospects, to be an ideal candidate for jobs in trade, international business or translation.

b.  Give advice making use of Conditionals and the expressions in ex. 4a. Choose between **if** and **unless**. Follow the example below.

Example: to communicate with business partners:

If you want to communicate with your foreign business partners easily, you should learn English at a good level.

c. Work in groups of four. Use as many expressions from ex. 4a as you can to speak about...

Student A: the importance of English in your education

Student B: the role of English in achieving success in science

Student C: the significance of English in career development

Student D: the influence of English on all three spheres: education, science and research and business

While Student A is speaking, Students B, C and D tick the expressions from ex. 4a used by the speaker, etc.

5. a. Translate Alan Walker's words into your language.

English helps stand first in competition. In a nutshell, English is the oxygen that keeps the professional life very strong and agile. English is indispensable to one's success. It is a language of prominence in the professional world. The importance of English begins at the threshold of the professional world. At the reception, precisely. As they say, well begun is half done; the person with necessary interpersonal skills and decent communication skills can impress a client right at the beginning of any business deal. Good communication skills in English are mandatory for successful seminars and presentations. If you are able to express yourself effectively, you are halfway towards success in your career.

Competitive examinations make learning English even more indispensable. The journey with English in a situation like this is almost right from birth to all the major and quintessential phases of life. Studying abroad now requires knowledge of the English language. If the level of language is not up to the mark, then getting a high score in international exams will be next to impossible. In other words, it can be said that the dream to study in an English country will be shattered to pieces just because of the poor language skills. Knowledge of English

becomes mandatory in any given situation of life. Therefore, it is highly suggested to realise sooner than later the importance of learning English. English opens brilliant career vistas in which one could stroll and relax elegantly. On the other hand, career prospects become limp in a situation where English takes a back seat.

b. What is the knowledge of English / learning English compared with?

6. a. Work in small groups. Discuss your career plans and the role of English in achieving your personal goals.

b.  Write an essay (170–200 words) on the topic *Advantages and benefits of learning English*. Follow the plan below and use linking words.

I. Introduction. Begin with general information and factual comments on the topic.

II. Main body:

Paragraph 1 Benefit 1 + supporting ideas, comments and / or examples;

Paragraph 2 Benefit 2 + supporting ideas, comments and / or examples;

Paragraph 3 Benefit 3 + supporting ideas, comments and / or examples.

III. Conclusion. Sum up and express your personal opinion.

Help box

There are numerous / considerable benefits / advantages of ...

The first / One / Another / A further benefit / advantage / plus of ...

For example, / For instance,

In conclusion, / To sum up, / All things considered,

LESSON 5. They wouldn't have achieved success if...

Communicative area: discussing unreal past situations

Active grammar: Conditional III, Mixed Conditionals

Grammar revision: Conditional II

1. What would you do for our country if you had a job? Use **Conditional II**. Share your ideas with the class.

Example: If I were a scientist, I'd work hard. If I worked hard, I'd invent a cure for cancer. If I invented a cure for cancer, it would save a lot of lives.

Grammar

If + V₂, would V₁

2. a. Read about three famous people. What influenced their careers?

Soichiro Honda: Soichiro Honda is the founder of the company Honda, which is one of the well-known large automotive companies. Honda's story starts when he went for a job interview to work for the Toyota company. Honda was rejected and was told that he was not fit for the job!! The man didn't give up and decided to create a company that would compete with Toyota and so Honda was born!! If there is anything we can learn from this inspiring success story, it would be never to give up.




Stephen King: Most people know Stephen King, the famous writer, but few know about his life story. Stephen's first novel was rejected almost everywhere it was submitted, to the extent that he threw it in the rubbish!! His wife got the story out of the



rubbish and insisted that he submit it again and, in the end, he became the Stephen King we know now!! There is a very important lesson you must come up with from this inspirational success story, which is that rejections should make no sense at all if you believe in yourself.

Charlize Theron: Mirror, mirror on the wall, who's the luckiest actress of all? Charlize Theron, who threw a fit in an L.A. bank that led to a hugely successful Hollywood career. Theron was attempting to cash a check from her mother, who was in South Africa, but was unable to do so since the bank refused to honour the international check. Theron reportedly threw a temper tantrum, completely unaware that the man behind her was a Hollywood agent. Apparently impressed by her impassioned performance, the agent helped the 19-year-old land her first role.



b.  Study the sentences and answer the questions about **Conditionals III**. Go to page 164 / 182 to read more.

1. If Soichiro Honda **had got** a job at the Toyota company, he **wouldn't have created** his own company.

2. If Stephen King's wife **hadn't got** his story out of the rubbish, he **wouldn't have become** a famous writer.

3. If Charlize Theron **hadn't thrown** a temper tantrum in the bank, she **wouldn't have got** her first role.

- Do the sentences refer to the present or to the past?
- Is it real to change the situations?
- What verb form is used in the Conditional III scheme?

Grammar

If + had + ?, would have + ?

3. Put the verbs in the correct form to make the Conditional III chains.

1. If Stephen King's first story (not be rejected) everywhere, he (not throw) it in the rubbish. If he (not throw) his story in the rubbish, his wife (not get) it out. If she (not get) it out, he (not submit) it again. If he (not submit) it again, he (not become) a famous writer.

2. If Charlize Theron (not have) a check from her mother, she (not go) to the bank to cash it. If the bank (deal) with international checks, she (not lose) her temper. If she (not lose) her temper, a Hollywood agent (not notice) her. If he (not notice) her, she (not get) her first role.

4. Make up your chain story. Choose one of the beginnings.

- If I hadn't overslept yesterday,
- If I had done my History homework yesterday, ...
- If I had taken part in the International essay contest, ...

5. a. Study two more examples of **Mixed Conditional** sentences and answer the questions below.

1. If Stephen King **weren't** a talented person, he **wouldn't have become** a successful writer.

2. If a Hollywood agent **hadn't seen** Charlize Theron in the bank, she **wouldn't be** a famous actress now.

- What parts refer to the present?
- What parts refer to the past?
- What verb forms are used in Mixed Conditionals?

Grammar

If + ?, would have + ?

If + had + ?, would + ?

b. Write the verbs in the correct form. Use Conditionals II, III and Mixed Conditionals.

If I (1. be) a well-organised person, I (2. not miss) the train that day. If I (3. not miss) the train, I (4. not be) late for the job

interview. If I (5. not be) late for the job interview, I (6. get) that job. If I (7. get) that job, I (8. be) a millionaire now. If I (9. be) a millionaire, I (10. buy) a gorgeous villa on the coast. If I (11. buy) a villa on the coast, I (12. admire) the view of the sea every day.

6. Use your imagination and answer the questions. What would life be like now...

1. if the wheel hadn't been invented?
2. if Alexander Fleming hadn't discovered penicillin?
3. if there hadn't been an industrial revolution?
4. if men hadn't landed on the Moon?
5. if you had been born the son / daughter of a millionaire?



LESSON 6. I wish I had chosen another career

Communicative area: expressing regrets about the past and present

Active grammar: wishes

1. a. Discuss the questions in pairs or in small groups.

- Are your parents satisfied with their jobs? Why (not)?
- Do any of your relatives or friends regret choosing their careers? Why (not)?

b. Read the article. What do the people regret?

The top five career regrets

30 professionals between the ages of 25 and 55 were asked each what they regretted most about their careers. The group was diverse: from a managing director of a large investment bank to a failing self-employed photographer. Here were the group's top five career regrets:

1. **“I wish I hadn’t taken** the job for the money.” By far the biggest regret of all came from those who chose well-paid but ultimately dissatisfying careers. Many people called their jobs golden handcuffs.

2. **“If only I had chosen** the practical job over the one I really wanted.” Of course, as a country, we need more engineers, scientists, and other “hard” science folks. But, at the end of the day, you’ve got to live your life, not the government’s. There are many roads that lead to Rome, you’re probably better off just starting immediately in the area that you love.

3. **“I wish I had used** my time at school more productively.” Many of the group’s participants wished they had thoughtfully turned their school years into a truly rewarding first job.

4. **“I wish I had got** a degree (high school or college).” Though some participants were well-known and well-respected at their job, they regretted not getting their degree. Having a degree makes you feel secure and gives more chances to be promoted.

5. **“If only I had** the confidence to start my own business.” A recent study found that 70% of workers **wished their current job would help** them with starting a business in the future.

c.  Read the sentences with the phrases in bold and complete the rule.

Grammar

1. We use **“I wish (if only) + V₂”** to express ...
2. We use **“I wish (if only) + had + V₃”** to express ...
3. We use **“I wish (if only) + would / could + V₁”** to express ...

Note: Never say *I wish I would, He wishes he would*. Instead, say *I wish I could, He wishes he could*.

a) an impossible wish for a future change; b) regrets about the present; c) regrets about the past.

2. Read about Pam's life. What does she wish?

Example: *I wish I hadn't chosen this career.*



I have chosen the wrong career. My job is monotonous and boring. I don't get any perks or bonuses. My boss is very rude to me. I can't cope with all my workload efficiently. Yesterday I didn't finish an important document. I was very tired. Today I had an argument with the manager. I rent a small flat on the outskirts of the city. I'd like to have my own flat, but I can't afford it. My job is badly paid. I want to start my own business.

3. What do the people regret? Why?

Example: *John: I wish I didn't have so much work to do. If I didn't have so much work to do, I could visit my friend.*


1. Mary: I argued with my boss; now he is angry with me.
2. Nina: I wasn't promoted last month. My salary is very low.
3. Ben: My job is backbreaking. I feel exhausted in the evening.
4. Helen: I didn't make a good impression on the job interview. Now I have to do a dirty job.
5. Boris: I can't go to rock concerts because I work night shifts.
6. Rita: I haven't followed in my parents' footsteps and I haven't become a lawyer. It's a prestigious job.

4. What do you regret? Use **I wish** sentences.

LESSON 7. A job interview

Communicative area: applying for a job

Active vocabulary: application form, apply for a job, applicant, CV (resume), letter of recommendation, certification, appropriate, inappropriate

1.  Listen to the rap song *A job interview*. What tips does it give to a job seeker?

2. a. Sort out the ideas on how to create a positive impression on the employer at a job interview.

An interview is mostly about selling your personality. From the way you enter a room to the clothes you wear, plenty of opportunities exist to let your personality shine. Preparing and practising for your interview gives you a good chance for success. However, you need to consider basic things you can do that either help, or hurt you during the interview.



Do's

Dont's

a) Make a good first impression. b) Use vulgar language. c) Dress appropriately. d) Show your bad habits. e) Show confidence and professionalism. f) Speak negatively. g) Initiate inappropriate discussion topics. h) Use electronics. i) Be honest. j) Prepare all necessary documents.

b. Match the Do's and Dont's from ex. 2a to the paragraphs.

1. Enter the room with a friendly, confident smile, greeting the hiring manager with eye contact and offering a firm, professional handshake. These behaviours will help you to make a positive first impression on the interviewer.

2. When you give your answers to questions, add examples to strengthen your points. For instance, give an example of when you offered great service or helped resolve that problem you said you are good at solving. Speak openly about your abilities, but with respect to the interviewer and the company.

3. Dress in a way that shows your personality while still following the company's dress code.

4. Give honest opinions, while being polite and expressive. The more honest you are, the better chance you have of finding a position that is a good match for your personality. For example, if an interviewer asks you how you feel about working late you can say, "I understand that there are times when I will need to work late, and I will do so. However, I strive to give 150 percent while I'm at work, so I can finish my workday on time and go home to my family."

5. When **applying for a job**, be sure to bring all the requested supporting documents in the format requested in the job listing. These documents may include **an application form**, a resume ['rezju:mer] or CV¹ [si:'vi:], a portfolio, **letters of recommendation**, **certifications** (teaching or computer certifications, for example) and other supporting documentation. If the company requests that supporting documentation be brought to the interview, bring a photocopy of each of the requested documents with you for the hiring manager.

6. Interviewers often ask trap questions during the course of the interview. A common example is "Tell me what you liked and did not like about your last job." Even if you previously worked for the most abusive boss in the industry, avoid talking poorly about them or other colleagues during your interview. Don't complain about past working conditions or low salaries. If you had a bad work experience, and you're asked why you left the job, simply explain that you decided to explore new opportunities.

7. Turn off your mobile phone before you even walk into the interview setting. Never check your e-mail or text messages during an interview. This rule applies to all electronic devices, including laptops and tablets. If you forget to turn your phone off and it rings during the interview, apologise and silence it. Never pick it up and begin a conversation.

8. Don't use slang or poor grammar during an interview. Try to avoid words and expressions such as, "yeah," "ya know" and

¹ CV – curriculum vitae [kə'rikjələm 'vi:tai] – a resume, a brief account of a person's education, qualifications, and previous experience, typically sent with a job application

too many “ums.” The way you present yourself verbally says a lot about how you will interact with clients and customers, so speak clearly and authoritatively with professionalism and respect.

9. If bad habits are a part of your personality, try to diminish them. For instance, if you are an impatient person, don't tap your foot or sigh during the interview.

10. Don't initiate or get drawn into **inappropriate** discussion topics. If the interviewer asks you what you like to do for fun, there's no need to tell him you are lazy, even if it is the truth. You should also avoid topics of an overly personal nature. There's no reason to talk about subjects other than those related to the job, the company, your work history and your qualifications.

c. Explain the words in bold.

d. Derive nouns from the verbs below and make up true sentences with them about your future job interview. Use the article in ex. 2b for help.

Apply, qualify, recommend, certify, impress, express, document, discuss, converse.

e. Discuss in pairs. What is inappropriate to do during a job interview?

3. Give advice to a job seeker on how to behave at a job interview.

4. a.   **Listen to and read a job interview. What position is the man applying for? What questions was he asked during the interview?**

Interviewer: Hi, I'm Nancy Peres. I'm the hiring manager.

Applicant: Nice to meet you, Ms Peres. I'm Giovanni Contadino.

Interviewer: Please have a seat.

Applicant: Thank you. Oh, this is a copy of my resume and a list of references.

Interviewer: Thank you, I will take a look at these. I see you have applied for the cashier position.

Applicant: Yes, that's right; I can work in other positions in the store as well.



Interviewer: That's good. Can you tell me about your previous work experience?

Applicant: I worked as a clerk at ASDA for one year. Before that, I worked in my country at my parents' grocery store. I ordered goods, stocked shelves and served customers.

Interviewer: I see. Are you looking for a part-time or a full-time position?

Applicant: I'm looking for a part-time job because I go to the Adult School to improve my English.

Interviewer: Customer service is a big part of this job. Do you have good communication skills?

Applicant: Oh yes, I am friendly and I would like to help the customers.

Interviewer: Tell me more about your other skills.

Applicant: I can use a cash register and I have basic computer skills.

Interviewer: Can you give me two good reasons why I should hire you?

Applicant: Well, I am organised, dependable, and hard-working.

Interviewer: We have morning, afternoon, and evening shifts. Which shift are you interested in?

Applicant: I go to school in the morning, and I have to pick up my children from school in the afternoon, so I prefer to work evenings or weekends.

Interviewer: Do you have any questions for me about the job?

Applicant: Well, I'd like to know if there will be opportunities for promotion.

Interviewer: Yes, based on good performance reviews, there are always opportunities to move up. We will be in contact with you as soon as we finish our interviews.

Applicant: Thank you very much for your time. I'll look forward to hearing from you.

b.  **Work in pairs. Get cards from your teacher and act out a similar conversation.**

c. **Present your interview to the class. The rest of the students decide whether you did your best during the interview.**

LESSON 8. The most popular jobs in the UK

Communicative area: speaking about the most popular jobs in the UK and Belarus

1. a. What jobs are the most popular in Belarus? Why?
- b. Work in pairs. What jobs do you think are popular in the UK?
2. a. Read the article and check your ideas. Are these jobs popular in Belarus as well?

7 most in-demand jobs in the UK

It's an undeniable fact – some jobs are simply more popular than others. After all, jobs that are well-paid, challenging and interesting attract more people than jobs that are monotonous and badly-paid. Read on to discover which job titles made the 7 Most in-demand jobs in the UK this year, according to Glassdoor's research.

1. Delivery driver. A delivery driver is responsible for delivering orders to customers on time. The job also involves reviewing orders for delivery, loading and unloading the van / truck / vehicle and providing customer service support to customers.



2. Project manager. The term 'project manager' is broad, but typically a project manager's responsibility is to plan, organise, control and deliver a project on time.



3. Store manager. A store manager has responsibility for the day-to-day running of a store. Duties may include setting staff rotas¹, the hiring and training of new staff,



¹ rota – a list which gives details of the order in which different people have to do a particular job

motivating staff, developing promotional campaigns, managing budgets and dealing with customers.

4. Customer assistant. A customer service assistant's job is to help customers in any way they can. Depending on where you work, this may involve showing customers how products work, taking customer orders (face-to-face, over the phone or online), handling payment, dealing with customer questions or complaints and arranging store displays.



5. Software engineer. A software engineer's job is to check, maintain and improve IT systems, so they satisfy a certain need. This is usually done under the direction of a systems architect. Doing this involves, among other things, analysing user needs, writing and designing with code, improving existing programs and making suggestions for future development.



6. Customer service. As a customer service advisor, you're the main point of contact for customers. Your duties may involve answering customer questions (face-to-face, over the phone or online), suggesting products to customers and providing information on how products work.



7. Business analyst. Overall, the job of a business analyst is to help an organisation plan for the future. This involves understanding where the company is currently at, what its future needs may be and then creating solutions to meet these needs. This typically relates to IT and software solutions, but it may include other things like staffing and budgets.



adapted from glassdoor.co.uk

b. Match the jobs with the requirements for the job seekers.

a) People with a business-related degree such as Business Information Systems will stand out to employers. Having project

management experience will also help. Soft skills that will help you get a job as a business analyst include teamwork, good communication and leadership qualities.

b) You don't need a specific qualification. Being able to remain calm under pressure, think on your feet, being computer-literate and having good communication skills will be a definite advantage to you.

c) Most employers will require you to have a degree in a related subject such as Computer Science, IT, Mathematics or Software Engineering.

d) Specific qualifications aren't needed, though previous experience in a similar job will make you stand out to companies who are hiring. Employers look for people who are friendly, have good communication and who genuinely want to help people.

e) You don't need a degree or specific qualifications. A general business sense will help, along with good communication skills and the ability to delegate.

f) You need to have a business-related degree. They may start at an assistant level and then move up. If you want to work in an area that's not related to your degree, you can complete a postgraduate course. Equivalent qualifications are also available.

g) You'll need a full driving licence, good eyesight and some customer service skills – good communication.

3. a. Fill in prepositions where necessary.

- | | |
|--|--|
| 1. to be responsible ... smb / smth; | 9. to make a suggestion ... smth; |
| 2. to deliver smth ... time; | 10. to suggest smth ... smb; |
| 3. to provide smth ... smb; | 11. to plan ... the future; |
| 4. to deal ... smb / smth; | 12. to relate ... smth; |
| 5. to help smb ... any way they can; | 13. to stand ... employers; |
| 6. to depend ... smb / smth; | 14. to get a job ... a business analyst; |
| 7. to do smth ... the direction ... smb; | 15. to be an advantage ... smb; |
| 8. information ... how smth works; | 16. to start ... an assistant level. |

b. Speak about the most popular jobs in the UK using the collocations from ex. 2a.

4. Play the *Guess my job* game.

Student A: Draw a card with the name of a job from ex. 1. Don't show it to your partner. Answer Student B's questions.

Student B: Ask 5 questions to guess Student A's job. Name the job. Swap the roles.

5. a. Role play *A job interview* using the jobs from ex. 1. Swap the roles.

b. Report to the class whether you are going to hire the applicant or not. Explain why.

6. Would you like to get one of these jobs in the future? Why (not)?

LESSON 9. My future career

Project 

Communicative area: organising and planning the steps to achieving the future career, speaking about the results of research



This year you are finishing school. Now is the time you should be designing your education and career goals. This project is about organising and planning the steps to achieving the career you are seeking. Please follow the guidelines carefully.

1. Set the goals

- *Short term goal.* This should be a goal you have for the last school year.
- *Midrange goal.* This should be a goal of yours for the next five years.
- *Long term goal.* This should be a goal that takes you into your career. This will be a goal that takes place within the next ten years.

2. Research

You need to research a career that you may wish to pursue and achieve your goals. The following questions will help you to organise the material.

- Where do your interests lie? What do you do well and enjoy? What kind of personality do you have? What's really important to you? What are your values?
- Are there any courses or activities you need to take or be involved with during your school year to prepare for your career?
- Where would you want to go to college or university and why? What exams are you going to take to enter it? Are your parents going to pay for your college? Are you going to work while studying? How many years will it take to get a diploma?
- Hypothetically, pretend you have followed your plans and you have now achieved your dream job. Describe your job and what you are responsible for doing. Where do you work? What are the advantages and disadvantages of your job?

3. Oral presentation:

This project will be a 4–5-minute oral presentation.

Dress up in an outfit that appropriately represents the career you are displaying. Be creative. If you cannot dress up, then draw a life-size picture of a person dressed appropriately for your career.

Create visuals: a poster or a PowerPoint Presentation or a set of pictures or / and objects that may be displayed during your oral presentation. Be sure the pictures describe your occupation and show people who are representatives of this job.

Tips

1. Include creative and original ideas, humour, unusual facts, real life stories.
2. Meet the time requirement.
3. Try to interact with the class while presenting your project:
 - ask random listeners questions;
 - hand out questions of the quiz and check the answers after your presentation;
 - have live polls before you give the correct answer;
 - get off the stage and into the audience.

LESSON 10. Speaking club: let's debate!

Communicative area: debating job issues

BEFORE THE PRESENTATION LESSON

Prepare for the class debate.

1. Choose a topic or resolution for the debate.

1. Talent is more important than hard work.
2. Women will never be equal to men in the workplace.
3. You can't have a happy family life and a successful career at the same time.
4. Workaholics are often lonely.
5. Teenagers shouldn't work.
6. A woman's place is in the home, not at work.

7. Bosses must be friends with their employees.
8. People shouldn't work after age 65.
9. Experience is more important than degrees and diplomas.

2. Draw a card with the word **for** or **against** from a discard pile. It will put you in the corresponding team: **Affirmative** or **Negative**.



The Affirmative team will argue for the resolution and the Negative one against it. You might get into the team where you will have to support the opinion opposing to your own opinion. Don't panic! It is quite challenging but useful to look at the problem from another point of view.

3. Work in two teams: **affirmative** or **negative**. Collect arguments to support your point of view. Use the Internet as well as your own ideas.

4. Think of your arguments, giving support for your reasons.

Help box

- **Example:** from your own experience or from what you heard or read.
For example / For instance / Let me give an example
- **Common sense:** things that you believe everybody knows.
Everyone knows / If ... then / It's common knowledge that ...
- **Expert opinion and statistics:** the opinions of experts and numbers – this comes from research.
According to ... / To quote ... / The book ... says ...

5. Try to predict the opposite team's arguments and how to contradict them.

AT THE PRESENTATION LESSON

1. Have the debate. Seating arrangement: students of the two teams are facing each other.

2. Follow the rules.

1. The Chairperson is leading the debate and must be listened to.
2. Be polite.
3. Don't interrupt others.
4. Don't whisper while another speaker is talking.
5. Give convincing arguments.
6. Try to keep your answers short and sharp.
7. Be engaged and ask questions about your opponent's points.
8. Let your teammates share their ideas as well.

3. Use the following phrases while debating. Match the phrases with their functions.

Accepting smb's idea

Accepting smb's idea but not convinced

Expressing disagreement

Help box

I'm afraid I can't agree with / that ...
I'd like to support ...'s point of view about ...
That is a good point, but ...
I cannot believe that ...
I don't find it a very convincing argument.
These are all important points, however / on the other hand ...
I find it a very convincing argument.
That's just what I think.
It is true that ... Nevertheless, ...

4. Choose the moderator who directs the debate and holds the speakers to the time limits.

5. All students should have to speak. The moderator should make sure that everyone has a point to deliver during the speaking stages.
6. Select one student to be the opening speaker, whose role is to briefly present their position.
7. Follow the debate procedure.

1. Affirmative team: opening speech (2 min);
2. Negative team: opening speech (2 min);
3. Negative team's rebuttal. Explain why your team disagrees with the other team. (10 min);
4. Affirmative team's response to rebuttal and open discussion (4 min);
5. Affirmative team's rebuttal. (10 min);
6. Negative team's response to rebuttal and open discussion (4 min);
7. Affirmative team's closing comments (1 min);
8. Negative team's closing comments (1 min).

8. Have you changed your opinion on the topic after the debate? Why (not)?

LESSON 11. Culture corner.

Britain's most unusual jobs

Communicative area: speaking about traditional jobs in the UK

1. a. Look at the photos on pages 77–78. What are the people's jobs? What do they do?





d



e



f



g



h

b. Read the article, match the photos to the paragraphs, and check your guesses.

8 Britain's most unusual jobs

What are the weirdest, most wonderful and most unexpected jobs from across Great Britain? Get your CV and letter of recommendation ready because one of these might be for you!

1. Number 1 is a guard at the Tower of London, called a Yeoman Warder. There are twelve Yeomen Warders. They are responsible for looking after any prisoners at the Tower and the British crown jewels, but in practice they act as tour guides and are a tourist attraction. The name Beefeater is likely to have originated from the 18th century, when the Yeomen Warders were paid part of their salary with chunks of beef.

2. Apparently, number 2 is the Raven master. Legend says that if the Ravens ever leave the Tower of London, the whole Kingdom will fall. So to make sure the birds are happy and well looked after, the tower appoints a raven master. Although it sounds like a great job, it's not easy. One of the requirements is more than two decades experience in the military and five further years of training to become the dedicated Raven watcher.

3. You may have heard that the Queen owns all the swans in Britain. She hires a swan marker to watch over them all. The swan marker arranges the annual Swan upping, which gathers together all the swans on the River Thames.

4. Scared of heights? Well, this is definitely not the job for you. The famous 540ft “Gherkin” building in the City of London has to have its windows cleaned – from the very top. One of the necessary jobs at the Gherkin is done by London window cleaners who clean all those outside windows. These brave souls use special ropes and harnesses and are like daredevils. The 744 windows on the Gherkin – an area equal to five soccer fields – take a team of nine men ten days to complete!

5. Number 5 is a professional tea taster that is one of the most British jobs on our list. Professional tea tasters have to train for five years to become the best in the business. They taste hundreds of teas every day to be capable of recognising thousands of flavours and characteristics. Some tea tasters even have their tongue insured for absurd amounts of money because of their importance. If you’re the kind of person who drinks tea every day multiple times a day, this just might be your ideal job!

6. Number 6 is a professional queuer. Brits do love queues! You would probably be pretty surprised at how much you can get paid doing a job that really involves you waiting around all day. There are people that will hire you for a pretty good pay to queue for the latest tech, tickets or trainers, anything so that they don’t have to. It sounds like a pretty sweet deal, but it takes plenty of patience.

7. Number 7 is the Queen’s Piper. If you can play the bagpipes, you can get paid a high salary to play the pipes at the Queen’s request. The musician has the honour of acting as a human alarm clock for Her Majesty every day. The Queen’s Piper stands under the monarch’s window at Buckingham Palace, Windsor Castle, Balmoral or Holyroodhouse and plays for 15 minutes, starting at 9 am.

8. Stylish number eight dog yoga instructor is a relatively new job compared to some of the others featured above. Growing its popularity, dog yoga or doga is a type of yoga when a dog acts as a partner to their human. The instructor’s role is to ensure that the pet and the owner are having a perfectly relaxing experience.

c. Who or what do the adjectives below describe in the article? Make up sentences with them.

high relaxing special sweet responsible
happy annual scared stylish ideal

2. Answer the questions in pairs. Express your opinion.

1. What are the advantages and disadvantages of each job in ex. 1?
2. Which job do you think is the most unusual?
3. Imagine that you're looking for a job and there are only these eight job offers on the job market. Which one would you choose and why?
4. What other unusual jobs do you know?

3. a. Act out an interview for a TV news programme. Student A is a reporter. Student B is a person who does one of the jobs in ex. 1b. Speak about your job routine, why you have chosen this job, what you like and dislike about it, perks and bonuses, salary / wages, promotion opportunities. Use your imagination. Swap the roles.

b. Say the most interesting facts about the person you have interviewed.

LESSON 12. Progress check

Communicative area: testing reading, listening and speaking skills

I. READING

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

Teaching is still a good job, but definitely not an easy option



After starting his career as a car mechanic, headteacher Tony Ryan only did a teaching degree to get a management position in industry. Now he's driving up results at Chiswick School.

“When I was at school, this is the last job on Earth I'd have thought I'd be

doing. I went to a boys' Catholic secondary, with a very traditional offer. My parents are working class Irish. They came over to find work and wanted the best education for me. But they'd left school at 14 themselves, and they didn't really know what a good education looked like. There was a career interview at 15. It was a 20-minute affair, and the adviser said, "What do you want to do?" I replied – and I have no idea why – "Be a car mechanic." I left school at 16 and went straight into an apprenticeship with British Leyland.

The apprenticeship transformed my experience of learning. I was treated like an adult, given a reason to learn and most of what I was studying was contextualised – put an engine in front of me and suddenly science made sense.

After you've serviced three cars a day for a year or two, it starts to get a bit tedious. I was seeing men in their 40s and 50s on the shop floor who were completely spent. Aged about 20, I picked up the Evening Standard on the way home one night and saw the Inner London Education Authority was sponsoring people to do a two-year teaching degree. I grabbed it with both hands. The intention wasn't to go into teaching – it was to get a degree, get back into industry and move into management.

It sounds really corny, but the first time I stood in front of a class of kids in a rough school in Greenwich, I knew I wasn't going back. I was left with 28 year-10 students on my own. Somehow I survived. That was my first week of teacher training; it was the biggest challenge of my life. I did well to keep them in the room for 40 minutes.

Next was my first headship, at one of the first City Technology Colleges, in Dartford in Kent. We used a college system, and I was headteacher of one of the colleges. I had my own staff of 38, and the opportunity to create from scratch new traditions and atmosphere. I really believe that students don't achieve their best unless they know they're comfortable, safe, valued and have a reason to learn. A lot of that is fuelled by my own experiences, but also now, from a lot of reading. This may sound really "hippy" but we decided that we weren't going to shout at the kids. If you can get a family feeling and not an "us and them" atmosphere, then children will surprise you with what they can do.

In September 2010 Chiswick Community School (as it was) was slowly finding its way out of trouble. I've been working as headteacher at Chiswick School since then. Managing people is the best aspect of this job. We try to push it all the time, and I'm very proud to say that last year we achieved the best set of results that the school has ever had. You're trying to enable people to be the best they can be: everyone will have a trigger, finding that is the key. When it gets difficult, you've got to be honest. Over the course of my career as a head, I have met a few staff members who just aren't cut out to be teachers. The best thing is to sit them down, and suggest that something else might be better.

The hardest part of being a head is when parents occasionally don't back you. If you have kids throwing punches, you simply can't have it. And the parents will sometimes come in and make a hundred excuses; it's not their child, it's not their fault. When you don't get that support, it's disappointing.

I'm pretty good at switching it off. I'm disciplined because I have three great kids at home and I don't feel it's fair to them to bring work back all the time. When I have to, I will stay an hour longer at school during the week; at weekends I'll probably do about four hours. You've got to learn to limit it, because if you allow it, the job will expand to fill every available crack."

2. Read aloud the extract which talks about Tony's first experience as a headteacher.
3. Why did Tony change his attitude towards learning?
4. What are good and bad aspects of Tony's job?

II. LISTENING

1. Listen to the Internet interview with Victoria Azarenko and answer the questions below.

1. How did great tennis players influence Victoria's career?
2. What relationships does she have with her coach?
3. What personal qualities help Victoria to achieve success?



III. SPEAKING

1. Let's talk about your future career. What would you like to do in the future?
2. Do you want to have a part-time job when you are a student? Why (not)?
3. What questions will you ask your future employer at a job interview?
4. Give me some advice on how to create a positive impression on the employer at a job interview.
5. Does a person need to possess special qualities to become a good specialist in this or that particular field? Why?

3

UNIT



ECOLOGY

LESSON 1. Ecology and environment: a matter of concern

Communicative area: defining ecological and environmental issues and explaining their significance

Active vocabulary: to adapt, adaptation, to affect, to consider, contaminate, contamination, contaminant, diverse, diversity, entire, to pollute, polluted, pollutant, pollution, survival, to survive

1. What do you associate **ecology** and **environment** with?
2. Read the definitions of **ecology** and **environment** and try to guess which is which. Explain the difference between them and how they are connected. Use the words below for help. One word is used twice.



The (1. ...) is the natural world, including the land, water, air, plants, and animals, especially **considered** as something that is **affected** by human activity.

(2. ...) addresses the full scale of life, from tiny bacteria [bæk'tɪəriə] to processes that span (include) the

entire planet. Scientists study many **diverse** and complex relations among species, such as predation¹ and pollination². The **diversity** of life is organised into different habitats, from terrestrial [tə'restriəl] to aquatic [ə'kwætɪk] ecosystems. Understanding of (3. ...) is important for the **survival** of the human species and for preserving life in general.

Consider [kən'sɪdə] (*v. trans. / intrans.*) – to think that something may exist or may be true; (*trans.*) to have a particular opinion about someone or something.

Affect [ə'fekt] (*v. trans.*) – to change or influence something; to cause physical damage to something; to have a strong effect on someone's emotions.

Entire [ɪn'taɪə] (*adj. – only before n.*) – used to say that you mean all or every part of something.

Diverse [daɪ'vɜ:s] (*adj.*) – very different from each other; including people from many different cultures or races.

Diversity [daɪ'vɜ:səti] (*n. sing. uncount.*) – the fact that very different people or things exist within a group or place.

Survival [sə'vaɪv(ə)] (*n. uncount.*) – continuing to live or exist, especially in difficult conditions; **survive** [sə'vaɪv] (*v. trans. / intrans.*).

3. a. Try to guess the problems that people have to deal with in ecology and environment. Use the words below for help.

Pollute [pə'lu:t] (*v. trans.*) – to make air, water, or land too dirty and dangerous for people to use in a safe way.

Pollution [pə'lu:tʃ(ə)n] (*n. uncount.*) – the process of damaging the air, water, or land with chemicals or other substances.

Pollutant [pə'lu:t(ə)nt] (*n. count.*) – a substance that is harmful (*вещество, которое вредно / рэчыва, якое шкодна*) to the environment.

¹ predation [pri'deɪʃ(ə)n] – the relationship between two groups of animals in which one species hunts, kills, and eats the other

² pollination [ˌpɒlə'neɪʃ(ə)n] (*n. uncount.*) – placing pollen from one flower on another flower to help it to produce seed

Contaminate [kən'tæmɪneɪt] (*v. trans.*) – to make something dirty, polluted, or toxic by adding a chemical, waste, or infection.

Contamination [kən'tæmɪn'eɪʃ(ə)n] (*n. uncount.*) – the process of making something dirty, polluted, or poisonous by adding a chemical, waste, or infection.

Contaminant [kən'tæmɪnənt] (*n. count.*) – a substance that makes something dirty, polluted, or poisonous.

Adapt [ə'dæpt] (*v. intrans.*) – to change your ideas or behaviour so that you can deal with a new situation; (*v. trans.*) to change something to make it more suitable for a new use or situation; **adaptation** [ædæp'teɪʃ(ə)n] (*n. uncount.*)

b. Match parts of the sentences to check your guesses in ex. 3a.



1. People **pollute** the environment – land (soil), water, air –
 2. **Polluted** environment destroys flora and fauna, bringing some species
 3. The changing environment forces other species
 4. Not all animals can easily
 5. So, uncounted species are lost
 6. **Pollutants** from human activities
 7. Toxic **contaminants** get in the food of animals and
 8. Moving up the food chain, these contaminants end in people's food,
 9. Thus, environmental **pollution** affects the ecological health of the earth and threatens life on all levels –
- a) **adapt** to new places.
 - b) and damage all forms of life.
 - c) to look for new habitats.
 - d) to the brink of extinction (*на грань вымирания / на грань вымирания*) and killing others.
 - e) move up the food chain.
 - f) from people's populations to ecosystems, biomes and biosphere.
 - g) as their habitats are destroyed.
 - h) causing numerous diseases.
 - i) **contaminate** land, rivers, lakes, seas and oceans.

4. a. 📄📖 Copy the 10 problems people will face in the next 25 to 50 years and number them in order of importance.



1. overpopulation;
2. contrast between the rich and the poor;
3. spread of crime (*преступность / злочыннасць*) and violence (*насилие / гвалт*);
4. severe [sɪ'viə] (very bad) air pollution;
5. severe water pollution;
6. racism;
7. famine¹ (lack of food) in many parts of the world;
8. lack of jobs that pay good wages;
9. traffic congestion² in cities and on highways;
10. health problems caused by man-made chemicals.

b. 🎧👂 Listen to the way American people rated the problems and number them. Compare their list with yours. Which place do environmental problems occupy? Explain why.

5. 📄📖 Explain the title of the lesson (use ex. 2, 3a and the active vocabulary).

6. 📄📖 Write a poster (10–15 sentences) to draw people's attention to the problem of environmental pollution showing how contaminated land, water and air threaten life on Earth. Add simple drawings to illustrate your ideas.

¹ famine [ˈfæmɪn] – a serious lack of food that continues for a long time and causes many people in a country to become ill or die

² congestion [kən'dʒestʃ(ə)n] – a situation in which a place is crowded with people or vehicles, so that it is difficult to move around

LESSON 2. The history of pollution

Communicative area: reading and understanding the history of pollution; pointing out key information; speaking about different types of pollution, its causes, and effects

Active vocabulary: to break out (outbreak), to evolve (evolution), fossil fuel, garbage, particulate (particle), release, sewage, sewerage, garbage, unsanitary conditions, waste

Receptive grammar: participial constructions

1. With your class, take two minutes to name the words which you associate with **pollution**, then explain your associations.

2. a.   Listen and read about the history of pollution, part by part. Write a title for each paragraph. Compare with the rest of the class.



1. Pollution is not a new phenomenon. Years ago, active volcanoes were throwing lava that blackened the skies, and decaying marshes were polluting the Earth. But in the past, without numerous people contaminating land, water and air, nature had time to adapt and develop a self-cleansing [klenzɪŋ] (*самоочищающаяся / самаочищающаяся*) atmosphere that helped plants and animals to survive and **evolve**.

Evolve [ɪ'vɒlv] (*v. intrans.*) – when a type of plant or animal evolves, its physical form changes over a long period of time; **evolution** [ˌi:və'ljuːʃ(ə)n] – (*v. uncount.*) – the scientific theory according to which types of plant and animal change gradually over long periods of time.

2. In ancient Rome, streets were filled with **sewage** that emptied into the Tiber River, spreading waterborne diseases such as typhoid [ˈtaɪfɔɪd] and cholera [ˈkɒlərə].



During the Middle Ages, these diseases, as well as bubonic plague¹, carried by rats and spread by fleas (*блохи / бляхи*), **broke out** across Europe. These epidemics were directly related to **unsanitary conditions** caused by human and animal **waste** and **garbage**. But it was only in the late 1850s, after an **outbreak** of cholera in London in 1854, when a **sewerage** system was built. It became a model for modern sanitation in the entire world.

Sewage [ˈsuːɪdʒ] (*n. uncount.*) – waste substances, especially waste from people’s bodies, removed from houses and other buildings by a system of large underground pipes called sewers.

Break out (broke, broken) (*v. phr.*) – if something bad such as a war or disease breaks out, it starts;

Outbreak [ˈaʊtˌbreɪk] (*n. uncount.*) – the sudden start of a war, disease, violence, etc.

Unsanitary [ʌnˈsæni(ə)rɪ] **conditions** [kənˈdiʃ(ə)nz] – the state of a place when it is so dirty that you might catch diseases by going there.

Waste [weɪst] (*n. uncount.*) – the useless materials, substances, or parts that are left after you use something; **human waste** = substances that your body gets rid of when you go to the toilet.

Garbage [ˈɡɑːbɪdʒ] (*n. uncount.*) – mainly American, rubbish that is to be thrown away.

Sewerage [ˈsuːəɪdʒ] (*n. uncount.*) – a system of pipes and passages that carry sewage.

3. Improved sanitary conditions and less disease were important factors in making cities healthier places to live, but at the end of the 19th century industrialised cities across Europe and the United States were experiencing a new kind of pollution:

¹ **bubonic plague** [bjuːˌbʊnɪk ˈpleɪɡ] – бубонная чума / бубонная чума



waste from industries and factories, dumped mostly into rivers, lakes, and seas. Water pollution continued in the 20th century. Dumping oil, chemicals ['kɛmɪk(ə)lɪz] and other industrial and human waste into rivers and lakes contaminated them and destroyed

freshwater (*пресноводные / прэсनावодныя*) ecosystems around the world.

4. Humans started to pollute the air when they first learnt to use fire, but air pollution didn't become a problem until the dawn¹ of the Industrial Age, when the greater use of **fossil fuels** began to pollute the air.



The burning of fossil fuels **released** pollutants, including carbon monoxide [mə'nɒksaɪd], sulfur oxides [ˌsʌlfə 'bɒksaɪdɪz], **particulates**, ozone [əʊzəʊn] and nitrogen oxides [ˌnaɪtrədʒ(ə)n 'bɒksaɪdɪz]. Polluted air, or smog, lead to health problems, causing pneumonia, bronchitis and **worsening** the existing heart problems.


Fossil fuel ['fɒsəl ˌfjuːəl] (*n. count. / uncount.*) – a fuel such as coal or oil that was formed millions of years ago.

Release [rɪ'liːs] (*v. trans.*) – to stop holding something so that it goes up into the air.

Particulates [pɑː'tɪkjʊləts] (*n. pl.*) (science) – extremely small particles [ˈpɑːtɪklz] of a substance or substances, especially those that cause air pollution.

b. Look through the texts again, read the definitions of the words in bold and guess their meaning. Check with the class.

c. Compete in reading the words in bold 1. with transcription; 2. without transcription.

d.  Pay attention to the words, underlined in the text, and answer the questions:

¹ **dawn** [dɔːn] – рассвет / світанак

1. What parts of speech are they?
2. What is their function in the sentences?
3. What parts of speech do we use to translate them?

e.  Read the rule on page 167 / 185 to check your answers.

3. a. Make a table in your exercise book. Follow the example. Reread the text and fill in the table. Work in pairs.

Period	Polluters	Pollutants	Impacts of pollution
Pre-historic time	Volcanoes	Lava, ashes	Polluted air and land, but self-cleansing worked effectively
Ancient Rome
Middle Ages
19 th century

b. In groups, compare your tables and make the necessary changes.

c. Looking at your table, speak about the history of pollution and answer the question:

Do you think humanity has coped with the problems of pollution which existed centuries ago?

Work in groups.

d. Listen to the answers (ex. 3c) given by all the groups and see if they are similar or different. What opinion prevails?

4. Make questions about the history of pollution (ex. 2a) for a *Pollution quiz*. Work in pairs. Discuss the answers.

1. nature / millions of years ago? 2. waterborne diseases / in ancient Rome? 3. cholera, typhoid / in the Middle Ages?

4. water pollution / in the 19th – 20th centuries? 5. air pollution / in the Industrial Age (18th – 19th centuries)?

5. 📖 Write the answer (10–15 sentences) to the question from ex. 3c.

LESSON 3. Modern pollution

Communicative area: reading and understanding modern pollution; pointing out key information; speaking about different types of modern pollution, its causes, and effects

Active vocabulary: accessible, to access, acid, acidic, biodegradable, deposit, emissions (emit), exhaust fumes, to extract, herbicide, impact, pesticide

1. With your class, take two minutes to name the words which you associate with pollution, and then explain your associations.

2. a. 📻🎧 Listen and read about modern pollution part by part. Write a title for each paragraph. Compare with the rest of the class.



1. Air pollution became a more serious problem in the middle of the 20th century when a great number of cars appeared on the roads. **Exhaust fumes, or emissions** from cars, release gases and dust particles that attack our lungs and nervous system.

Pollutants such as sulphur oxides and nitrogen oxides mix with the water vapour and fall as **acid rain**, which poisons forests and plants, water and fish in it.

One of the major gases in the polluted atmosphere, carbon dioxide, is partially absorbed by the oceans, making the ocean water **acidic**. It destroys corals, shellfish, and many species of plankton. The change in water chemistry also **impacts** (affects) other organisms, which can change radically the entire ecosystem of the oceans.

Exhaust (fumes) [ɪg'zɔ:st] (*n. uncount.*) – gases or steam produced by an engine as it works (exhaust fumes / gases / emissions [ɪ'mɪʃ(ə)nz]).

Acid ['æsɪd] (*n. count. / uncount.*) – a liquid chemical containing hydrogen that has a pH of less than seven.;

Acidic [ə'sɪdɪk] (*adj.*) – containing acid.

Impact [ɪm'pækt] (*v. trans. / intrans.*) – to have an effect on someone or something; **impact** [ɪ'mpækt] (*n. count.*) – an effect, or an influence.

2. In 1985, scientists from the British Antarctic Survey discovered a hole in the ozone layer that protects the planet from the Sun's ultraviolet [ˌʌltrə'vaɪələt] radiation. Chemicals used in air conditioners, refrigerators and aerosol sprays called chlorofluorocarbons¹ [ˌklɔ:ʃrəʊ'fluərəʊ'kɑ:bənz] (CFCs) had gradually **depleted** the ozone layer, creating a hole above Antarctica.



Deplete [dɪ'pli:t] (*v. trans.*) – to reduce the amount of something.

3. Another recent problem is land (soil) pollution by synthetic **herbicides** and **pesticides** or insecticides [ɪn'sektɪsɪdz] like DDT, that swept the globe after World War II. DDT helped combat typhus and malaria, but because it was not **biodegradable**, it accumulated in the environment, killing off bird populations and causing premature² births.

¹ **chlorofluorocarbons** – хлорфторуглерод / хлорфторуглярод

² **premature** [ˈpreməʃ(ə)] **births** – преждевременное рождение / заўчаснае нараджэнне

Herbicide ['hɜːbɪsaɪd] (*n. count. / uncount.*) – a chemical used for killing weeds (plants that are not wanted).

Pesticide ['pestɪsaɪd] (*n. count. / uncount.*) – a chemical used for killing insects, especially those that damage crops; also **insecticide** [ɪn'sektɪsaɪd].

Biodegradable [ˌbaɪəʊdɪ'greɪdəb(ə)] (*adj.*) – biodegradable substances can be separated into very small parts by bacteria so that they are not harmful to the environment.



4. And last, but not least. Fossil fuels are not easily **accessible**. Some of the greatest **deposits** exist under deep seas, in delicate Arctic habitats and underneath the rainforest. One of the most recent fossil fuels to be commercially exploited, tar sand, occurs within the forests and wetlands of North America. **Extracting** fossil fuels inevitably causes habitat destruction and loss of biodiversity [ˌbaɪəʊdɑː'vɜːsəti].

Accessible [æk'sesəb(ə)] (*adj.*) – easy for anyone to obtain (get) and use; **access (to)** ['ækses] (*n. uncount.*); **access something** – (*v. trans.*).

Deposit [dɪ'pɒzɪt] (*n. count.*) – a layer of a metal or another substance that has formed in soil or rock.

Extract [ɪk'strækt] (*v. trans.*) – to obtain (get) a substance from something using an industrial or a chemical process.

b. Look through the texts again, read the definitions of the words in bold and guess their meaning. Check with the class.

3. a. Make a table in your exercise book (p. 95). Follow the example. Reread the text and fill in the table. Work in pairs.

b. In pairs compare your tables and make the necessary corrections.

c. You are worried by the level of pollution of your home planet Earth. Send a radio SOS message to other friendly civilisations of the Universe. Speak about pollution, its causes, impacts. Use the table.

Type of pollution	Polluters	Pollutants	Impacts (effects)
Land	Humans	Human waste, sewage	Unsanitary conditions, rats, fleas, spreading diseases, such as typhus, ...
...	Human activities (farming)	Herbicides, ...	Killing birds, ...

4. a. Make questions about the history of pollution (ex. 2a) for a *Pollution quiz*. Work in pairs. Discuss the answers.

1. air pollution / in the 20th century?
2. acid rain / form?
3. air pollution / the entire ecosystem of the ocean?
4. ozone layer / deplete?
5. pesticides and herbicides / dangerous?
6. fossil fuels / habitats and rainforest?

b. Hold a *Pollution quiz* between two groups. Use the questions from lessons 2 and 3. Follow the rules.

Tips

1. Write all the questions on strips of paper.
2. Shuffle them.
3. Groups choose random questions and answer them taking turns.
4. Groups get a point for each correct answer.

5. a. Have a class discussion of the following questions:

1. Is the environment polluted in your city, town, or village? What is polluted?
2. Who or what are the polluters? What are the pollutants?
3. How do they contaminate water, land, and air?
4. Do you know any impacts of this pollution?

b.  Write a brief report (15–20 sentences) about pollution in your area, its causes, and forms.

LESSON 4. Climate change = global warming

Communicative area: reading about and understanding climate change; speaking about its causes and major consequences for people and the planet

1. Look out of the window and speak about the weather. How could you describe the climate in your area? Have you noticed any climate change in your area recently? What will happen if climate changes and becomes warmer? What if it becomes colder?

2. a. Look through the text about climate change and in 30 seconds name the major trend in climate change.

1. Climate change is a long-term shift (*долгосрочное смещение / доўгатэрміновае зрушэнне*) in weather statistics, including its averages. It's obvious that the global climate is currently changing.

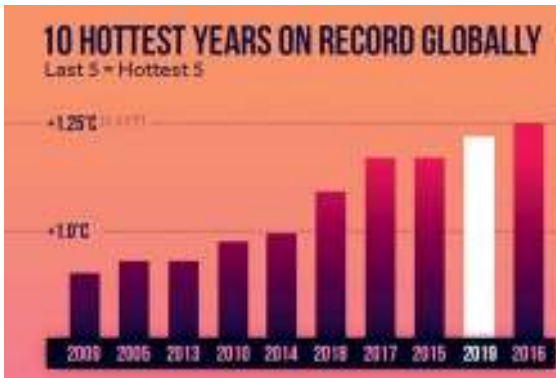
2. Climate data released in January 1995 shows that the Earth is getting warmer. This trend, called global warming, first gained (got) international attention in the late 1980s. For much of that decade (ten years), the Earth's temperature was warmer than average. By 1990, the global average temperature had reached 15.4 degrees Celsius. This was the highest temperature recorded since 1880, the year in which climate records were first kept.

The end of the 20th century and the beginning of the 21st century proved the warming trend was gaining strength. Most of the hottest years globally occurred in the 21st century, with the six hottest years in the second decade of this millennium.

The most recent data about 2020 shows it was the hottest year ever and the average surface temperature across land and ocean was warmer than the twentieth-century average of 13.9 °C and 1.19 °C higher than in the pre-industrial time (1880–1900)¹.



¹ see here: cutt.ly/GFAZwPT



Global average temperatures increase compared with 1880–pre-industrial age, calculated by NASA¹ and NOAA²

3. Climate change is a normal phenomenon, which is related to interactions (interplay) among the atmosphere, ocean, and land, as well as changes in the amount of solar (*солнечной / сонечнай*) radiation reaching the Earth. Although climatologists agree that a warming trend is under way, not all of them agree on its causes. Some scientists believe the warmer temperature is a natural change in Earth's climate, while others relate the rising temperatures to air pollution, caused by human activities and leading to the greenhouse effect.

4. The gases, making up the air, allow sunlight to go through the atmosphere and reach the Earth. Some of the sunlight is reflected into space and some of it warms the Earth, which is necessary for life. But every year more and more solar energy is prevented from escaping into space as it is **trapped** by greenhouse gases. Gases such as methane [*'mi:θem*] and carbon dioxide cover the Earth like a blanket, creating the greenhouse effect. As the

¹ NASA – National Aeronautics and Space Administration, US – Национальное управление по аэронавтике и исследованию космического пространства / Нацыянальнае ўпраўленне аэранаўтыкі і космасу

² NOAA – The National Oceanic and Atmospheric Administration, US – Национальное управление океанических и атмосферных исследований / Нацыянальнае ўпраўленне акіянічных і атмасферных даследванняў

amount of greenhouse gases in the atmosphere increases, so does the problem of global warming.

5. Burning fossil fuels, such as oil, coal and natural gas, adds CO₂ to the atmosphere. Between the years 1870 and 1970, 400 billion tons of carbon dioxide were released into the atmosphere. By 1989, another 400 billion tons had been thrown into the air. Every day, the amount of carbon dioxide in the atmosphere grows by approximately 60 million tons.

Deforestation also adds to global warming. Every second, a rainforest the size of a football field is destroyed. This increases the greenhouse effect in two ways. Firstly, plants, trees and vegetation consume carbon dioxide in much the same way as humans consume oxygen. Therefore, as rainforests disappear, there is less vegetation to **absorb** the carbon dioxide produced on the Earth. Secondly, most of the forests are burnt, so the fires release large amounts of carbon dioxide.



6. The average temperature of the Earth is rising, but that's not the only way we can tell the climate is changing. In fact, the signs are all around us!

Ice caps at both poles are thinning and melting, causing sea levels to rise. Extreme weather conditions, such as floods, landslides, hurricanes, droughts, and heatwaves are becoming more common and threatening many lives.

b. Read the text and match questions a–f with parts 1–6 of the text. Read one sentence from each part to prove your choice. Check with the class.

- a) What are the opinions about the causes of climate change?
- b) How is the climate changing? c) What is climate change?

d) What are the consequences of global warming? e) What are the causes of the greenhouse effect? f) What is the greenhouse effect?

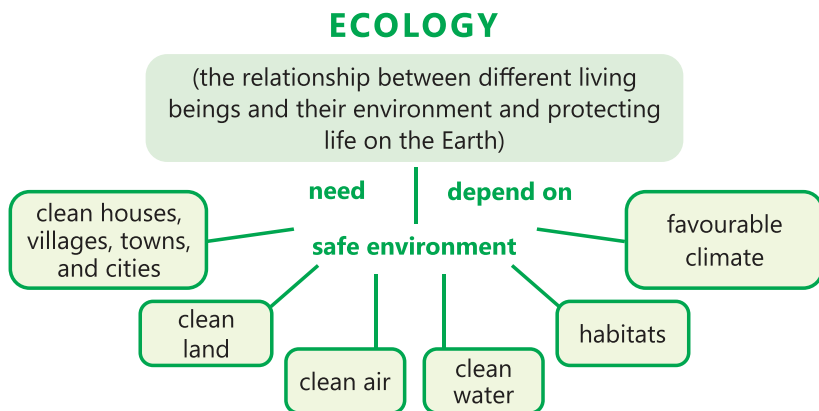
c. Reread the text and answer the questions of ex. 2b. Discuss the answers in pairs.

3. In pairs, discuss the two opinions about global warming and explain why you support one opinion or the other.

Global warming is a natural process, and there is nothing to worry about.

Global warming is caused by human activities. It gained an unprecedented rate in the Industrial Age.

4. a. Look at the scheme and explain why ecology is in the hands of global warming along with other factors. Work in groups.



To keep land clean, people must stop dumping garbage in landfills, contaminate soil with toxic insecticides and pesticides...

b. Listen to all the groups. Whose explanation do you find deeper (the deepest)?

c.  Write your opinion about the causes and major consequences of global warming for people and the planet (10–15 sentences).

LESSON 5. The impacts of global warming

Communicative area: speaking about the possible impacts of climate change

Receptive Grammar: Future Perfect, Future Perfect Continuous

1. a. In pairs, exchange your opinions about the causes and major consequences of global warming.

b. Collect your classmates' opinions about climate change to prove that climate change requires a lot of effort. Each student says two new ideas.


2. a. Read about the possible impacts of people's activities on climate in the future and pay attention to the forms in bold.

The 2015 Paris Agreement set an aim to keep the global average temperature rise well below 2 °C compared to pre-industrial levels. We have seen in the previous lesson that humanity is rapidly approaching this red line.

The choices we will make now and in the next few decades will determine how much the planet's temperature will rise. While we are not exactly sure how fast or how much the Earth's average temperature will rise, we know that:

1. the average temperature around the world **will have increased** by about 4 °C **by** the middle of the 21st century, unlike earlier predictions about the year 2100;

2. if people keep adding greenhouse gases into the atmosphere at the current rate, they **will have been living** in a much warmer climate **for** a few decades **by** the year 2100.

b.  **Analyse the forms in bold. Answer the questions. Go to page 171 / 189 to read more.**

1. What do they mean? 2. What's their function? 3. How are they formed? 4. How are the tenses called? 5. What word-signals are used in these tenses?

c. Speak about the possible consequences of climate change, using the scheme below. Follow the example.

Example: *If we don't stop global warming, by the year 2025 the global temperature will have increased by 0.8 °C, so a lot of animal species will have become extinct, heatwaves will have become more common ... Thus, by the year 2100 people will have been living without ... / will have been suffering from ...*

By 2030 – up to 1 °C; by 2040 – up to 2 °C; by 2050 – up to 3 °C; by 2060 – up to 4 °C.

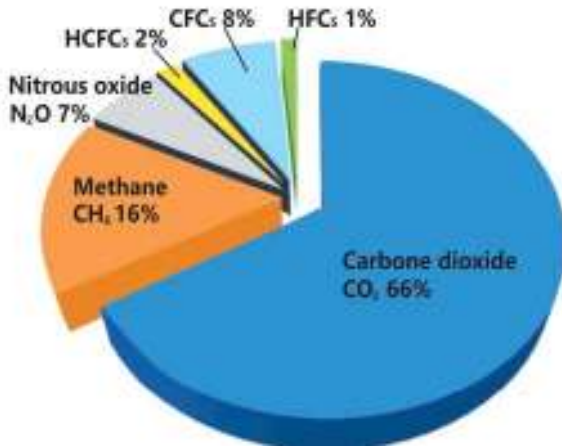


d. In pairs or in groups, discuss the predictions above, which were made at the turn of the millennium. Today, the global temperature has increased by 1.2 °C. Which of them have come true?

3. a. 🗣️ Get ready to take part in a panel¹ discussion about global warming. Use the text from ex. 2a, Lesson 4, the chart below, the

¹ panel ['pæn(ə)] – a group of well-known people who discuss subjects on television or radio programmes

photocopiable material, and your knowledge about natural disasters to answer the questions.



LLGHGs¹ increase in 2020 compared to pre-industrial levels

1. What type of pollution is responsible for global warming?
2. Who and what are the biggest polluters?
3. What are the major pollutants?
4. What activities add to global warming?
5. What are the signs of climate change and global warming?

b. Take part in a panel discussion about global warming. Use the questions of ex. 3a.

4.  **Make a poster about global warming.**

Tips

1. Think of its title.
2. Write the text of the poster (10–15 sentences).
3. Find or draw illustrations.
4. Make the poster.

¹ **LLGHG** – Long-lived greenhouse gas – долгоживущий парниковый газ / даўгавечны парніковы газ

LESSON 6. Sustainable solutions

Communicative area: reading and understanding the idea of sustainability, speaking about one's choice in favour of or against sustainable solutions

Active vocabulary: sustainability, sustainable, unsustainable

1. Do you believe that the consequences of pollution can be very catastrophic for mankind? Discuss with your class.

2. a. Read the article *Sustainable solutions* and give four reasons that explain why sustainability receives much attention.

Currently (at the moment), **environmental sustainability** [səˌsteməˈbɪləti] is a topic that receives plenty of attention from the media and is considered at different governmental departments. This is the result of the changing demographic [ˌdeməˈgræfɪk] situation and the amount of research of the impact that human activity has on the environment.

In 1820 there were around one billion people in the entire world. Today, that is less than the population of China alone. The world's population has rapidly [ˈræpɪdli] (quickly) increased in the last 50 years, reaching 7.75 billion people in the world today. The current rate at which humans consume resources and produce waste is **unsustainable** [ˌʌnsəˈsteməb(ə)l]. It means people are damaging the environment, because they are using more wood and other resources than can be replaced naturally.

Human activities cause damage to all areas of the environment. Some of the common environmental problems include:

- damaging rainforests and woodlands through logging (вырубка) and agricultural clearing;
- polluting and over-fishing of oceans, rivers, and lakes;
- polluting the atmosphere through the burning of fossil fuels;
- damaging agricultural and cultivated land through the use of herbicides and pesticides and unsustainable farming practices.

Sustainable development means that generations in the future will have the same access to the resources of the Earth as

people do today. Sustainable development is possible if people reduce the negative impact of their activities on the environment, thus achieving **environmental and ecological sustainability** – an ability of ecosystems to keep their essential functions and processes, and their full biodiversity over the long-term.

One of the burning environmental issues today is to stop or slow down global warming through reducing the amount of greenhouse gases in the atmosphere. The burning of fossil fuels releases approximately (about) 6 giga (billion) tonnes of carbon dioxide a year. Using renewable [rɪ'nju:əb(ə)] energy seems to be a sustainable solution to this environmental and ecological problem.

Generating energy from renewable sources on a widespread scale will become one of the major (main) technological, economic and political changes for many countries during the first half-century of the new millennium. Present-day production of energy occurs in large power stations fired by fossil fuels (coal, oil and gas). New energy production is likely to happen in small production units, located over large areas. Renewable energy is currently obtained on a very small scale, from the sun, wind, waves, tides (*приливы / приливы*), rivers, *geothermal* [dʒi:əʊ'θɜ:m(ə)] *sources* ['sɔ:sɪz] and *biomass* ['biəʊ,mæs]. Nuclear power is seen by some as an “alternative” source of renewable energy because known reserves of nuclear fuel could last for another 1,000 years.

b. Reread the sentences with the words in bold. Guess their meaning. Give a detailed explanation of sustainability. Work in pairs, and then check with the class.

c. Decipher the words to check your answers in ex. 2a.

1. rwoɲɪg oiplatonup; 2. adamɲɪg het invetronnem;
3. loblga amɲɪwinr; 4. enwarebel usrecso fo ynerɛg.

d. You are a Member of Parliament, belonging to the Green Party. Prove that sustainable development is absolutely necessary, giving more facts about polluting the environment, damaging ecology and global warming (use the materials of Lessons 1–4). Work in groups.

3. The key word in understanding sustainability is **consuming resources. Explain how consumption of oil, gas, coal and wood damages the environment and ecology.**

4. a. Name renewable sources of energy and explain why they are considered to be a sustainable solution to the problem of generating electricity.



Rance Tidal Power Station, France



Wave Power Plant, Australia



The Ohaaki Geothermal Power Station, New Zealand



A wind farm, Finland



Ethiopian Electric, a hydro power station

b. Are there any negative impacts of generating renewable energy?


5. a. Give your own opinion about generating energy from renewable sources. Work in groups. What do most of your group think?

b. Have a discussion to decide if generating energy from renewable sources means sustainable development.

6.  Write a brief report on the topic *Renewable energy: pros and cons* (15–20 sentences).

LESSON 7. Eco houses



Communicative area: listening, understanding, and explaining how an eco house is built and functions.
Expressing one's opinion about eco houses

1. a.   With your class, brainstorm ideas about an eco-friendly house: what should it be like?



b. Listen to the description of an eco house and compare it with the ideas you collected in ex. 1a. What new ideas did you hear?

c. Make the sentence about the aim of eco-friendly houses.

Of; houses; to; eco-friendly; damage; harm; to; cause; is; The aim; the least; people's; to; and; the least; health.; the environment; are built from non-toxic materials, and they.

2. a.   Listen to more characteristics of an eco-friendly house and write down a list of them. Can you add your own ideas? Work in groups or in pairs, and then compare with the rest of the class.

b.   Listen again and complete the mind map to describe a typical eco house. Use the photocopyable materials.

3. a.   Listen and watch the film (cutt.ly/NFFVxV9) till 2:50 about an eco-friendly house in the UK.



1. Architect Paul Lavelle



2. Barnsley Hill Farm



3. A restored dairy farm with a spa, cinema, and seven bedrooms



4. A totally airtight membrane



5. A tape seal around all the joinery



6. Solar panels producing heat



7. A heat storing system



8. A self-contained sewer system





9. A stale air change system



10. Using collected rainwater

Architect Paul Lavelle has proved that one can design and build a low-consumption energy house by using some very simple eco principles. Barnsley Hill Farm is a restored dairy farm, which includes a spa, cinema, and seven bedrooms.

It is a luxurious house with its unique design. The house is expected to use 10% of the energy necessary for a conventional home.

b.   Listen again, look at the film shots, and then speak about each of the film shots in more detail. Work in groups or in pairs, and then check with the rest of the class.

c. Which of the **green** solutions of the eco house do you like?

4. Discuss the answers to the questions about Barnsley Hill Farm, an example of an eco house.

1. Which of the eco-friendly house characteristics does it fit?

2. Do you think it's comfortable for living?

3. What do you like or don't like about the house?

4. Would you like to live in such a house?

5. What do you think about the future of eco houses?

5.  Write 15–20 sentences about your idea of a **green** house.



LESSON 8. Are you “green”?

Communicative area: reading, speaking and writing about the importance of sustainable water usage

1. Test how **green** you are. Complete the sentences. Count all the items you name.

1. Being “green” means following the three Rs: Reduce, Reuse, Recycle.

3. a. Read the *Water facts* and try to put the numbers in their right places. Decipher the last sentence.

Water facts

97%

70.9%

1%

30%

0.3%

68.7%

2%

Water is extremely important. A person can live about a month without food, but only about a week without water. It regulates the temperature of the human body, carries nutrients and oxygen to cells, cushions joints (*смягчает суставы / змякчае суставы*), protects organs and tissues (*ткани / тканкі*), and removes wastes. Water also regulates the Earth's temperature.

Water covers (1. ...) of the Earth's surface. Nearly (2. ...) of the world's water is salty or otherwise undrinkable. Another (3. ...) is locked in ice caps and glaciers. That leaves just (4. ...) for all of humanity's needs – all its agricultural, industrial, community, and personal needs.

The water found on the Earth's surface in lakes, rivers, streams, ponds, and swamps makes up only (5. ...) of the world's fresh water. (6. ...) of the fresh water on Earth is trapped in glaciers. (7. ...) of fresh water is in the ground. There is more fresh water in the atmosphere than in all of the rivers on the planet combined.

Spread knowledge about the importance of water.

hisT seourcer endes rpottiecon!

b.   Listen and check.

4. a. Read the facts and actions. Match them, e.g. F1–A4.

Fact 1: 75% of the human brain is water and 75% of a living tree is water. Water makes up between 55–78% of a human's body weight.

Fact 2: There is the same amount of water on Earth as there was when the Earth was formed. The water from your faucet could contain molecules that dinosaurs drank. Nevertheless, today there are many more people using the same amount of water than 100 years ago.

Fact 3: Water is part of a deeply interconnected system. What we pour or dump on the ground ends up in our water – so garbage and waste can contaminate the sources of our drinking water.



Fact 4: A dripping faucet (water tap) can waste up to 2,000 gallons / 7,600 litres of water a year. A leaky (running) toilet can waste as much as 200 gallons / 260 litres of water a day. At 1 drip per second, a faucet can leak 3,000 gallons per year.

Fact 5: Lawn and garden herbicides, pesticides and fertilisers can contaminate the water.

Fact 6: Having a bath requires up to 70 gallons of water. A five-minute shower uses only 10 to 25 gallons.

Fact 7: Americans use more water each day by flushing the toilet than they do by showering or any other activity.

Fact 8: The average faucet flows at a rate of 2 gallons per minute.

Fact 9: In one year, the average American residence uses over 100,000 gallons (indoors and outside). On average, 50%–70% of household water is used outdoors for watering lawns and gardens.

Action 1: Check your pipes and repair any leaks as soon as possible.

Action 2: Reduce your use of herbicides, pesticides and fertilisers and look for safer alternatives to control weeds and bugs. For example, geraniums repel Japanese beetles; garlic and mint repel aphids; and marigolds repel whiteflies.

Action 3: Don't waste water. Use it wisely and cut back wherever you can.

Action 4: Drink your recommended 8 glasses of water per day.

Action 5: Take used motor oil and other automobile fluids (*жидкості / вадкаси*) to an automobile service centre that recycles them. Take leftover paint, batteries, solvents (*растворители / розтваральнікі*) and toxic household products to special collection centres.

Action 6: Make the most of the water you use outdoors by never watering at the hottest times of the day or when it's windy. Plant low-water use grasses and shrubs to reduce your lawn watering by 20%–50%.

Action 7: You can save up to four gallons of water every morning by turning off the faucet while you brush your teeth.


Action 8: Take a shower instead of a bath.

Action 9: Use the light option whenever you can of the dual-flush loo.

b.   Listen and check. Which of the actions do you take? Which actions will you take?

5.  Make a brochure *The water-friendly home guide* with the sections *In the kitchen, In the bathroom, In the garden*.

a. Discuss it in small groups. Write down the key points.

b.  Write the brochure (minimum 20 sentences).

LESSON 9. United voices in a united action to save the Earth

Project 

1. On September 22–28, 2014, Climate Week NYC was held in the USA. Read the brief information about the event and answer the questions:

1. How can you explain this high degree of attention to the climate?

2. What does NYC stand for?


During Climate Week 2014, there was a Climate Summit¹, which took place on 23 September 2014 at the UN Headquarters in

¹ summit ['sʌmɪt] – a meeting or series of meetings between leaders of two or more countries

New York City. A great number of world leaders attended the Summit. Among them, there were 100 Heads of State or Heads of Government and over 800 leaders of business, finance, and civil society. The UN Secretary-General convened¹ the 2014 Climate Summit to encourage universal action ahead of the 2015 climate agreement in Paris.

2. a. Mr Leonardo DiCaprio, American actor and UN Messenger of Peace with a special focus on Climate Change, made a speech at the opening of the Climate Summit on September 23, 2014. Watch it on (cutt.ly/gFGhqNv) and answer the question in pairs: *What problems did he speak about?*



b.  Read Leonardo DiCaprio's speech, answer the question below and quote sentences from the speech to prove your point of view. How would you describe his speech: emotional, touching, exciting, optimistic, pessimistic, concerned², boring, appealing³?



c. Find answers to the questions in Leonardo DiCaprio's message. Work in pairs, then compare with your class.

1. What kind of a march took place in the streets of New York on 21 September, 2014?
2. What is mankind's attitude to climate change?
3. What undeniable events show that climate is changing?
4. Is climate change a well-known fact?
5. What is the role of the UN Climate Summit 2014?
6. How can the climate crisis be solved?
7. Why is coping with the climate problem of great importance for humankind?
8. Who is responsible for the climate crisis solution?

3. a.  In less than three minutes, Leonardo DiCaprio managed to address the whole world, outlining mankind's most burning

¹ convene [kən'veɪn] – arrange a formal meeting; gather for a meeting

² concerned (about) [kən'sɜ:nd] – worried about something; giving attention to something because you think it is important

³ appealing [ə'pi:lɪŋ] – attractive and interesting (e.g. an appealing voice); showing that a person wants help, approval, or agreement

problem of climate change and suggesting ways of solving the crisis. Look through the text again and mark the correct order of its structure. Work in pairs, then compare with the class.

- a) Defining the society's position on the problem.
- b) Addressing the summit.
- c) Giving evidence of the existing problem.
- d) Speaking about personal role and attitude to the problem.
- e) Focusing on the best solution to the crisis and its importance for mankind.
- f) Stressing the importance of the problem and making everybody aware of it.
- g) Thanking the audience.
- h) Calling on the delegates to face the problem honestly.
- i) Outlining an action program.
- j) Addressing the summit to underline its significance in coping with climate change.

b. Look through the text again and match the titles to the underlined sentences. Write them down in the correct order. Check with the class.

4. Prepare a speech to present at an international climate change forum.

1. Choose a role for your presentation:
 - a scientist who is concerned about the unprecedented rate of climate change;
 - a representative of auto-manufacturing industry which aims at making green cars;
 - a chief of a construction company, concerned with eco buildings;
 - a *Greenpeace* activist who speaks about the possible impacts of global warming in the future;
 - a Member of Parliament who speaks about the measures to slow down global warming.
2. Write the text of your presentation, using the structure, key phrases (ex. 3a, 3b) and corresponding materials from your textbook. Work in pairs. Consult your teacher.
3. Practice speaking aloud at home and learn to say your speech with confidence. Remember Leonardo DiCaprio's speech – it was fluent, with no pauses, and it wasn't read.

5. In a separate lesson

a. present your speeches at your class *Environment Day: United voices in a united action to save the earth*.

b. listen to the speeches, comment on each speech, answering the questions:

1. What environmental problems did the speaker devote their speech to?
2. What solutions did the speaker propose?
3. What is your opinion about the suggested solutions?

c. summarise the presentations, answering the questions:

1. What is the general mood of the messages?
2. What problems did all the speakers mention?

6.   Watch the climate summit opening film *Make a world of difference* (cutt.ly/zKfN3cq) and answer the questions:



1. What problems did you spot in the film?
2. What solutions to the problems were offered?
3. What is the dominant mood of the film?
4. Did your class “Climate Week” forum discuss similar problems?
5. Did you offer similar solutions?

LESSON 10. Culture corner. COP26

Communicative area: reading and exchanging information about an environmental event, comparing two plans to deal with climate change

1. Discuss the question below with your class and choose top 3 ecological and environmental issues:

What ecological and environmental issues have become top priority in the world?

2. a. Read the information about COP26 and explain what it is in 2–3 sentences. What organisation is in charge of the Climate Change Conference?




The 26th annual summit of the Conference of the Parties, called **COP26**, is the 2021 **United Nations Climate Change Conference**. **For nearly thirty years**, the UN has been bringing together almost every country, **as climate issues have become a global priority**.

In 2021, the climate summit COP26 took place **in Glasgow** from **31 October to 13 November 2021** with **the UK as President** and almost **200 participating countries**.

In the run-up to COP26 (due to take place in 2020, but delayed by a year because of the pandemic), the UK worked with all Parties (individual countries and the EU, which acts as a group) **to bring them to an agreement on how to tackle climate change**.

World leaders, as well as thousands of negotiators, government representatives, businesses, and civil society groups, arrived in Scotland for fourteen days of talks. COP26 was **the most important COP** since 2015 COP21 in Paris when 196 Parties agreed to work together **to limit global warming to well below 2 degrees** and aim for 1.5 degrees, to adapt to the impacts of a changing climate and to allocate money to these aims. The Paris Agreement stated that every 5 years countries must set out new and ambitious climate actions to keep the goal of global temperature rise to 1.5 degrees alive.

b.  Write different types of questions to the words in bold. Work in groups.

c. Have a competition between the groups.

1. Exchange your questions and check their grammar accuracy.

2. Take turns asking the prepared questions.

3. Each correct question and answer gives a point.

3. a. Read the information about the COP26 Pact and explain the aim of the document. Listen to a few students and choose the best explanation.


After 13 days of negotiations in Glasgow, the Parties agreed the Glasgow Climate Pact. The UK's Presidency at COP26 was aimed at delivering the Pact and driving action across the globe on the following issues:

- a) mitigation—reducing emissions;
- b) adaptation—helping those who have been impacted by climate change;
- c) finance—making it possible for the countries to achieve their climate goals;
- d) collaboration—working together and taking action to keep to the 1.5 degrees global temperature rise.

b. Match the actions suggested by COP26 with the corresponding climate change issues in ex. 3a. Check the answers on page 123.

1. Work together to deliver effective climate change action.
2. Boost efforts to deal with climate impacts: the increasing frequency and impact of extreme weather events, changing weather patterns and rising seas which threaten the lives of millions of people.
3. Secure near-global net zero¹, change NDCs (Nationally Determined Contributions) from 153 countries, strengthen targets, accelerate action on coal, deforestation, electric vehicles, and methane.
4. Mobilise billions of the public sector and trillions of the private sector to prevent climate change, invest into the low-carbon transition-sustainable economies, solar power, and zero-emission vehicles.

c. With your class, discuss the question: Do you think the plan presented in the COP26 Pact is realistic?



4. a.  In pairs, read two pieces of information about realising the COP26 Pact in the UK (student A) and in the USA (student B) and get ready to share the information you have read. Use photocopyable materials.

¹ Net zero means not increasing the amount of greenhouse gases in the atmosphere.

b. In pairs, compare the two plans (remember the political, economic, and cultural similarities and differences between the two countries):

1. How are they similar? Why are they similar on these issues?
2. How are they different? Why are they different on these issues?
3. Which of the plans has more chances for success?

c. Compare your answers with the rest of the class.

5. a.   Watch the video about COP26 (cutt.ly/VFGTsSN) and write what else you have learnt about the event (5–8 sentences).





b.  Write 5 questions of different types you would like to ask a participant of COP26.

LESSON 11. Speaking club. Save the planet – save your life!

Communicative area: reading and speaking about people's efforts to fight pollution (exchanging information)

1. a. Look at the words from the *Earth song* by Michael Jackson. Try to guess what it is about.

Stop, gain¹, peace, dreams, things, sunrise, flowering, said, blood, crying, world, shores², rain, children.

b.   Listen to (watch a video of) the song (cutt.ly/BFGTOMR) and complete it using the words above.



¹ **gain** – приобретать / набываць

² **shores** – берега / берані


Earth song

What about ...?
 What about ...?
 What about all the things
 That you said we were to ...?
 What about ... fields?
 Is there a time?
 What about all the ...
 That you ... were yours and mine?
 Did you ever ... to notice
 All the ... we've shed before?
 Did you ever ... to notice
 The ... Earth,
 The weeping ...?
 Aaaaaaaaaah Aaaaaaaaaah



What have we done to the ...?
 Look what we've done!
 What about all the ...
 That you pledge¹ your only son?
 What about ... fields?
 Is there a time?
 What about all the ...
 That you ... were yours and mine?
 Did you ever ... to notice
 All the ..., dead from war?
 Did you ever ... to notice
 The ... Earth,
 The weeping ...?
 Aaaaaaaaaah Aaaaaaaaaah

c. What problems are there behind the lines? What does it call upon? Discuss in groups, and then compare your ideas with the whole class.


2. a.  **Get ready to take part in a standup battle. Read the information on page 120, and then go to photocopiable materials to choose an event to speak about.**

¹ pledge (*mainly journalism*) – to promise seriously and publicly to do something



Humanity makes a lot of effort to keep our environment safe. Besides conferences and summits, there are a lot of other events: hours, days, weeks, months, years, and decades devoted to protecting the environment. For example, Earth Hour is a worldwide movement for the planet, organised by the World Wide Fund for Nature (WWF). The event is held worldwide annually (every year) encouraging individuals, communities, households, and businesses to turn off their non-essential¹ lights for one hour, from 8:30 to 9:30 p.m., on the last Saturday in March, as a symbol of their commitment (dedication) to the planet.

World Environment Day (WED) is celebrated every year on 5 June to raise global awareness² and encourage positive environmental action to protect nature and the planet Earth. It is run by the United Nations Environment Programme (UNEP). It was established by the United Nations General Assembly in 1972 on the day when the United Nations Conference on the Human Environment began. The first World Environment Day was celebrated in 1973. Since then, it has been hosted every year by a different city with a different theme.

b. Get ready to speak about the chosen event: Earth hour, day, week, month, year, or decade. Use your active vocabulary, the information from ex. 2a above, corresponding texts from the textbook, and your written home tasks. You have 10 minutes.

3.  **Speak in the standup battle for 1–1.5 minutes, and then listen to the rest of your class. Rate the participants, giving them marks from 1 to 10. Use the criteria suggested in the photocopyable materials. Don't forget about setting a timer to keep to the time.**

4. a.  **WED is almost 50 years old. Look at the list of the last 20 and say if they focus on the same problems repeatedly, again and again. Why does it happen?**

b.   **Watch Greta Thunberg's speech (cutt.ly/aFGUmjO) to find and answer the questions in ex. 4a. Are you of the same opinion?**



¹ **essential** [ɪˈsenʃ(ə)l] – completely necessary

² **awareness** [əˈweɪəns] – понимание, осознание / разуменне, усведамленне

5. a.  Read a YouTube comment about Michael Jackson's song. Do you agree with the author? Write your comment (5–8 sentences).



Fhey G.

This song of the late king of pop reminds us that mother Earth is already in danger and we must act for it to be saved, including the environment and, more importantly, us. IT IS OUR SHELTER. IT IS WHERE WE LIVE AND WE DESERVE PEACE.

- b. Prepare your project presentation.

LESSON 12. Progress check

I. READING

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

Green vehicles

We can keep our Earth safer by changing the way we use energy around the world. Most important is to introduce more fuel-efficient vehicles and household goods.

Fortunately, the world is gradually moving to ‘greener’ vehicles. In a recent survey conducted by Morpace, Inc. in Farmington Hills, Mich., 29 percent of car shoppers named environmental friendliness as their primary (number 1) reason for choosing a car make and model, and 62 percent said choosing the most fuel-efficient model was their top shopping consideration.

Luckily for car buyers and the environment, a more fuel-efficient automobile is generally environmentally friendly, as it pollutes less. But a vehicle's impact on the ecosystem isn't limited to the amount of its emissions. For example, while an all-electric car itself generates zero emissions, its overall environmental impact depends on how the electricity used by the car was generated and how the process affected the air, ground, and water.

To help car shoppers choose a “greener” ride, the American Council for an Energy Efficient Economy (ACEEE) in Washington, D.C. released its annual survey of what it determines are the most- and least environmentally friendly new vehicles for

sale in the US. Once again electric and hybrid-powered vehicles dominate the greenest vehicles list for 2021, with full-electric Hyundai Ioniq and MINI Cooper SE, both with a “Green Score” of 70. Seven of the top 12 models on the 2021 cleanest cars list are full-electric vehicles that produce zero emissions.

The ACEEE determines its “Green Score” according to a combination of factors that primarily takes into account a vehicle’s fuel economy and its emissions. The latter (*последние / апошнія*) include health-damaging and smog-forming airborne pollutants like hydrocarbons, nitrogen oxide, particulates, carbon monoxide and formaldehyde, as well as greenhouse gases that contribute to climate change, like carbon dioxide, nitrous oxide, methane and other compounds. The “Green Score” also considers such factors as emissions during a vehicle’s manufacturing process, disposal impact, natural gas extraction practices (if there are any) and the sources of energy used to generate power for electric cars.

A number of automakers are investing heavily in eco-friendly vehicles, so there has been an influx of hybrid and electric vehicles in recent years that compete to win a place on the “Greenest” list and make this aim more difficult than ever for conventional (usual) vehicles.

Meanwhile, the ACEEE’s list of the “worst” vehicles for the 2021 model year is once again populated by the biggest trucks and fastest sports cars. Unlike the greenest list, the worst offenders are dominated by domestic and European automakers. The least environmentally friendly vehicle for 2021 is the RAM 1500 TRX 4×4 pickup (Green Score: 22), followed by the Lexus LX 570 SUV (Green Score: 27) and Mercedes-Benz AMG G 63 SUV (Green Score: 27).

Based on materials of Jim Gorzelany for forbes.com

- 2. The author writes about the most environmentally friendly vehicles on the 2021 greenest cars list. Find the paragraph and read it aloud.**
- 3. What are the primary reasons for choosing a car make and model according to a survey?**
- 4. Why is it difficult for a vehicle to get on the list of the ‘green’ car?**

II. LISTENING

1.   Listen to the talk about the problems which bees population face. Answer the questions.

1. Why are bees important?
2. What kind of bee crisis has existed since the middle of the 20th century?
3. What are the causes of the crisis?

III. SPEAKING

1. Let's talk about ecology and environment. How are they connected?

2. What dangers threaten the environment today?

3. What would you like to ask a scientist about sustainable solutions to the problem of environment pollution?

4. You would like your parents to be "greener". Give them a piece of advice.

5. Global warming is a major threat to humanity. What can people do to slow it down?

Ex. 3b, page 117

Key: a) – 3: b) – 2; c) – 4: d) – 1.

4

UNIT



THE UK, AUSTRALIA AND NEW ZEALAND

LESSON 1. The UK

Communicative area: talking about the UK



Receptive vocabulary: nouns with the suffix *-dom*

1. a. Put the words in the correct order to make the name of the country.

Northern Kingdom United the Ireland Britain and Great of

kingdom = king + *-dom*,
wisdom = wis(e) + *-dom*,

boredom = bore + *-dom*
free + *-dom*

b.   Listen to the text and check your ideas. What are the other names for the country?

2. a. Read the facts about the UK and decide if they are true or false.

1. Great Britain isn't the United Kingdom.
2. The UK's flag is a blending of flags of all the countries that make up the kingdom.



3. Shakespeare added three hundred words to the English language.

4. Stonehenge is older than the Pyramids.

5. The UK is a vast country, but no matter where you stay, you'll never be further than 115 km from the sea.

6. Golf is the national sport of the UK.

7. London was the first city in the world to have an underground subway system.

8. It is estimated that more than 250 languages are spoken in London.



9. The Welsh town of Llanfair-pwllgwyngyllgogerychwyrndrobwlllllandysiliogogoch is the longest name of a town in the world.


10. The BBC doesn't display any advertisements.

11. The typical food in the UK is roast beef and Yorkshire pudding.

12. The Queen might wish you a happy birthday.




b.   Listen to the programme. How many answers did you get right?

c.   Listen again. Make notes to correct the false statements in ex. 2a.

d. Answer the questions below.


1. What do the crosses on the UK's flag stand for?
2. How did Shakespeare create new words?
3. What are the sports that were invented in the UK?
4. How busy is the Tube?
5. What are the other languages spoken in London apart from English?
6. Why are there no advertisements on BBC channels?
7. What are the dishes that the British like most?
8. Who can get a card from the Queen?

e. Work in small groups. Discuss which facts were most surprising for you. Are there any other facts you know about the UK?

3. a.  Read the information on your slip of paper. Go around the classroom and tell other students the fact you have read about. Speak to as many people as possible.

b. Work in small groups. Using the information you learnt in this lesson, complete the table.

The UK						
Geography	History	Culture	Sport	Food	Language	Other
...

4.  Imagine you were asked to speak about the UK in primary school. Write a short text (120 words) which will accompany your presentation.

LESSON 2. Who runs the UK?

Communicative area: discussing the political system of the UK

Active vocabulary: bill, constituency, the final say, general election, the House of Commons, the House of Lords, MP, National Assembly, parliamentary democracy, peer, prime minister, rest with smb

1. a. Play the game *Twenty questions*. Your teacher thinks of a person, you need to ask Yes/No questions to find out who it might be. Check the answers on page 157.

b. What do you know about that person?

2. a. Discuss with your partner.

1. What is parliamentary democracy? 2. What does MP stand for? 3. What is National Assembly?

b. Read the article and check your guesses.

The United Kingdom is a **parliamentary democracy** with a constitutional monarch as Head of State. The head of government is the prime minister, who serves in the name of the monarch. The United Kingdom does not have a written constitution.

The Monarch is the official Head of State, but she rules symbolically. So, although the monarch “opens” the parliament each year and laws are passed in their name, the Monarch plays no part in determining decisions made in the parliament. They have **the final say** on whether a **bill** becomes law. The last monarch to reject a law that was wanted by both Houses of Parliament was Queen Anne (1665–1714).

But the real legislative power **rests with** the parliament. The business of parliament takes place in two Houses: **the House of Commons** and **the House of Lords**. Both Houses of Parliament hold debates in which members of parliament (**MPs**) discuss government policy, proposed legislation and current issues.

The House of Lords is made up of people who have inherited family titles and those who have been given titles because of their outstanding work in their field. There are 675 members of the House of Lords called **peers**. The principle behind British democracy is that the people elect



members of parliament to the House of Commons in London at a **general election**, held no more than five years apart. Most MPs belong to a political party, and the party with the largest number of MPs in the House of Commons forms the government and runs the country. Each MP represents one of 650 **constituencies** (areas) in the UK and is a member of a political party, such as the **New Labour** or the **Conservative party**.

The parliament is an essential part of UK politics. Its main roles are:

- examining and challenging the work of the government (scrutiny);
- debating and passing all laws (legislation);
- enabling the government to raise taxes.

For the first time since 1707, the Scots now have their own parliament in Edinburgh, the Welsh their own **National Assembly** in Cardiff and the Irish have their National Assembly in Belfast. It is only England that doesn't have its own parliament. Issues that affect England are decided by the UK government.

c. Read the text again and guess the meaning of the words in bold.

d. Look through the dictionary entries and check your guesses.



The House of Commons is the part of the parliament in the UK or Canada whose members are elected.


The House of Lords is the part of the parliament in the UK whose members are not elected. It is the higher chamber of the parliament, composed of peers and bishops (senior members of the Christian clergy).

Peers (*here*) are members of the nobility in Britain or Ireland, comprising the ranks of duke, marquis, earl, viscount, and baron.

A constituency is an area for which someone is elected as the representative in a parliament or government.

A general election is an election where everyone votes for people to represent them in the parliament.

A bill (*here*) is a draft of a proposed law presented to the parliament for discussion.

3. a.  **Work in groups (Students A, Students B, Students C). Read your texts. Discuss if the following statements are true or false. Correct the false statements.**

Text A

1. Monarchs do not enter the House of Commons.
2. The birthday of the British Monarch is celebrated on the first weekend of summer.
3. The royal family doesn't have a surname.
4. Queen Victoria and Queen Elizabeth II are the longest-reigning monarchs.
5. All the fish and dolphins in the UK belong to the Crown.


Text B

1. The seats in the Government are divided between all the parties equally.
2. Prime ministers are chosen by general election.
3. Any of the Houses of the Parliament can introduce a bill.
4. MPs represent their constituencies in the parliament.
5. To participate in a debate, MPs need to attract the attention of the Speaker.

Text C

1. Some members of the House of Lords can pass their membership to another person.
2. The Lord Speaker has a special seat in the House of Lords Chamber.
3. There is no constitution in Great Britain.
4. The monarch can become the head of the Government in case of war.
5. England, Scotland and Wales want to gain independence from each other.

b. In new groups of three (each should have read a different text) tell each other the most interesting facts from your texts.

4.  **Write a short summary of the texts you've discussed during the lesson.**

LESSON 3. Leisure

Communicative area: talking about popular leisure time activities in the UK

Active grammar: systematising modal verbs

Active vocabulary: appeal, accomplishment; be all fingers and thumbs; be hooked on; boost; fulfilling; immerse oneself in smth; take smb's mind off smth; tinker (around) with smth; watch paint dry

1. a. Name the activities in the photos. Check the answers on page 157.



b. Have you ever done any of the activities in ex. 1a? Why do you think people enjoy doing them?

2. a. Which of the activities in ex. 1 a. are popular in the UK?

b.   Listen to the radio programme and check your predictions. What other hobbies have been mentioned in the programme?

c. Look at the extracts from the interview. Match the phrases in bold to their meanings.

1. I just like **immersing myself in** something totally different from work; 2. I had to have something to **take my mind off** things; 3. I get a real sense of **accomplishment**; 4. I can see the **appeal**; 5. I would've been **hooked on** them too; 6. I like **tinkering around** with different materials; 7. I find that really **fulfilling**; 8. I **am all fingers and thumbs**; 9. It helps me to relax as well as **boosts** my creativity and analytical thinking; 10. **I'd rather watch paint dry**.


- a) the quality in someone or something that makes him, her, or it attractive or interesting;
- b) something done or finished successfully;
- c) enjoying something so much that you are unable to stop having it, watching it, doing it, etc.;
- d) improve or increase something;
- e) extremely awkward and clumsy;
- f) become completely involved in something;
- g) stop from worrying or thinking about a problem or pain, often by forcing yourself to think about other things;
- h) make small changes to something, especially in an attempt to repair or improve it;
- i) used to refer to an activity that you consider extremely boring;
- j) making you feel happy and satisfied.

d.   What pastime activities were the extracts in ex. 2c about? Listen again and check.

e. Use the phrases in ex. 2c to talk about the leisure activities below. Which of them are popular in Belarus?

Playing video games; manga collecting; baking; robotics; doing yoga; stand-up comedy; playing football; hiking; drawing and painting; calligraphy; cycling; jewellery making; fishing; playing board games.

3. a.  Listen to the conversation between friends discussing their plans for the weekend. What do they decide to do?

b.  Read the following sentences from the dialogue and explain why each verb is used in a particular sentence. Go to page 173 / 191 to read more.

1. We **can't** really go to Tuesday's game. 2. We **shouldn't** really go to this football match because Paul phoned and said he **might** be coming to us on Tuesday evening. 3. Why **might**? Doesn't he know for sure? 4. So, he **may** come either at 8 p.m. on Tuesday or 6 a.m. on Wednesday. 5. **Shall** I make his favourite roast beef on Tuesday? 6. You **don't have to** do it on Tuesday. 7. You definitely **must** do it one evening. 8. Paul **may** be interested. 9. We **should** buy the tickets in advance, otherwise we **won't be able** to get good seats. 10. **Could** you please buy one extra ticket then? 11. He **must** have never been to a cricket match. 12. I think he **ought** to watch it while in Britain. 13. And after the match we **can** invite him for dinner. 14. **I can't** wait.

c. Complete the sentences using modal verbs in their correct form.

1. According to a tradition, a bill ... be read three times in the House of Commons before it can be voted on. 2. If you try doing yoga at least once, you ... see the appeal of this activity. 3. I guess the reason why so many people are hooked on TV shows ... be that they help take those people's minds off day-to-day routine. 4. If you were British and turned 100 years old, you ... get a postcard from the Queen. 5. MPs consider and ... propose new laws as well as raise issues that matter to their public in the House of Commons. 6. A pastime (not) ... be expensive; it is supposed to help you clear your mind, even if it just involves tinkering with your car or reading a book. 7. British Monarch (not) ... be drawn into party politics. 8. Who ... I vote for in the next general election?

d. Act out a similar dialogue, discussing your plans for the weekends.

4.  Use the Internet. Find more information about a popular British pastime and present it to the class.

LESSON 4. Festivals

Communicative area: speaking about cultural events in the UK

Active vocabulary: appropriation, get-together, give it a go, cheer smb on, off-putting, put a place on the map, that's my idea of hell

1. In pairs, discuss the questions below.

1. How many kinds of festivals can you think of? (e.g: film festival, religious festival, etc...)
2. What do you think the main point of these different kinds of festivals might be?
3. What are the most famous festivals around the world that you know about?

2. a. Read about the different festivals in the UK. Then discuss the following questions.

1. Which have you heard of before? What do you know about them?
2. Which of these do / don't appeal to you? Why?
3. Do you have any similar festivals or celebrations in your country? How are they similar / different?

Notting Hill Carnival

The annual carnival of the Caribbean [ˌkærəˈbiːən] culture is a two-day event held in the Notting Hill area of London at the end of August. It is the biggest street carnival in Europe (and the second biggest in the world), and has been going since the 1966. It is run by members of the West Indian community in London and is famous for its colourful parades, costumes and exotic street food.



Bonfire Night



Also known as **Guy Fawkes Night** in the UK, it's celebrated on or around the 5th of November to celebrate the failure of Guy Fawkes and his fellow conspirators to blow up the parliament in 1605. On Bonfire Night, bonfires and firework displays are held around the UK, and a stuffed effigy¹ of Guy Fawkes (named "the Guy") is made beforehand and set on fire on the night. Some of the biggest and most famous Bonfire Night festivities in the UK take place in the town of Lewes, in Sussex, in the South-East of England.

Pancake Day

Also known as Shrove² [ˌʃrəʊv] Tuesday, Pancake Day is the traditional feast day before the start of Lent³ on Ash Wednesday, and was traditionally the last opportunity to use up eggs and fats before Lent. Lent is the forty-day period leading up to Easter and was traditionally a time of fasting⁴. On Shrove Tuesday, people make pancakes and often top them with syrup or lemon and sugar. As well as eating pancakes, there's a long tradition of pancake races in London and in East London.



Cheese Rolling Festival



The festival is an annual event held on the Spring Bank Holiday at Cooper's Hill, near Gloucester [ˈglɒstə] in England. From the top of the hill, a 3–4 kg round of Double Gloucester Cheese is sent rolling down the hill, (about 200 metres). Competitors then

¹ **effigy** – чучело / чучала

² **Shrove** – Масленица / Масленіца

³ **Lent** – великий пост / вялікі пост

⁴ **fast** – поститься, голодать / пощіць, галадаць

start racing down the hill after the cheese. The first person over the finish line at the bottom of the hill wins the cheese! Little is known about the origins of the festival, but it is believed to be at least 600 years old! The event is also known for the number of injuries competitors get in the race.

Glastonbury Festival

Glastonbury is a five-day festival of contemporary performing arts that takes place in Somerset, in the South-West of England, and has been held most years since 1970. In addition to contemporary music, the festival hosts dance, comedy, theatre, circus, cabaret, and other arts. Regarded as



a major event on the British cultural calendar, the festival is inspired by the hippie, counterculture and free festival movements. Some of the musicians to have performed at Glastonbury over the years include: David Bowie, Paul McCartney, Stormzy, Katy Perry, Radiohead, Coldplay, Adele, Snoop Dogg, Beyoncé and Metallica.

b. Read the comments. Which festival is each comment about? What makes you think so?

TheRed: I think it's lost its soul. People forgot that the festival was originally created to celebrate Caribbean culture at a time when local Black Brits were being racially targeted. Today, it's just an excuse for people to dress-up as a member of a group you don't belong to. I won't tolerate this cultural **appropriation**.

Mkellogg: Personally, **that's my idea of hell**. I have to say, I hate crowded places with a passion. But I can see the appeal of it. A festival like that can really **put a place on the map** and boost tourism, bringing in a lot of money.

Lamarimba: It sounds a bit of a laugh. It's a great opportunity for friends and family to have a **get-together**. I'd **give it a go**.

Chimel: There's been a few incidents over the last few which make the race itself **off-putting**. If I ever went there, I'd be a spectator, **cheering** the competitors **on**.

Thomas Tompion: I can't believe we celebrate an execution; we encourage kids to make an effigy of a man and throw him on a bonfire to burn. It looks mad. They burn effigies of the Pope or Boris Johnson or whoever in the streets! It looks like something out of the Dark Ages!

c. Find the phrases in the comments which mean ...

- a) the act of taking something for your own use, usually without permission;
- b) an informal meeting or social occasion, often arranged for a particular purpose;
- c) try something new;
- d) to shout loudly in order to encourage someone in a competition;
- e) slightly unpleasant or worrying so that you do not want to get involved in any way;
- f) to make (a place, a person, etc.) famous or well-known;
- g) a very unpleasant experience or situation that you don't want to experience now or in the future.

d. Discuss the questions below.


1. What are other examples of cultural appropriation? What should you do to avoid it? 2. Can you think of some fun activities for a family get-together? 3. Which pastimes would you like to give a go but haven't had a chance yet? 4. What do you usually shout to cheer your team on? 5. What kind of behaviour do you find off-putting? 6. What local festivals could put the place where you live on the map? 7. What kind of event would you describe as "that's my idea of hell"? Why?

e. Which of the festivals in ex. 2a would (wouldn't) you like to visit? Why (not)?

3. a. Work in small groups. Get ready to talk about another festival you know.

b. Work in new groups (each member of the new group must have worked in a different group before). Present information about your festival.

c. Discuss if you would like to visit any of the festivals or not. Motivate your answer.

d.  Write a short paragraph about one of the festivals you have discussed, saying why you would / wouldn't like to visit it.

4.  Use the Internet. Find more information about a popular British festival and present it to the class.

LESSON 5. The land down under

Communicative area: talking about Australia

Receptive grammar: articles

Active vocabulary: indigenous, convict, a penal colony, the outback, marsupial

1. a. Discuss with your partner.

1. What are your associations with Australia?

2. What does the title of the lesson mean?



b. Compare your answers with other pairs.

c. Make a list of the facts you know about Australia. Who has the longest list?

2. a. Match the words with their definitions below. Then, say which of them are associated with Australia for you.

- | | | |
|-------------|-----------------|----------------|
| 1. species; | 4. refugee; | 7. indigenous; |
| 2. convict; | 5. the outback; | 8. marsupial; |
| 3. emu; | 6. penal; | 9. flat. |

a) any Australian animal that carries its young in a pocket of skin (called a pouch) on the mother's stomach;

b) a person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons;

c) the area of Australia that is a long way from the coast and the towns, where few people live;

d) belonging to a particular place rather than coming to it from somewhere else, synonym – native;

e) (of land) without any mountains or hills;

f) connected with or used for punishment, especially by law;

g) a person who has been found guilty of a crime and sent to prison;

h) a large Australian bird that can run fast but cannot fly;

i) a group of animals or plants that are similar and can produce young animals or plants.

b. Do the following quiz in pairs.

1. The official name of Australia is...

a) the Federation of Australian states; b) the Commonwealth of Australia; c) the Republic of Australia.

2. The name *Australia* comes from...

a) the Latin word meaning “southern”; b) from the Latin word meaning “star”; c) from the Latin word meaning “far away”.

3. Which of these territories are / is not part of Australia?

a) Wales; b) Tasmania; c) Victoria.

4. The capital of Australia is...

a) Melbourne; b) Canberra; c) Sydney.

5. Which of the following statements is / are true?
 a) Australia is the hottest continent.
 b) Australia is the most inhabited continent.
 c) Australia is the flattest continent.
 d) Australians celebrate Christmas in summer.
6. Australia is ... largest country in the world.
 a) the fifth; b) the sixth; c) the fourth.
7. The highest point of Australia is 2,228 m high, it is...
 a) Mountain Kosciuszko; b) Queensland Mountain; c) Ayers Rock.
8. The first European discoverers of Australia were...
 a) Portuguese; b) British; c) Dutch.
9. Australia was developed at first as a British...
 a) penal colony; b) colony for political refugees; c) colony for the poor.
10. There are about ... species of the kangaroo.
 a) 40; b) 50; c) 10.
11. Australia leads the world in the production of...
 a) silk; b) wool; c) leather.
12. Australia was called “the land of ...” by one of the early navigators.
 a) parrots; b) poisonous snakes; c) marsupials.

c.   Listen to an educational radio programme about Australia and check your answers.

d.   Complete the extracts from the programme with the given figures. Listen to the second extract from the programme to check.

16th

86


17.7

23

10

1.5

Of Australia’s (1. ...) million inhabitants, about (2. ...) percent were born elsewhere, and (3. ...) percent are of aboriginal descent. Over (4. ...) percent of Australia’s people live in cities, yet only (5. ...) percent of its area is cultivated. Australia enjoys one of the world’s highest standards of living – it is the (6. ...) among the industrialised nations.

3. a.  Look at the underlined examples 1–12 in the sentences. Match them with the rules for the use of articles **a**, **an**, **the** a–k. Some rules have more than one example. Go to page 174 / 193 to read more.

1. Australia contains six states.

It is 2. the smallest and least populated of the inhabited continents.

Australia is 3. an island continent and also 4. the only continent occupied by a single nation.

Originally 5. the United Kingdom didn't see the benefits of Australia's exploration.

It lies south of 6. the equator, "below" many other countries on 7. the globe.

When 8. the Dutch explored 9. the area they named it *Nova Hollandicus* or *New Holland*.

The Dutch are known to have explored the coastal regions in 10. the 1640s.

11. Isolation also allowed for the development of strange birds.

Transportation of 12. convicts to the eastern colonies was abolished in 1852.

Grammar

- a) No article is used with uncountable nouns.
- b) *A* and *an* are used with singular countable nouns mentioned for the first time often modified by a descriptive adjective.
- c) *The* is used when it's clear who or what we are referring to.
- d) No article is used with countable nouns in the plural.
- e) *The* is used with nouns modified by superlative adjectives.
- f) No article is used with names, including names of countries.
- g) *The* is used with names of countries which include the words *republic*, *kingdom*, *states*, *commonwealth*, *federation*.
- h) *The* is used with nouns modified by the words *same*, *very*, *only*.
- i) *The* is used with nationalities.
- j) *The* is used with things that are unique.
- k) *The* is used with decades.

b. Complete the sentences below with articles a, an, the where necessary.

The country is officially called (1. ...) Commonwealth of Australia. Canberra is (2. ...) capital of (3. ...) country. It is roughly halfway between (4. ...) two largest cities Melbourne and Sydney.

Australia is (5. ...) driest continent on Earth. (6. ...) geography of the country is extremely diverse, ranging from (7. ...) snow-capped mountains of the Australian Alps and Tasmania to (8. ...) large deserts, tropical and temperate forests.

Although Australia is (9. ...) small continent, it is (10. ...) sixth largest country in the world: only (11. ...) Russia, Canada, (12. ...) United States, China, and Brazil have larger areas. Australia leads the world in (13. ...) wool production and coal exports.

Among Australia's marsupials are (14. ...) grazing animals, tree climbers, amphibians, Earth burrowers, and the counterparts of (15. ...) cats and dogs, and (16. ...) rats and mice.



4. a. Ask and answer the questions in pairs:

1. Who were the first immigrants to the land down under? When did they begin to arrive at the continent?
2. Who claimed Australia for Britain?
3. Why was Australia named "the land down under"?
4. What makes Australia a unique country?
5. When did Australian indigenous people migrate to the continent?
6. What states does the country consist of?
7. How was the Australian population distributed on the continent?
8. What is peculiar about Australian flora and fauna?
9. What species of birds and animals live in Australia?

b.  Write five other questions about Australia for your classmates to answer.

c. Work in teams. Which team can remember most facts about Australia?

The Australian coat of arms consists of (6. ...) with the symbols of all the six states. (7. ...) and emu are the native animals that hold it with pride. The (8. ...), also found on the coat of arms, was proclaimed the official national floral emblem in August 1988. Above, there is the Commonwealth Star.

b.   **Listen to the interview discussing Australian national symbols. Check your descriptions of the national flag and coat of arms. Answer the questions:**

1. What does the Southern Cross symbolise?
2. Why were the kangaroo and emu chosen for the coat of arms? Are they official faunal symbols of the country?
3. When was Australia's official floral emblem chosen?
4. What are Australian national colours?
5. What do the colours of the Australian Aboriginal Flag mean?
6. When was this flag created? Is it official?
7. How was the poster of Australian icons created?
8. What icons are depicted there?

3. Read about some popular symbols of Australia below and say which of them is an iconic Aussie brand, iconic institution, iconic activity, nature icon, iconic figure, arts and culture icon, iconic face?

Banjo Paterson. Who'd have guessed that a Melbourne lawyer would turn out to be among the new nation's best-loved poets? His poem *The Man* is probably Australia's most recited poem, while Banjo's story of an unlucky swagman (a person carrying a swag or bundle of belongings) is the country's unofficial national anthem.

The bush. Unspoiled land beyond the city with natural vegetation. The bush was something that was uniquely Australian and very different to the European landscapes familiar to many new immigrants. The bush was appreciated as a source of national ideals. The Australian bush has created the Australian character.


ANZAC. Members of the Australian and New Zealand Army Corps in World War I. Anzac Day, which falls on April 25, is a national holiday. Delicious biscuits (cookies), made with oats and golden syrup, are also known as Anzacs.

Drover. A person who herds stock or sheep over a long distance.

Qantas. The name was originally an acronym for *Queensland and Northern Territory Aerial Services*. Nicknamed *The Flying Kangaroo*, Qantas is Australia's largest airline, and the second oldest in the world. Founded in November 1920, it began flying international services in May 1935.

Crocodile. This ancient survivor has become a symbol of the Top End, the northern part of the Northern Territory in Australia.

AFL. The abbreviation stands for Australian Football League. The first rules of Aussie rules football were published by the Melbourne Football Club in 1859 and it is a favourite weekend pastime for many.

4. a.  Read the information on your slip of paper. Go around the classroom and tell other students the fact you read about. Speak to as many people as possible.

b. Work in small groups. Try to remember as many symbols as possible. Which group remembered most?

5. Take three Australian icons to your choice. Describe them, saying why they are significant for the nation and how they characterise life in this country.

LESSON 7. Land of the long white cloud

Communicative area: speaking about New Zealand

Active vocabulary: a hemisphere, a canoe, a tattoo, a treaty



Receptive vocabulary: Conjunctions

1. a. Close your eyes and listen to the song, partly in English, partly in another language. Imagine the place. What else can you picture in your mind?

b. Can you think of a real place on Earth Aonua's song might be about?

2. a. Work in pairs. What do the words mean? How are they connected with New Zealand?

Wellington, Aotearoa, Maori, Pakeha, Kiwi, Tasman, Cook, William IV, canoe, tattoo.

b.   **Listen to the radio programme about New Zealand and check your answers to ex. 2a. While listening, take notes to remember as many other details as you can.**

c.  **Play Jeopardy.**

1. Open the game file. During the game, write the team's name who give the right answer in the appropriate square. Close your Student's Books.

2. Decide when each pair's turn is.

3. Pair 1, choose a topic and a question. You have 30 seconds to answer it. If you can't, the first pair to raise their hands can try. Those who answer correctly choose the next question.

d.  **Individually, write questions that haven't been asked in the game.**

e. Work in pairs. Ask and answer questions about New Zealand.

3. a. The same ideas can be expressed in many ways. Use the conjunctions in the box to complete the sentences. Sometimes more than one conjunction can be used.

moreover ♦ since ♦ however ♦ nevertheless ♦ on the other hand ♦ and ♦ as a result ♦ as well as ♦ in fact ♦ in other words ♦ in addition ♦ this is why

1. New Zealand used to be part of Gondwanaland, the ancient super continent in the southern hemisphere, which split up ... separated New Zealand about 85 million years ago. 2. The largest mammal of New Zealand is a bat, ... many species of birds, like kiwi or kakapo parrot, don't fly – they've lost its ability because they didn't need it as they have no natural predators to fly away

from. 3. As New Zealand lies in the southern half of the world, it has opposite seasons to what people have in the northern hemisphere. ..., July is the coldest month of the year, and in South Island the temperatures in winter might drop to -10°C . 4. ... then, New Zealand was visited by numerous European and North American fishing and trade ships. 5. ..., many of the rights guaranteed to Maori by the Treaty have been ignored and New Zealand has seen several Land Wars. 6. ..., the country has its own strong sense of identity. Both, European descendants and Maori are often called the Kiwis, which stands for a New Zealander. 7. ..., the design of each Maori tattoo is unique and has personal information about its wearer, such as their genealogy, tribal affiliations, status and achievements. 8. ... the Maori language, English and New Zealand Sign Language are three official languages of New Zealand. 9. ... numerous language programmes for different age groups, they have TV channels and radio stations that broadcast exclusively in the Maori language.

b.   Listen to the podcast again and check your ideas.

4. a. Imagine you were asked to record a three-minute podcast about New Zealand. Choose 7–8 facts to mention in your podcast.

b. Work in pairs. Tell your partner which you have chosen and why. Together agree on the list of information you would include in the podcast.

c.  Write the script of the podcast.

LESSON 8. Natural wonders

Communicative area: writing a brochure

1. a. Discuss the following questions with a partner.

1. Are you interested in exploring natural destinations and getting up close and personal with nature while travelling? Why (not)?

2. How would you define an adventurous traveller?
3. What Australian destinations do you think such travellers would like to visit?

b. Share your ideas with other pairs.

2. a. Read the brochure. Have you or anyone you know ever been to any of the places?

VISIT THE WORLD'S MOST STUNNING NATURAL WONDER



The Great Barrier Reef

- Around one third of the world's soft coral, more than 150 species, as well as more than 450 species of hard coral can be found here.
- Over 1,620 species of fish, 215 bird species, 30 whale and dolphin species, and six of the world's seven marine turtle species have been recorded within this landscape.
- The Great Barrier Reef was listed as a World Heritage Area in 1981 as an outstanding example of a reef system, representing the major stages in the Earth's evolutionary history; as well as for its important biological diversity.

Things to see and do

- Come face-to-face with the sealife and marine creatures of the Great Barrier Reef while snorkelling or diving.
- Participate in the research and conservation of one of the world's most endangered species.
- See the Reef from the air by plane or helicopter, or for the truly adventurous, go skydiving.
- Stay on a Great Barrier Reef island, with choices from luxury resorts to tents.

endangered = en- + danger;
 enlarge = en- + large;
 enjoy = en- + joy;
 encourage = en- + courage;
 enrich = en- + rich

- Catch your own fish, a table fish from the reef or a game fish from the open ocean.
- Go sea-kayaking around tropical islands, visiting remote beaches and fringing reefs.
- Be the only one on the beach while you hike and camp on isolated islands.

What our visitors say about us:

Cracker Jack: It was the BEST HOLIDAY EVER! I immersed myself in the experience, and that must have boosted my creativity. I have been painting ever since I came back. If you need to take your mind off things, you should definitely give it a go!

For more information visit our website: greatbarrierreef.org

b. Mark the statements as True or False. Read the brochure again. Correct the false statements.

1. The Great Barrier Reef is home to some unique species.
2. The Great Barrier Reef is protected because you can find endangered species of marine turtles there.
3. It is possible to see rare marine creatures if you visit a local museum.
4. You can only see the beauty of the reef if you go diving or snorkelling.
5. Apart from observing wildlife, tourists can go fishing or kayaking.
6. The place is always crowded.

3. a. Read about the key elements of a brochure and identify them in the brochure in ex. 2a.

1. *A catchy title* – This should be something short and encouraging. You shouldn't use fancy words and complex structures. Try to use between two and six words.

2. *Exciting details* – Include the best facts you can share to attract customers. Put down specific information that will make your readers put this location on their itinerary.

3. *Testimonials* – Put quotes from satisfied customers and highlight any reviews or awards from travel websites.

4. *A call to action* – Direct your reader what to do after seeing your brochure. This could be asking to call you or visit your website.

b. Which of these ideas are useful for writing a brochure?

1. Pay attention to the cover of the brochure. It should be really appealing for the potential client to notice it among other brochures.

2. Use creative fonts, but make sure they are easy to read.



3. Write about a specific topic. Don't bore readers with information they already know or might not need.

4. Include pictures; try to use real photos of high quality.

5. Highlight the advantages of what you are offering. Show how your services may be of use to the customer.

6. Break the topic into several sections, use numbers and bullet points to make the information easy to digest.

7. Ask other people to proofread it before printing, or even hire a professional editor. You don't want spelling or grammar mistakes to scare off your potential customers.

c.   **Which of the ideas above were used in ex. 2a? Find examples.**

4. Use the Internet. Find information about any of the places below. Write a brochure about one or several natural wonders.

The UK	Australia	New Zealand	Belarus
Durdle Door	Uluru	Milford Sound	Lake Narach
Cheddar Gorge	The Twelve Apostles	Champagne Pools	Island of Birds
The Needles	Kakadu National Park	Waitomo Glowworms	Mountain Zamkovaya
Seven Sisters	Fraser Island	Pancake Rocks	Melovyve Kar'yery

LESSON 9. A guide to English regional slang

Project 

Communicative area: talking about slang

BEFORE THE PRESENTATION LESSON

1. a. Look at the words below. What language are they from?


Brekky

Hard yakka

Woop Woop



Arvo

Maccas

b.   Listen to the introduction to a programme. Check your ideas.

2. a. Look at the words and choose their definitions.

- | | | |
|-------------------------------------|----------------------------|----------------------|
| 1. G'day mate! | a) Have a good day! | b) Hello, friend! |
| 2. You beauty. | a) That's great. | b) I like you. |
| 3. Better hit the frog and toad. | a) Better late than never. | b) Better get going. |
| 4. Flat out like a lizard drinking. | a) Very tired. | b) Very busy. |
| 5. Bog in and have some tucker. | a) Have rest. | b) Eat dinner. |
| 6. What a stinker of a day. | a) It's a hot day. | b) It's a bad day. |
| 7. I reckon! | a) Absolutely! | b) No way! |

b.   Listen to the second part of the programme. How many did you get right?

c. What other Australian slang did you hear?

3. You are going to create a guide to English regional slang. Follow the steps below:

1. Work in pairs or small groups. Surf the Internet and choose 7–8 words / phrases you would like other people to learn.
2. Write the script. Distribute roles. Record audio / video.
3. Prepare a quiz for other students to check their understanding of the words / phrases you mentioned in the programme. You can use the format of “definitions game”; put them in sentences / dialogues / stories, so that other students can guess the meanings from the context, or use online resources such as quizlet.com, baamboozle.com or kahoot.com to create games to play.

IN THE PRESENTATION LESSON

1. Present your guides.
2. a. Using the words / phrases from the guides, create a short story.
b. Present your stories to the class. Who was able to use most new words / phrases?

LESSON 10. Culture corner. The home of Middle-Earth

Communicative area: talking about filmmaking locations in the UK, Australia and New Zealand

1. Look at the photos. What do all of these places have in common? Check the answers on page 157.



1



2



3



4

2. a. Can you think of a film which is hugely popular worldwide and has been shot in New Zealand? Use the words below as a clue.

Middle Earth, Frodo, Gandalf, hobbits, Mordor, Aragorn, dwarfs, Legolas Greenleaf, Rivendell, dark lord, king, Gimli, orcs, Mount Doom, elves, Sauron, Hobbiton, wizard, Saruman, men.

b. Which of the words in ex. 2a are places? Which are characters?

c. Complete the epigraph to *The Lord of the Rings*. Use the words from ex. 2a.

Three Rings for the Elven-... under the sky,
Seven for the ... -lords in their halls of stone,
Nine for Mortal ... doomed to die,
One for the Dark ... on his dark throne,
In the Land of ... where the Shadows lie,
One ring to rule them all, one ring to find them,
One ring to bring them all and in the darkness bind them
In the Land of ... where the Shadows lie.

d. Read the plot summary and check.

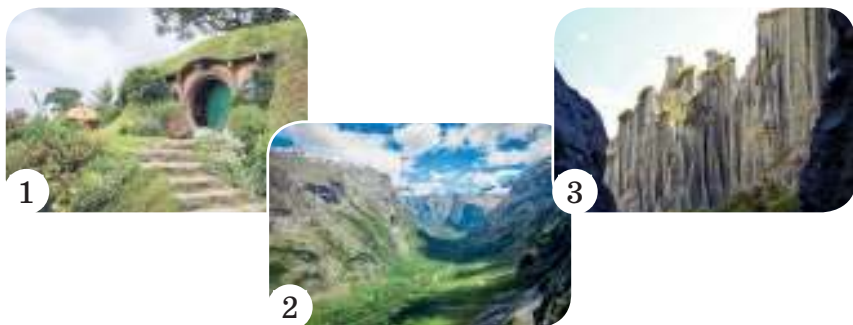
Tolkien's creation is a world of magic creatures and powers. In the Land of Mordor, twenty Rings of Power have been created, three of which belong to the Kings of Elves, seven to the Lords of Dwarfs, and nine to Men. There's one more ring, the Ruling Ring, to control all the others and rule Middle Earth, which is the wicked intention of Sauron, the Dark Lord. Eventually, he has gathered to him all the Rings of Power, but all he lacks is the Ruling Ring, which has fallen into the hands of the hobbit Bilbo Baggins. In a sleepy village in the Shire, young Frodo Baggins finds himself faced with an immense task, as his elderly cousin Bilbo entrusts the Ring to his care. Frodo must leave his home and make a dangerous and risky journey across Middle Earth to Mount Doom to destroy the Ring and the Dark Lord's evil plan.

e. Are the statements true or false? Correct the false statements.


1. *The Lord of the Rings* is a fantasy novel and film. 2. The story is about chasing one ring that has all the powers. 3. Those


who have the Ring become immortal. 4. The Dark Lord managed to collect all the rings except one. 5. Mount Doom is where hobbits live. 6. Bilbo Baggins is the best friend of Frodo the elf. 7. Frodo is afraid of the long and risky journey and stays home. 8. In the end, the Ruling Ring is destroyed.

3. a. These are a few of the 250 New Zealand places that have been used as film locations for *The Lord of the Rings*. Work in pairs. Plan your trip to Middle Earth. Remember that you have enough money and two weeks in New Zealand.



1. Hobbiton, a hobbits' settlement; 2. Rivendell, a place where Elrond with his family and elves live; 3. Mordor, Sauron's home; 4. Minas Tirith, a fortress; 5. Moria, tunnels, chambers and mines under the Misty Mountains, home of a dwarf clan; 6. Dimrill Dale, a valley on the edge of the Misty Mountains; 7. Misty Mountains; 8. Edoras, the capital city of Rohan; a place where Aragorn, Gimli, Legolas and Gandalf met; 9. Pelennor Fields, a location of a famous battle; 10. Fangorn Forest, the three shepherds' home; 11. Lothlorien, a country of elves; 12. The Dead Marshes, the main entrance to Mordor.

b.  Write an email to the tour guide in New Zealand. Explain what your plan is, and ask for recommendations.

4.  Use the Internet. Find information about other filming locations in the UK, Australia, New Zealand or Belarus. Present information to the class.

LESSON 11. Speaking club. World culture forum

Communicative area: revising the material of the unit

1. a.  Play the game *Blankety blank*.

Work in teams. One member of each team is the leader; they should sit in front of others. The teacher reads a sentence. One word from a sentence is missing. Everyone in a team writes down that word. If a team's member word is the same as the leader's, the team gets a point. The team's idea may be different from the teacher's.

- b.  Look through the material of the unit. Write 7 more sentences for another team to guess.

2. a. Look at the pictures. What do they illustrate? Do you think the images are accurate?



- b. Work in pairs / small groups. Imagine that you were chosen to represent one of the countries you studied in this unit at the **World culture forum**. Discuss what information about the country is important to present.

- c. Prepare to present your country.

3. a. Role-play the event. Arrange the chairs in a circle. Put the flag of your country in front of you. When the teacher introduces your country, give your presentation.

b. Listen to other speakers. Prepare a few questions to ask about their country based on their presentations.

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

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

Watching TV is a very popular pastime in the UK. But what kind of programmes do British people like to watch? Well, the most-watched TV programmes every week are very popular dramas that are usually on at least four times every week. They are dramas based in one neighbourhood that try to depict ordinary life in the UK – we call these dramas “soap operas” or “soaps”.

In the early days of TV, there were often dramas on during the day. Back in those days, it was traditional for the husband to go out to work and for the wife to stay at home and look after the house and the children. Most of these daytime dramas were aimed at entertaining the housewives who would traditionally be at home, probably doing the washing. Companies selling washing powder would advertise their products at times when these dramas were on, and sometimes those companies would even sponsor the drama. Hence the word “soap”.

So what about the word opera? Well, that’s because these dramas are often an exaggeration of real life. They are supposed to represent ordinary lives but, to make them entertaining, lots of dramatic events, like murders, divorces, affairs etc., all happen probably much more regularly than they would in a normal neighbourhood.

Most soap operas these days are shown in the evening. Each show will have several different storylines happening at once


that continue over several shows. The same cast members will appear in every show, too.

There are lots of different soaps on in the UK on different channels, but there are three main popular ones. *Coronation Street* has been on since 1960. It is set in a suburb of Manchester, and it's supposed to represent working class life in the north of England. Then there's *EastEnders* which started in 1985, set in the East End of London, and *Emmerdale*, which is set on a farm in Yorkshire, in the north of England.

The BBC even has a soap opera to help you learn English – so if you want to experience one of these dramas in English, 'The Flatmates' would be a good place to start.

2. Find and read aloud the extract which says why soap operas have the word **soap** in them.
3. What are the most popular soap operas called and when can you watch them?
4. How do soap operas represent ordinary life?

II. LISTENING

1.  Listen to the description of three Australian events: the Australian Open, Australia Day and the Melbourne Cup. Answer the questions below.

1. Where and when do they take place?
2. What is celebrated?
3. Who participates in the event?

III. SPEAKING

1. Let's talk about New Zealand. What do you know about this country's geography, history and culture?
2. Why is Australia called The Land Down Under?
3. What questions will you ask someone who comes from New Zealand?
4. Give me a piece of advice which festival to visit if I travel to the UK.
5. Choose one country to live a year in – the UK, Australia or New Zealand. What would your life be like there?

Ex. 1a, page 126

British monarch / The Prime Minister

Ex. 1a, page 130

1. playing computer games, 2. walking in the countryside, 3. going to pubs/bars/clubs, 4. collecting, 5. gardening, 6. bird watching, 7. DIY, 8. doing sport.

Ex. 1, page 151

They are all filming locations. 1. Scenes from the first two Harry Potter films were filmed at Alnwick Castle 2. Castle Ward was made famous as the setting for Winterfell in Game of Thrones. 3. Thor: Ragnarok made use of the Tamborine National Park in Queensland 4. Sydney's BT Tower on Market Street was the setting of the helicopter crash scene in The Matrix



Список заимствованных иллюстраций, размещенных в учебном пособии для использования в образовательном процессе / Спіс запозичаних ілюстрацій, розміщаних у вучэбным дапаможніку для выкарыстання ў адукацыйным працэсе

GRAMMAR REFERENCE (RUSSIAN)

UNIT 1

Tense forms. Revision –

Повторение ранее изученных видо-временных форм глагола

В зависимости от характера совершения действия в английском языке принято выделять четыре группы видовых форм глагола.

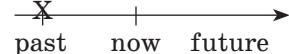
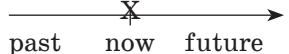
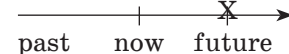
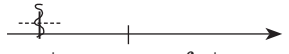
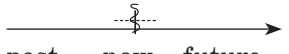

1. **Simple (Indefinite) tenses** – простые (неопределенные), которые обозначают регулярное, часто повторяющееся действие (факт). На русский язык могут переводиться глаголом как совершенного, так и несовершенного вида.

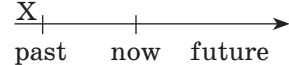
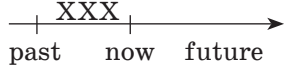
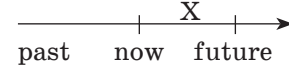
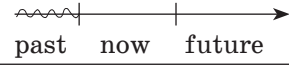

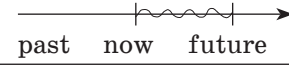
2. **Continuous (Progressive) tenses** – длительные, которые обозначают протекание действия в определенный момент (процесс). На русский язык всегда переводятся глаголом несовершенного вида. Статические глаголы (*to love, to have, to remember, to know, to be, etc.*) обычно не используются в этой форме: она заменяется соответствующей простой формой.

3. **Perfect tenses** – совершенного вида, которые обозначают завершенность действия к определенному моменту (результат). На русский язык переводятся глаголом совершенного вида.

4. **Perfect Continuous (Perfect Progressive) tenses** – совершенного вида длительные, которые обозначают действие, начавшееся в прошлом и длившееся на указанный момент уже какое-то время (длительность и завершенность). На русский язык переводятся глаголом несовершенного вида. Статические глаголы в этой форме не используются: они заменяются глаголами совершенного вида.

Как и в русском языке, действия могут совершаться в настоящем (present), прошедшем (past) или будущем (future) времени. В каждом из них действие может быть регулярным (simple), длительным (continuous), завершенным (perfect) или завершенно-длительным (perfect continuous). Таким образом, получается 12 видо-временных форм английского глагола, для каждой из них используется определенная грамматическая конструкция.

Время / вид	Past	Present	Future
Simple	V₂ (did ... V₁)	V₁ (do... V₁) / V + s (does... V₁)	will V₁
			
	<ul style="list-style-type: none"> • действие, произошедшее в указанное время в прошлом; • регулярное действие в прошлом; • ряд действий, следующих одно за другим в соответствии с хронологией событий 	<ul style="list-style-type: none"> • регулярное действие в настоящем; • общеизвестные истины и факты; • ряд последовательных действий; • действие, совершающееся в момент «сейчас» с глаголами состояния; • расписание, программа 	<ul style="list-style-type: none"> • предположение о будущем; • действие, решение о котором было принято в момент речи
Continuous	was / were V + ing	am / is / are V + ing	will be V + ing
			
	<ul style="list-style-type: none"> • действие, происходившее в определенный момент в прошлом 	<ul style="list-style-type: none"> • действие, совершающееся в момент «сейчас»; • временное действие; • запланированное действие на ближайшее будущее (обычно с обстоятельством времени) 	<ul style="list-style-type: none"> • действие, которое будет совершаться в определенный момент в будущем

Время / вид	Past	Present	Future
Perfect	had V₃	have / has V₃	will have V₃
			
	<ul style="list-style-type: none"> • действие, которое завершилось к указанному моменту в прошлом; • более раннее действие при нарушении хронологии событий 	<ul style="list-style-type: none"> • действие, которое совершилось один или несколько раз к моменту речи; • недавно завершившееся действие; • прошлое действие, результат которого важнее для настоящего, чем то, когда это действие произошло; • состояние, длившееся какое-то время до настоящего 	<ul style="list-style-type: none"> • действие, которое завершится к определенному моменту в будущем
Perfect Continuous	had been V + ing	have / has been V + ing	will have been V + ing
			
	<ul style="list-style-type: none"> • действие, длившееся какое-то время до указанного момента в прошлом (акцент на длительности) 	<ul style="list-style-type: none"> • действие, длившееся какое-то время до настоящего (акцент на длительности) 	<ul style="list-style-type: none"> • действие, которое будет совершаться до определенного момента в будущем (акцент на длительности)

Кроме того, выделяют еще четыре видо-временные формы, которые называются **Future-in-the-Past**. Они образуются аналогично соответствующим формам Future с заменой *will ('ll)* на *would ('d)*. Формы Future-in-the-Past передают практически те же значения, что и соответствующие им формы Future. Однако действие в них является будущим не по отношению к моменту «сейчас», а по отношению к моменту в прошлом. Обычно это бывает в придаточных предложениях, которые подчинены главному предложению со сказуемым в прошедшем времени. В русском языке аналога такому явлению нет:

I think I'll find her. – I thought I would find her.
Думаю, я найду ее. – Я думала, что найду ее.

Passive Voice. Revision – Повторение страдательного залога

Залог – это категория глагола, которая показывает, является ли подлежащее субъектом (производителем) или объектом действия, выраженного сказуемым. В английском языке, как и в русском, глаголы могут иметь два залога: **Active Voice** (действительный залог) и **Passive Voice** (страдательный залог).

Страдательный залог употребляется, когда исполнитель действия несуществен, очевиден или неважен либо когда действие или результат действия более интересны, чем исполнитель. Сравните:

People send a lot of messages nowadays.
A lot of messages are sent (by people) nowadays.

Кем или чем совершено действие в страдательном залоге, часто вообще не указывается в предложении. Однако исполнитель действия может быть назван с помощью дополнения с предлогом *by* (агент) или *with* (инструмент).

Страдательный залог образуется с помощью вспомогательного глагола *to be* и смыслового глагола в третьей форме (причастие прошедшего времени):

to be + V₃

Для образования различных временных форм страдательного залога необходимо поставить вспомогательный глагол *to be* в соответствующую видо-временную форму, при этом смысловой глагол всегда употребляется в одной и той же форме V_3 .

Времена страдательного залога употребляются согласно тем же правилам, что и соответствующие им времена действительного залога:

Present Simple	am / is / are V_3	Present Continuous	am / is / are being V_3
Past Simple	was / were V_3	Present Perfect	have / has been V_3
Future Simple	will be V_3		

UNIT 2

Conditionals – Сложноподчиненные предложения с придаточными условия

Условными предложениями называются сложноподчиненные предложения, в которых в придаточном предложении выражено *условие*, а в главном предложении – *следствие*, выражающее результат этого условия. И условие, и следствие могут относиться к настоящему, прошедшему и будущему. Придаточные предложения условия чаще всего вводятся союзом *if* (*если*). Кроме союза *if* в различных ситуациях могут использоваться также союзы *in case* (*в случае*), *provided* (*при условии*), *suppose* (*предположим*), *on condition* (*при условии*) и др.

В отличие от русского языка запятая в сложноподчиненном предложении ставится только в случае, если придаточное предложение находится перед главным.

Условные предложения делятся на четыре типа в зависимости от того, какую степень вероятности они выражают. Употребление того или иного типа условного предложения зависит от отношения говорящего к передаваемым им фактам.

1. Conditional 0. Этот тип предложений описывает универсальные ситуации, в которых выполнение условия из

придаточного предложения **неизбежно** повлечет за собой результат, указанный в главном предложении. Самый простой пример этого типа условных предложений – явления природы или законы физики. Такие предложения описывают также привычные, повторяющиеся действия. Здесь в обеих частях предложения используется *настоящее время* или (если речь идет о прошлом) *прошедшее время*.

If + Present Simple, Present Simple If + Past Simple, Past Simple

If you heat ice, it melts. – Если нагреть лед, он тает.

If my parents gave me some pocket money when I was a child, I spent it on ice-cream. – Если мои родители давали мне карманные деньги, когда я был ребенком, я тратил их на мороженое.

2. Conditional I. Этот тип предложений описывает реальные ситуации, выражающие **полную возможность** осуществления условия в придаточном предложении, относящиеся к настоящему и будущему времени и передающиеся формами изъявительного наклонения. Особенностью этого типа условных предложений является тот факт, что *простое будущее время (Future Simple)* или его эквиваленты употребляются лишь в главном предложении. В придаточном предложении после указанных союзов используется только *настоящее время*. Сказуемые в обеих частях предложения переводятся на русский язык формами будущего времени.

If + Present Simple (Continuous), Future Simple

If you see him singing, you will be impressed by his talent. – Если Вы увидите, как он поет, его талант произведет на Вас большое впечатление.

When this museum is open, we will go for an excursion there. – Когда музей откроется, мы пойдем туда на экскурсию.

If I have a lot of money, I will buy a car. – Если у меня будет много денег, я куплю машину.

3. Conditional II. Условные предложения этого типа выражают *нереальность* или *малую вероятность* осуществления условия, относящегося к *настоящему* или *будущему времени*. Говорящий употребляет такое предложение тогда, когда хочет сообщить, что необходимые условия для выполнения чего-либо практически отсутствуют, очень малы, а иногда вообще нереальны и противоречат действительности. На русский язык переводятся сослагательным наклонением (формой прошедшего времени с частицей *бы*).

Для того чтобы образовать такой тип условного предложения, необходимо в придаточном предложении употребить глагол в форме *простого* или *длительного прошедшего времени* (*Past Simple / Past Continuous*), а в главном предложении создать сложную форму сослагательного наклонения из глаголов *should / would* и простого инфинитива глагола без частицы *to*. Если же в придаточном предложении имеется глагол *to be*, то его формой сослагательного наклонения может быть *were* для всех лиц. Помимо глаголов *should / would* можно употреблять модальные глаголы *could / might*.

If + Past Simple, would + Simple Infinitive

If I were you, I would discuss it with your parents. – Если бы я был на твоём месте, я бы обсудил это с твоими родителями.

If I had a lot of money, I would go travelling. – Если бы у меня было много денег, я бы отправился путешествовать.

I would do it if I had the time. – Я сделал бы это (сейчас), если бы у меня было время.

4. Conditional III. Условные предложения этого типа выражают *абсолютно нереальные* условия, так как в них речь идет о событиях, которые уже произошли или не произошли *в прошлом*. Говорящий употребляет эту модель тогда, когда хочет сообщить об *упущенной возможности*. Действие главного предложения также относится к прошлому. На русский язык переводятся сослагательным наклонением (формой прошедшего времени с частицей *бы*).

При создании таких предложений используются глаголы *should / would* (модальные *could / might*) с перфектным

инфинитивом без частицы *to* для главного предложения и глаголы в форме *прошедшего совершенного времени (Past Perfect)* в придаточном предложении.

If + Past Perfect, would + Perfect Infinitive

If I had had time, I would have finished reading the novel. – Если бы у меня (тогда) было время, то я уже закончил бы читать роман.

I would have done it if I had had the time. – Я сделал бы это (тогда), если бы у меня было время.

If he had arrived on time, he would have heard the news. – Если бы он прибыл вовремя, он услышал бы новость.

5. Mixed Conditionals. Среди условных предложений могут быть и такие, когда условие и следствие, т.е. придаточное и главное предложения, относятся к разному времени. Употребление форм сослагательного наклонения подчиняется в них общему правилу: настоящие или будущие действия передаются неперфектными формами, а действия, относящиеся к прошлому, – перфектными.

Например, условие (придаточное предложение) относится к прошлому времени, а следствие (главное предложение) – к настоящему или будущему.

If + Past Simple, would + Perfect Infinitive

If + Past Perfect, would + Simple Infinitive

If we hadn't missed the train, he would be at home now. – Если бы мы не опоздали на поезд, мы были бы сейчас дома.

If she weren't / wasn't so hard-working, she wouldn't have passed the exams. – Если бы она не была такой трудолюбивой, она не сдала бы эти экзамены.

6. Wishes and regrets. Много общего имеют со сложноподчиненными предложениями с придаточными условия грамматические структуры, выражающие пожелания и сожаления (wishes and regrets). Если необходимо выразить сожаление по поводу настоящего (о том, что что-либо в нем совсем не

такое, как нам хотелось бы) или желание изменить настоящее, то после фраз *I wish* и *If only* используется Past Simple / Continuous. Чтобы выразить сожаление по поводу способностей, используется could. Если необходимо выразить сожаление по поводу прошлого (сожаление, что мы что-то не сделали в прошлом или сделали не так), то после *I wish* и *If only* (более эмоционально окрашено, чем I wish) используется Past Perfect / Perfect Continuous.

I wish / If only + Past Simple

I wish / If only + Past Perfect

Reality: *I'm not as tall as I would like to be. I can't play in the school basketball team.* – Я не настолько высокий, как хотелось бы. Я не могу играть в баскетбольной команде нашей школы.

Unreal wish / regret: *I wish I were taller. (I could do basketball in the school team.)* – Хотел бы я быть повыше. (Я смог бы играть в баскетбольной команде нашей школы.)

Reality: *I can't speak English very well yet, so I'm not ready for the competition.* – Я пока еще не очень хорошо говорю по-английски, поэтому я не готов к конкурсу.

Unreal wish / regret: *If only I could speak English better. (Then I would be able to take part in the English-Speaking Union competition.)* – Хотелось бы, чтобы я говорил по-английски лучше. (Тогда я смог бы принять участие в конкурсе Англоязычного союза.)

Reality: *I told him the truth and it made him upset.* – Я рассказал ему правду, и это очень его расстроило.

Unreal wish / regret: *If only I hadn't told him the truth. (He wouldn't have become so upset.)* – Если бы только я не сказал ему правду. (Он бы так не расстроился.)

Reality: *He didn't work hard and, as a result, failed his exam.* – Он не трудился и в результате провалил экзамен.

Unreal wish / regret: *I wish he had worked harder. (He wouldn't have failed his exam then.)* – Хотел бы я, чтобы он работал усерднее. (Он бы тогда не провалил экзамен.)

При выражении пожеланий и сожалений срабатывает правило **backshift** – сдвига назад во времени. Если в реальности

идет речь о настоящем и используется Present Simple / Continuous, то в предложениях с wishes / regrets используется Past Simple / Continuous. Если в реальности идет речь о прошлом и используется Past Simple / Continuous, то в предложениях с wishes / regrets используется Past Perfect / Perfect Continuous. Таким образом выражается нереальность сожалений / пожеланий. Кроме того, пожелания / сожаления должны быть противоположны действительности (см. примеры на с. 166).

Оба типа wishes / regrets могут с легкостью трансформироваться в сложноподчиненные предложения с придаточными условия (см. примеры на с. 166).

UNIT 3

Participial constructions – Причастные обороты

1. В английском языке причастия в сочетании с зависимыми словами образуют причастные обороты.

*There were hundreds of seabirds there **dying in the oil spill**.* – Там были сотни морских птиц, гибнущих в разливе нефти.

*Most of the waste **produced by people** can be recycled.* – Большая часть отходов, производимых людьми, может быть переработана.

***Not knowing about the threats to the environment**, people continue wasting water and other natural resources.* – Не зная об угрозах окружающей среде, люди продолжают тратить воду и другие природные ресурсы.

***Killed by the locals for food**, gorillas are in danger of extinction.* – Убиваемые местными жителями ради еды гориллы находятся под угрозой исчезновения.

2. Причастные обороты могут использоваться после существительных, к которым они относятся.

*In 2021 there were almost 200 countries **participating in the conference on climate change**.* – В 2021 году было почти 200 стран, принявших участие в конференции по изменению климата.

***Greenhouse gases produce a terrible effect called global warming**.* – Парниковые газы вызывают ужасный эффект, называемый глобальным потеплением.

Причастные обороты по своей функции могут быть аналогичны придаточным относительным предложениям с тем

лишь исключением, что они содержат причастия вместо личных форм глагола с *which / who / that*.

What's the name of the science studying living organisms and their environment? – Как называется наука, изучающая живые организмы и их окружающую среду?

What is the name of the science which studies living organisms and their environment? – Как называется наука, которая изучает живые организмы и их окружающую среду?

Most of the endangered animals killed in Africa are killed by poachers. – Большинство исчезающих видов животных, убиваемых в Африке, погибают от рук браконьеров.

Most of the endangered animals which are killed in Africa are killed by poachers. – Большинство исчезающих видов животных, которых убивают в Африке, погибают от рук браконьеров.

3. Причастные обороты используются подобно обстоятельству придаточным предложениям времени, условия, причины, следствия и т.п. (без союзов). Причастные обороты делают речь более формальной, чем придаточные предложения, и обычно используются в письменной речи.

Used economically, fresh water will last longer on our planet. (= If it is used economically, ...) – Используемая экономно пресная вода дольше сохранится на нашей планете. (= Если она используется экономно, ...)

Having destroyed the rainforests in Borneo, the local authorities had to start the process of reforestation. (= As the rainforests in Borneo have been destroyed, ...) – Уничтожив тропические леса на Борнео, местные власти должны были начать процесс лесовозобновления. (= Поскольку тропические леса на Борнео были уничтожены, ...)

Looking for food, polar bears move further and further southwards. (= When they are looking for food, ...) – В поисках пищи белые медведи перемещаются все дальше и дальше на юг. (= Когда они ищут пищу, ...)

The oil spill off the coasts of Florida polluted the ocean, completely ruining some of the wildlife. (= ... so that it completely ruined some of the wildlife.) – Разлив нефти у берегов Флориды загрязнил океан, полностью уничтожив часть

дикой природы. (= ... таким образом, что это полностью уничтожило часть дикой природы.)

Причастные обороты причины могут включать причастия, образованные от глаголов **be, have, wish, know**, которые обычно не употребляются в продолженных временах (progressive tenses).

Being unable to feed their families, some Africans turn to killing rare animals in order to survive. – Не имея возможности прокормить свои семьи, некоторые африканцы начинают убивать редких животных, чтобы выжить.

Knowing the situation very well, they set up a water-saving campaign. – Хорошо зная ситуацию, они организовали кампанию по экономии воды.

4. Обычно подлежащее причастного оборота совпадает с подлежащим главного предложения.

Steve Irwin spent most of his life in conservation, educating Australians and people all over the world. (Steve Irwin spent his life in conservation and he educated people.) – Стив Ирвин провел большую часть своей жизни, охраняя природу, обучая австралийцев и людей по всему миру. (Стив Ирвин всю свою жизнь охранял природу и просвещал людей.)

Считается ошибкой строить предложения, в которых подлежащее причастного оборота не совпадает с подлежащим главного предложения. Такие причастные обороты называются misrelated или dangling participles.

Looking out of the plane window, there was a huge oil spill on the surface of the ocean.

(Все выглядит так, будто бы нефтяное пятно в океане смотрело в окно самолета. Сравните с чеховским «Проезжая мимо станции, у меня слетела шляпа».)

Misrelated participles считаются нормой, если они выражают отношение говорящего.

Generally speaking, very few people in the world are really worried about the future of the planet. – В целом очень немногие люди в мире действительно беспокоятся о будущем планеты.

Judging from the statistics, about 80% of the rainforests have been destroyed in Borneo in the last 30 years. – Согласно

статистике, около 80% тропических лесов было уничтожено на Борнео за последние 30 лет.

Considering the human impact on the environment, our future looks very sad. – Учитывая воздействие человека на окружающую среду, наше будущее выглядит очень печальным.

Supposing there was no fresh water, how would the humanity survive? – Если бы не было пресной воды, как бы выжило человечество?

Taking everything into consideration, people should take immediate action to save the Earth. – Принимая все во внимание, люди должны предпринять немедленные действия, чтобы спасти Землю.

5. Причастные обороты могут иметь собственное подлежащее.

Many countries taking environmental issues seriously, we can hope to achieve something tangible in the future. – Многие страны серьезно относятся к экологическим вопросам, и мы можем надеяться на достижение чего-то осязаемого в будущем.

All the resources having been spent, people will start taking environmental issues seriously. – Потратив все ресурсы, люди начнут серьезно относиться к экологическим проблемам.

His effort highly recognised, Geldof received an honorary knighthood. – Так как его усилия были высоко оценены, Гелдоф получил почетное рыцарство.

Когда причастный оборот выражает сопутствующие обстоятельства, он вводится с помощью with.

With huge efforts having been made to save the endangered species, we can not boast of very positive results. – Несмотря на прилагаемые огромные усилия для спасения видов, находящихся под угрозой исчезновения, мы не можем похвастаться весьма позитивными результатами.

6. Причастные обороты могут использоваться после многих предлогов и союзов.

When using water for household chores, try to cut down the amounts you use. – Используя воду для работы по дому, старайтесь сократить ее потребляемое количество.

Once destroyed, rainforests are difficult to restore. – Уничтоженные тропические леса трудно восстановить.

Future perfect (Simple) – Будущее совершенное время

Время Future Perfect – еще одно английское время, которое конкретизирует будущее действие. Как и все времена группы Perfect, оно выражает совершенное действие, только на этот раз действие, которое будет происходить в будущем. Из самого названия времени понятно, как оно образуется: к вспомогательному глаголу будущего времени присоединяется перфектная форма смыслового глагола.

He will have become famous by then. – Он станет знаменитым к тому времени.

Will he have become famous by then? – Станет ли он знаменитым к тому времени?

He won't have become famous by then. – Он не станет знаменитым к тому времени.

Время Future Perfect передает будущее действие, которое свершится до определенного момента в будущем. Момент в будущем может выражаться конкретным временем или другим будущим действием.

I want to get a job in a month. I will have finished my studies by then. – Я хочу через месяц найти работу. К тому времени я закончу учебу.

Обычно время, до которого завершится будущее действие, обозначено в предложении с помощью выражений *by (к), by then (к тому времени, тогда), by the time (к тому времени), before (до)* и др.

I will have finished my homework by ten. – К десяти часам я закончу делать домашнюю работу.

We will have built our new house by the beginning of the next year. – Мы достроим наш новый дом к началу следующего года.

My parents are celebrating their wedding anniversary next year. They will have been married for 20 years. – В следующем году мои родители празднуют годовщину своей свадьбы. Они будут женаты уже 20 лет.

Unfortunately, we won't meet in Minsk. By the time you arrive, we will have already left for Moscow. – К сожалению, мы не встретимся в Минске. К тому времени, как вы приедете, мы уже уедем в Москву.

Future Perfect Continuous – Будущее совершенное продолженное время

Для образования Future Perfect Continuous к вспомогательному глаголу будущего времени (*will*) присоединяется перфектно-продолженная форма смыслового глагола (*have been + V + ing*).

By the New Year she will have been working as a teacher for five months. – К Новому году она будет работать учителем в течение пяти месяцев.

Will she have been working as a teacher for six months by the New Year? – Она будет работать учителем шесть месяцев к Новому году?

She won't have been working there for six months by the New Year. – Она не будет работать там в течение шести месяцев к Новому году.

Future Perfect Continuous употребляется для выражения будущего длительного действия, которое начнется ранее другого будущего момента или действия и все еще будет продолжаться в этот момент.

We are leaving for London in May. When you come there in August, we will have been staying in England for three months. – Мы уезжаем в Лондон в мае. Когда ты приедешь туда в августе, мы будем находиться в Англии уже три месяца.

I will have been working at the project for a month when you join me. – Когда ты ко мне присоединишься, я уже месяц буду работать над проектом.

Поскольку это время принадлежит к временам группы Perfect Continuous, в предложении обязательно должен указываться период, на протяжении которого будет совершаться действие. Для передачи этого периода часто используется сочетание предлогов *by ... for*.

By the end of this year, we will have been running our own company for five years. – К концу этого года мы будем управлять своей компанией уже пять лет.

By the time my friends from Great Britain arrive, I will have been learning English for nine years. – К тому времени, как приедут мои друзья из Великобритании, я буду учить английский язык уже девять лет.

UNIT 4

Modal verbs. Functions – Функции модальных глаголов

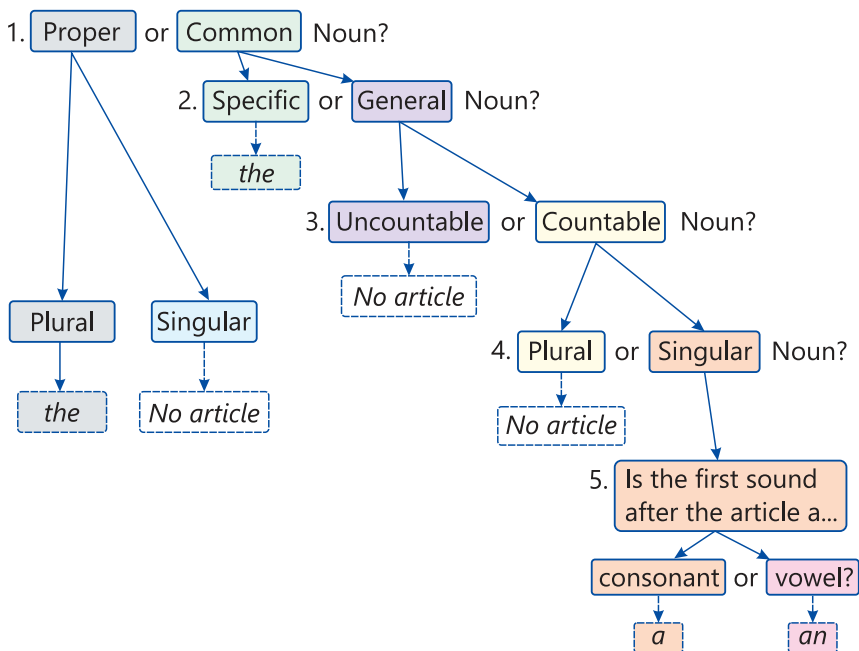
Function	Modal verb	Russian equivalent
ability (physical, mental) (способность)	can	мочь, уметь
possibility (возможность)	can, may be to	может, возможно
permission (разрешение)	can, may	можно
request (просьба)	can, will, would	можно ли...?
offer and suggestion (предложение)	can, may, will, would	я могу... Вы могли бы...?
criticism (критика)	can, may, should, ought to	мог (могла) бы...
purpose (цель)	can, may be to	для того чтобы он (она, они) мог (могла, могли) бы...
supposition (предположение)	may must should, ought to will, would	возможно по всей вероятности
obligation (долженствование)	must have to be to should, ought to	должен приходится планировалось следует
strict order (приказ)	must, be to will, would	должен, обязан
instructions (инструкция)	be to should, ought to shall	должны следует
prohibition (запрет)	must	нельзя, запрещается

Function	Modal verb	Russian equivalent
necessity (необходимость)	need	мне нужно
absence of necessity (отсутствие необходимости)	have no need	нет необходимости
asking for advice or instructions (просьба о совете)	should, ought to shall	мне следует...?

Articles – Артикли

Артикль – служебная часть речи, которая служит для выражения категории определенности. В английском языке существует **the definite article** (определенный артикль) – *the* и **the indefinite article** (неопределенный артикль) – *a / an*.

WHICH ARTICLE TO USE?



Неопределенный артикль употребляется в следующих случаях.

1. С исчисляемыми существительными в единственном числе, которые употребляются впервые: *He bought a book yesterday.*

2. С существительными, которые обозначают профессию: *Miss Sharp's father was an artist.*

3. С исчисляемыми существительными, если перед ними стоит описательное прилагательное: *He was a truly unique artist.*

4. В значении «один» с исчисляемыми существительными: *He had hardly spoken a word since we left the house.*

5. В значении «один» с исчисляемыми существительными, которые обозначают время, вес, количество: *I'd like a coffee, please.*

6. После оборотов *there is, this is, it is*: *There is a book on the table.*

7. С существительным, обозначающим класс предметов: *A cat is a domestic animal.*

8. После слов *such, rather, quite*: *It was rather a difficult job.*

9. С существительными, обозначающими некоторые болезни: *catch (a) cold, have (a / an) backache / earache / stomach-ache / toothache.*

Определенный артикль употребляется в следующих случаях.

1. С существительным, которое употребляется во второй раз, или когда понятно, о чем идет речь: *How did you like the play?*

2. Когда существительное имеет при себе ограничивающее определение, выделяющее его из класса других, ему подобных: *This is the house that Jack built.*

3. Когда перед существительным стоят:

- порядковое числительное;
- прилагательное в превосходной степени сравнения;
- прилагательные *wrong, right, very, next, following, last, only, whole.*

4. С существительными, обозначающими предмет, единственный в своем роде: *the Sun, the Moon, the Earth, the Universe, the Galaxy, the Solar system, etc.*

5. С существительными, обозначающими класс предметов: *The pine grows in the North.*

6. С субстантивированными прилагательными и причастиями, обозначающими классы: *the old, the dead, the rich, the poor, the blind, the wounded, the sick, etc.*

7. С существительными, обозначающими понятия, единственные в своем роде: *the President, the manager, the director, the captain, the capital, etc.*

8. Со следующими словами: *the country, the mountains, the seaside, the weekend, the cinema, the theatre, the radio, the police, the fire brigade, the army, the post office, the bank, the doctor, the dentist.*

9. Со словами, обозначающими музыкальные инструменты: *Can you play the guitar?*

10. С «уникальными» названиями: *the United Nations; the Titanic; the Constitution; the Labour Party, etc.*

GRAMMAR REFERENCE (BELARUSIAN)

UNIT 1

Tense forms. Revision – Паўтарэнне раней вывучаных трывальна-часавых форм дзеяслова

У залежнасці ад характару ажыццяўлення дзеяння ў англійскай мове прынята вылучаць чатыры групы трывальных форм дзеяслова.

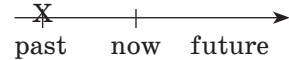
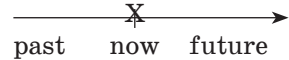
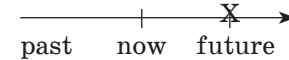
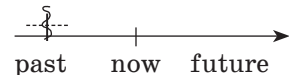
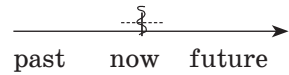
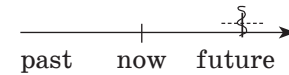
1. **Simple (Indefinite) tenses** – простыя (нявызначаныя), якія абазначаюць рэгулярнае дзеянне, якое часта паўтараецца (факт). На беларускую мову могуць перакладацца дзеясловам як закончанага, так і незакончанага трывання.

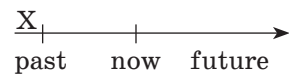
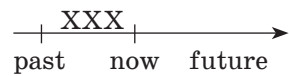
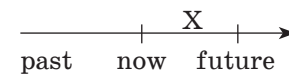
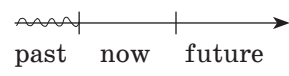
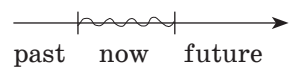
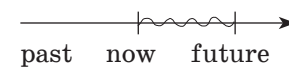
2. **Continuous (Progressive) tenses** – працяглыя, якія абазначаюць працяканне дзеяння ў пэўны момант (працэс). На беларускую мову заўсёды перакладаюцца дзеясловам незакончанага трывання. Статычныя дзеясловы (*to love, to have, to remember, to know, to be, etc.*) звычайна не ўжываюцца ў гэтай форме: яна замяняецца адпаведнай простаай формай.

3. **Perfect tenses** – закончанага трывання, якія абазначаюць завершанасць дзеяння да вызначанага моманту (вынік). На беларускую мову перакладаюцца дзеясловам закончанага трывання.

4. **Perfect Continuous (Perfect Progressive) tenses** – закончанага трывання працяглыя, якія абазначаюць дзеянне, што пачалося ў мінулым і доўжылася на адзначаны момант ужо нейкі час (працягласць і завершанасць). На беларускую мову перакладаюцца дзеясловам незакончанага трывання. Статычныя дзеясловы ў гэтай форме не ўжываюцца: яны замяняюцца адпаведнай формай закончанага трывання.

Як і ў беларускай мове, дзеянні могуць здзяйсняцца ў цяперашнім (present), прошлым (past) або будучым (future) часе. У кожным з іх дзеянне можа быць рэгулярным (simple), доўгім (continuous), завершаным (perfect) або завершанадоўгім (perfect continuous). Такім чынам, атрымліваецца 12 трывальна-часавых форм англійскага дзеяслова, для кожнай з іх ужываецца пэўная граматычная канструкцыя.

Час / трыманне	Past	Present	Future
Simple	V_2 (did ... V_1)	V_1 (do... V_1) / $V + s$ (does... V_1)	will V_1
			
	<ul style="list-style-type: none"> • дзеянне, якое адбылося ў адзначаны час у мінулым; • рэгулярнае дзеянне ў мінулым; • шэраг дзеянняў, якія ідуць адно за другім у адпаведнасці з храналогіяй падзей 	<ul style="list-style-type: none"> • рэгулярнае дзеянне ў цяперашні час; • агульнавядомыя ісціны і факты; • шэраг паслядоўных дзеянняў; • дзеянне, якое адбываецца ў момант «цяпер» з дзеясловамі стану; • расклад, праграма 	<ul style="list-style-type: none"> • дапушчэнне пра будучае; • дзеянне, рапэнне пра якое было прынята ў момант праомовы
Continuous	was / were $V + ing$	am / is / are $V + ing$	will be $V + ing$
			
	<ul style="list-style-type: none"> • дзеянне, якое адбывалася ў пэўны момант у мінулым 	<ul style="list-style-type: none"> • дзеянне, якое адбываецца ў момант «цяпер»; • часовае дзеянне; • запланаванае дзеянне на бліжэйшае будучае (звычайна з акалічнасцю часу) 	<ul style="list-style-type: none"> • дзеянне, якое будзе адбывацца ў пэўны момант у будучым

Perfect	had V₃	have / has V₃	will have V₃
			
	<ul style="list-style-type: none"> • дзеянне, якое завяршылася да адзначанага моманту ў мінулым; • больш ранняе дзеянне пры парушэнні храналогіі падзей 	<ul style="list-style-type: none"> • дзеянне, якое здзейснілася адзін або некалькі разоў да моманту прамовы; • нядаўна завершанае дзеянне; • мінулае дзеянне, вынік якога важнейшы для цяперашняга часу, чым тое, калі гэта дзеянне адбылося; • стан, які доўжыўся нейкі час да цяперашняга часу 	<ul style="list-style-type: none"> • дзеянне, якое скончыцца да пэўнага моманту ў будучым
Perfect Continuous	had been V + ing	have / has been V + ing	will have been V + ing
			
	<ul style="list-style-type: none"> • дзеянне, якое доўжылася нейкі час да адзначанага моманту ў мінулым (акцэнт на працягласці) 	<ul style="list-style-type: none"> • дзеянне, якое доўжылася нейкі час да цяперашняга часу (акцэнт на працягласці) 	<ul style="list-style-type: none"> • дзеянне, якое будзе здзяйсняцца да пэўнага моманту ў будучым (акцэнт на працягласці)

Акрамя таго, вылучаюць яшчэ чатыры трывальна-часавыя формы, якія называюцца **Future-in-the-Past**. Яны ўтвараюцца аналагічна адпаведным формам Future з заменай *will ('ll)* на *would ('d)*. Формы Future-in-the-Past перадаюць практычна тыя ж значэнні, што і адпаведныя ім формы Future. Аднак дзеянне ў іх з'яўляецца будучым не адносна да моманта «цяпер», а адносна да моманта ў мінулым. Звычайна гэта бывае ў даданых сказах, якія падпарадкаваныя галоўнаму сказу з выказнікам у мінулым часе. У беларускай мове аналага такой з'явы няма:

I think I'll find her. – I thought I would find her.

Думаю, я знайду яе. – Я думала, што знайду яе.

Passive Voice. Revision – Паўтарэнне залежнага стану

Стан – гэта катэгорыя дзеяслова, якая паказвае, ці з'яўляецца дзейнік суб'ектам (вытворцам) або аб'ектам дзеяння, перададзенага выказнікам. У англійскай мове, як і ў беларускай, дзеясловы могуць мець два станы: **Active Voice** (незалежны стан) і **Passive Voice** (залежны стан).

Залежны стан ужываецца, калі выканаўца дзеяння неістотны, відавочны або нязначны ці калі дзеянне або вынік дзеяння найбольш цікавыя, чым выканаўца. Параўнайце:

People send a lot of messages nowadays.

A lot of messages are sent (by people) nowadays.

Кім ці чым здзейснена дзеянне ў залежным стане, часта наогул не паказваецца ў сказе. Аднак выканаўца дзеяння можа быць названы з дапамогай дапаўнення з прыназоўнікам *by* (агент) або *with* (інструмент).

Залежны стан утвараецца з выкарыстаннем дапаможнага дзеяслова *to be* і сэнсавага дзеяслова ў трэцяй форме (дзеепрыметнік прошлага часу):

to be + V₃

Для ўтварэння розных часавых форм залежнага стану неабходна паставіць дапаможны дзеяслоў *to be* ў адпаведную трывальна-часавую форму, пры гэтым сэнсавы дзеяслоў заўсёды ўжываецца ў адной і той жа форме V₃.

Часы залежнага стану ўжываюцца згодна з тым жа правілам, што і адпаведныя ім часы незалежнага стану:

Present Simple	am / is / are V₃	Present Continuous	am / is / are being V₃
Past Simple	was / were V₃	Present Perfect	have / has been V₃
Future Simple	will be V₃		

UNIT 2

Conditionals – Складаназалежныя сказы з даданымі ўмовы

Умоўнымі сказамі называюцца складаназалежныя сказы, у якіх у даданым сказе перададзена ўмова, а ў галоўным сказе – вынік гэтай умовы. І ўмова, і вынік могуць адносіцца да цяперашняга моманту, мінулага і будучага. Даданыя сказы ўмовы часцей за ўсё ўводзяцца злучнікамі *if* (калі). Акрамя злучніка *if* у розных сітуацыях могуць ужывацца таксама злучнікі *in case* (у выпадку), *provided* (пры ўмове), *suppose* (дапусцім), *on condition* (пры ўмове) і інш.

У адрозненне ад беларускай мовы коска ў складаназалежным сказе ставіцца толькі ў выпадку, калі даданы сказ знаходзіцца перад галоўным.

Умоўныя сказы дзеляцца на ч а т ы р ы т ы п ы ў залежнасці ад таго, якую ступень верагоднасці яны перадаюць. Ужыванне таго ці іншага тыпу ўмоўнага сказа залежыць ад адносін таго, хто гаворыць, да фактаў, што перадаюцца.

1. **Conditional 0.** Гэты тып сказаў апісвае ўніверсальныя сітуацыі, у якіх выкананне ўмовы з даданага сказа *непазбежна* пацягне за сабой вынік, які ўказаны ў галоўным сказе. Самы прасты прыклад гэтага тыпу ўмоўных сказаў – з’явы прыроды ці законы фізікі. Такія сказы апісваюць таксама прывычныя дзеянні, што паўтараюцца. Тут у абедзвюх частках сказа ўжываецца *цяперашні час* або (калі гаворка ідзе пра мінулае) *прошлы час*.

If + Present Simple, Present Simple If + Past Simple, Past Simple

If you heat ice, it melts. – *Калі нагрываць лёд, ён растае.*
If my parents gave me some pocket money when I was a child, I spent it on ice-cream. – *Калі мае бацькі давалі мне кішэжныя грошы, калі я быў дзіцем, я траціў іх на марожанае.*

2. Conditional I. Гэты тып сказаў апісвае рэальныя сітуацыі, што перадаюць *поўную магчымасць* ажыццяўлення ўмовы ў даданым сказе, якія адносяцца да цяперашняга і будучага часу і перадаюцца формамі абвеснага ладу. Асабліваасцю гэтага тыпу ўмоўных сказаў з'яўляецца той факт, што *просты будучы час (Future Simple)* ці яго эквіваленты ўжываюцца толькі ў галоўным сказе. У даданым сказе пасля ўказаных злучнікаў выкарыстоўваецца толькі *цяперашні час*. Выказнікі ў абедзвюх частках сказа перакладаюцца на беларускую мову формамі будучага часу.

If + Present Simple (Continuous), Future Simple

If you see him singing, you will be impressed by his talent. – *Калі Вы ўбачыце, як ён спявае, яго талент зробіць на Вас вялікае ўражанне.*

When this museum is open, we will go for an excursion there. – *Калі музей адкрыецца, мы пойдзем туды на экскурсію.*

If I have a lot of money, I will buy a car. – *Калі ў мяне будзе шмат грошай, я куплю машыну.*

3. Conditional II. Умоўныя сказы гэтага тыпу перадаюць *нерэальнасць* або *малую верагоднасць* ажыццяўлення ўмовы, якія адносяцца да *цяперашняга* або *будучага часу*. Той, хто гаворыць, ужывае такі сказ тады, калі хоча паведаміць, што неабходныя ўмовы для выканання чаго-небудзь практычна адсутнічаюць, вельмі малыя, а часам наогул нерэальныя і супярэчаць рэчаіснасці. На беларускую мову перакладаюцца ўмоўнымі ладам (формай прошлага часу з часціцай *бы*).

Для таго каб утварыць такі тып умоўнага сказа, неабходна ў даданым сказе ўжыць дзеяслоў у форме *простага* або

працяглага прошлага часу (*Past Simple / Past Continuous*), а ў галоўным сказе стварыць складаную форму ўмоўнага ладу з дзеясловаў *should / would* і простага інфінітыва дзеяслова без часціцы *to*. Калі ж у даданым сказе ёсць дзеяслоў *to be*, то яго формай умоўнага ладу можа быць *were* для ўсіх асоб. Акрамя дзеясловаў *should / would* можна ўжываць мадальныя дзеясловы *could / might*.

If + Past Simple, would + Simple Infinitive

If I were you, I would discuss it with your parents. – Калі б я быў на тваім месцы, я б абмеркаваў гэта з тваімі бацькамі.

If I had a lot of money, I would go travelling. – Калі б у мяне было шмат грошай, я б адправіўся падарожнічаць.

I would do it if I had the time. – Я б зрабіў гэта (у цяперашні момант), калі б у мяне быў час.

4. Conditional III. Умоўныя сказы гэтага тыпу перадаюць **абсалютна нерэальныя** ўмовы, паколькі ў іх гаворка ідзе пра падзеі, якія ўжо адбыліся ці не адбыліся **ў мінулым**. Той, хто гаворыць, ужывае гэтую мадэль тады, калі хоча паведаміць пра **ўпушчаную магчымасць**. Дзеянне галоўнага сказа таксама адносіцца да мінулага. На беларускую мову перакладаюцца ўмоўнымі ладамі (формай прошлага часу з часціцай *бы*).

Пры стварэнні такіх сказаў ужываюцца дзеясловы *should / would* (мадальныя *could / might*) з перфектным інфінітывам без часціцы *to* для галоўнага сказа і дзеясловы ў форме *прошлага закончанага трывання (Past Perfect)* у даданым сказе.

If + Past Perfect, would + Perfect Infinitive

If I had had time, I would have finished reading the novel. – Калі б у мяне (тады) быў час, то я ўжо закончыў бы чытаць раман.

I would have done it if I had had the time. – Я зрабіў бы гэта (тады), калі б у мяне быў час.

If he had arrived on time, he would have heard the news. – Калі б ён прыбыў своєчасова, ён пачуў бы навіну.

5. Mixed Conditionals. Сярод умоўных сказаў могуць быць і такія, калі ўмова і вынік, г.зн. даданы і галоўны сказы, адносяцца да рознага часу. Ужыванне форм умоўнага ладу падпарадкоўваецца ў іх агульнаму правілу: цяперашнія ці будучыя дзеянні перадаюцца неперфектнымі формамі, а дзеянні, якія адносяцца да мінулага, – перфектнымі.

Напрыклад, умова (даданы сказ) адносіцца да мінулага часу, а вынік (галоўны сказ) – да цяперашняга або будучага.

If + Past Simple, would + Perfect Infinitive
If + Past Perfect, would + Simple Infinitive

If we hadn't missed the train, he would be at home now. – Калі б мы не спазніліся на цягнік, мы былі б зараз дома.

If she weren't / wasn't so hard-working, she wouldn't have passed the exams. – Калі б яна не была такой працавітай, яна не здала б гэтыя экзамены.

6. Wishes and regrets. Шмат агульнага маюць з складаназалежнымі сказамамі з даданымі ўмовы граматычныя структуры, якія перадаюць пажаданні і шкадаванні (wishes and regrets). Калі неабходна перадаць шкадаванне наконт цяперашняга (аб тым, што нешта ў ім зусім не такое, як нам хацелася б) ці жаданне змяніць цяперашняе, то пасля выразу **I wish** і **If only** выкарыстоўваецца Past Simple / Continuous. Каб перадаць шкадаванне з нагоды здольнасцяў, выкарыстоўваецца could. Калі неабходна перадаць шкадаванне наконт мінулага (шкадаванне, што мы штосьці не зрабілі ў мінулым ці зрабілі не так), то пасля **I wish** і **If only** (больш эмацыянальна афарбавана, чым I wish) выкарыстоўваецца Past Perfect / Perfect Continuous.

I wish / If only + Past Simple
I wish / If only + Past Perfect

Reality: *I'm not as tall as I would like to be. I can't play in the school basketball team. – Я не настолькі высокі, як хацелася б. Я не магу гуляць у баскетбольнай камандзе нашай школы.*

Unreal wish / regret: *I wish I were taller. (I could do basketball in the school team.) – Хацеў бы я быць вышэйшым. (Я змог бы гуляць у баскетбольнай камандзе нашай школы.)*

Reality: *I can't speak English very well yet, so I'm not ready for the competition. – Я пакуль яшчэ не вельмі добра размаўляю па-англійску, таму я не гатовы да конкурсу.*

Unreal wish / regret: *If only I could speak English better. (Then I would be able to take part in the English-Speaking Union competition.) – Хацелася б, каб я гаварыў па-англійску лепш. (Тады я змог бы прыняць удзел у конкурсе Англамоўнага саюза.)*

Reality: *I told him the truth and it made him upset. – Я расказаў яму праўду, і гэта вельмі яго расхвалявала.*

Unreal wish / regret: *If only I hadn't told him the truth. (He wouldn't have become so upset.) – Калі б толькі я не казаў яму праўду. (Ён бы так не расхваляваўся.)*

Reality: *He didn't work hard and, as a result, failed his exam. – Ён не працаваў і ў выніку праваліў экзамен.*

Unreal wish / regret: *I wish he had worked harder. (He wouldn't have failed his exam then.) – Хацеў бы я, каб ён працаваў больш старанна. (Ён бы тады не праваліў экзамен.)*

Пры перадачы пажаданняў і шкадаванняў спрацоўвае правіла **backshift** – зруху назад у часе. Калі ў рэальнасці гаворка ідзе пра сучасны момант і ўжываецца Present Simple / Continuous, то ў сказах з wishes / regrets ужываецца Past Simple / Continuous. Калі ў рэальнасці гаворка ідзе пра мінулае і ўжываецца Past Simple / Continuous, то ў сказах з wishes / regrets ужываецца Past Perfect / Perfect Continuous. Такім чынам перадаецца нерэальнасць шкадаванняў / пажаданняў. Акрамя таго, пажаданні / шкадаванні павінны быць супрацьлеглымі сучаснаму (гл. прыклады на с. 184–185).

Абодва тыпы wishes / regrets могуць з лёгкасцю трансфармавацца ў складаназалежныя сказы з даданымі ўмовы (гл. прыклады на с. 184–185).

UNIT 3

Participial constructions – Дзеепрыметныя словазлучэнні

1. У англійскай мове дзеепрыметнікі ў спалучэнні з залежнымі словамі ўтвараюць дзеепрыметныя словазлучэнні.

*There were hundreds of seabirds there **dying in the oil spill**. – Там были сотні морських птушак, якія гінулі ў разліве нафты.*

*Most of the waste **produced by people can be recycled**. – Большая частка адходаў, якія ўтвараюцца ў выніку дзейнасці людзей, можа быць перапрацаваная.*

Not knowing about the threats to the environment, people continue wasting water and other natural resources. – Не ведаючы пра пагрозы навакольнага асяроддзя, людзі працягваюць траціць ваду і іншыя прыродныя рэсурсы.

Killed by the locals for food, gorillas are in danger of extinction. – Забіваемыя мясцовымі жыхарамі дзеля ежы гарылы знаходзяцца пад пагрозай знікнення.

2. Дзеепрыметныя словазлучэнні могуць выкарыстоўвацца пасля назоўнікаў, да якіх яны ставяцца.

In 2021 there were almost 200 countries participating in the conference on climate change. – У 2021 годзе было амаль 200 краін, якія прынялі ўдзел у канферэнцыі па змене клімату.

Greenhouse gases produce a terrible effect called global warming. – Парніковыя газы выклікаюць жудасны эфект, які называецца глабальным пацяпленнем.

Дзеепрыметныя словазлучэнні па сваёй функцыі могуць быць аналагічныя даданым адносным сказам з тым толькі выключэннем, што яны ўтрымліваюць дзеепрыметнікі замест асабістых форм дзеяслова з **which / who / that**.

*What's the name of the science **studying** living organisms and their environment? – Як называецца навука, якая вывучае жывыя арганізмы і іх навакольнае асяроддзе?*

*What is the name of the science **which** studies living organisms and their environment? – Як называецца навука, якая вывучае жывыя арганізмы і іх навакольнае асяроддзе?*

*Most of the endangered animals **killed** in Africa are killed by roachers. – Большасць знікаючых відаў жывёл, забітых у Афрыцы, загінула ад рук браканьераў.*

*Most of the endangered animals **which** are killed in Africa are killed by roachers. – Большасць знікаючых відаў жывёл, якіх забіваюць ў Афрыцы, гінуць ад рук браканьераў.*

3. Дзеепрыметныя словазлучэнні выкарыстоўваюцца падобна да даданых акалічнасных сказаў часу, умовы, прычыны, выніку і да т.п. (без злучнікаў). Дзеепрыметныя слова-

злучэнні робяць маўленне больш фармальным, чым даданыя сказы, і звычайна выкарыстоўваюцца ў пісьмовай мове.

Used economically, fresh water will last longer on our planet. (= *If it is used economically, ...*) – *Выкарыстаная эканомна прэсная вада даўжэй захаваецца на нашай планеце.* (= *Калі яна выкарыстоўваецца эканомна, ...*)

Having destroyed the rainforests in Borneo, the local authorities had to start the process of reforestation. (= *As the rainforests in Borneo have been destroyed, ...*) – *Пасля знішчэння трапічных лясоў на Барнеа мясцовыя ўлады павінны былі пачаць працэс лесаабнаўлення.* (= *Паколькі трапічныя лясы на Барнеа былі знішчаны, ...*)

Looking for food, polar bears move further and further southwards. (= *When they are looking for food, ...*) – *У пошуках ежы белыя мядзведзі перамяшчаюцца ўсё далей і далей на поўдзень.* (= *Калі яны шукаюць ежу, ...*)

The oil spill off the coasts of Florida polluted the ocean, completely ruining some of the wildlife. (= *... so that it completely ruined some of the wildlife.*) – *Разліў нафты каля берагоў Фларыды забрудзіў акіян, цалкам знішчыўшы частку дзікай прыроды.* (= *... такім чынам, што гэта цалкам знішчыла частку дзікай прыроды.*)

Дзеепрыметныя словазлучэнні могуць уключаць дзеепрыметнікі, утвораныя ад дзеясловаў **be, have, wish, know**, якія звычайна не выкарыстоўваюцца ў прадоўжаных часах (progressive tenses).

Being unable to feed their families, some Africans turn to killing rare animals in order to survive. – *Не маючы магчымасці пракарміць свае сем'і, некаторыя афрыканцы пачынаюць забіваць рэдкіх жывёл, каб выжыць.*

Knowing the situation very well, they set up a water-saving campaign. – *Добра ведаючы сітуацыю, яны арганізавалі кампанію па эканоміі вады.*

4. Звычайна дзейнік дзеепрыметнага словазлучэння супадае з дзейнікам галоўнага сказа.

Steve Irwin spent most of his life in conservation, educating Australians and people all over the world. (*Steve Irwin spent his life in conservation and he educated people.*) – *Стыў Ірвін*

правёў большую частку свайго жыцця, ахоўваючы прыроду, навучаючы аўстралійцаў і людзей на ўсім свеце. (Стыў Ірвін усё сваё жыццё ахоўваў прыроду і адукоўваў людзей.)

Лічыцца памылкай будаваць сказы, у якіх дзейнік дзеепрыметнага словазлучэння не супадае з дзейнікам галоўнага сказа. Такія дзеепрыметныя словазлучэнні называюцца *misrelated* ці *dangling participles*.

Looking out of the plane window, there was a huge oil spill on the surface of the ocean.

(Усё выглядае так, быццам бы нафтавая пляма ў акіяне глядзела ў акно самалёта. Параўнайце з чэхайскім «Праязджаючы міма станцыі, у мяне зляцеў капялюш».)

Misrelated participles лічацца нормай, калі яны перадаюць адносіны таго, хто гаворыць.

Generally speaking, very few people in the world are really worried about the future of the planet. – У цэлым вельмі нешматлікія людзі ў свеце сапраўды турбуюцца пра будучае планеты.

Judging from the statistics, about 80% of the rainforests have been destroyed in Borneo in the last 30 years. – Згодна статыстыцы, каля 80% трапічных лясоў было знішчана на Барнеа за апошнія 30 гадоў.

Considering the human impact on the environment, our future looks very sad. – Улічваючы ўздзеянне чалавека на навакольнае асяроддзе, наша будучыня выглядае вельмі сумнай.

Supposing there was no fresh water, how would the humanity survive? – Калі б не было прэснай вады, як бы жыла чалавецтва?

Taking everything into consideration, people should take immediate action to save the Earth. – Прымаючы ўсё пад увагу, людзі павінны распачаць неадкладныя дзеянні, каб выратаваць Зямлю.

5. Дзеепрыметныя словазлучэнні могуць мець уласны дзейнік.

Many countries taking environmental issues seriously, we can hope to achieve something tangible in the future. – Многія краіны сур'ёзна ставяцца да экалагічных пытанняў, і мы

можам спадзявацца на дасягненне чагосьці адчувальнага ў будучым.

All the resources having been spent, people will start taking environmental issues seriously. – Выдаткаваўшы ўсе рэсурсы, людзі пачнуць сур'ёзна ставіцца да экалагічных праблем.

His effort highly recognised, Geldof received an honorary knighthood. – Паколькі яго намаганні былі высока ацэнены, Гелдаф атрымаў ганаровае рыцарства.

Калі дзеепрыметнае словазлучэнне перадае акалічнасці, якія адбываюцца адначасова, яно ўводзіцца з дапамогай *with*.

With huge efforts having been made to save the endangered species, we can not boast of very positive results. – Нягледзячы на вялізныя намаганні, якія прыкладаюць для выратавання відаў, якія знаходзяцца пад пагрозай знікнення, мы не можам пахваліцца вельмі пазітыўнымі вынікамі.

6. Дзеепрыметныя словазлучэнні могуць выкарыстоўвацца пасля многіх прыназоўнікаў і злучнікаў.

When using water for household chores, try to cut down the amounts you use. – Ужываючы ваду для працы па дому, старайцеся скараціць яе спажываную колькасць.

Once destroyed, rainforests are difficult to restore. – Знішчаныя трапічныя лясы цяжка аднавіць.

Future perfect (Simple) – Будучы завершаны час

Час Future Perfect – яшчэ адзін англійскі час, які канкрэтызуе будучае дзеянне. Як і ўсе часы групы Perfect, ён перадае дзеянне, якое здзейснілася, толькі на гэты раз дзеянне, якое будзе адбывацца ў будучым. З самой назвы часу зразумела, як ён утвараецца: да дапаможнага дзеяслова будучага часу далучаецца перфектная форма сэнсавага дзеяслова.

He will have become famous by then. – Ён стане знакамiтым да таго часу.

Will he have become famous by then? – Ці стане ён знакамiтым да таго часу?

He won't have become famous by then. – Ён не стане знакамiтым да таго часу.

Час Future Perfect перадае будучае дзеянне, якое здзейсніцца да пэўнага моманту ў будучым. Момант у будучым можа перадавацца канкрэтным часам ці іншым будучым дзеяннем.

I want to get a job in a month. I will have finished my studies by then. – Я хачу праз месяц знайсці работу. Да таго часу я закончу вучобу.

Звычайна час, да якога завершыцца будучае дзеянне, абазначаны ў сказе з дапамогай выказаў *by (да), by then (да таго часу, тады), by the time (да таго часу), before (да)* і інш.

I will have finished my homework by ten. – Да дзесяці гадзін я закончу выконваць дамашняе заданне.

We will have built our new house by the beginning of the next year. – Мы дабудуем наш новы дом да пачатку наступнага года.

My parents are celebrating their wedding anniversary next year. They will have been married for 20 years. – У наступным годзе мае бацькі святкуюць гадавіну свайго вяселля. Яны будуць жанатыя ўжо 20 гадоў.

Unfortunately, we won't meet in Minsk. By the time you arrive, we will have already left for Moscow. – На жаль, мы не сустрэнемся ў Мінску. Да таго часу, як вы прыедзеце, мы ўжо паедзем у Маскву.

Future Perfect Continuous – Будучы завершаны прадоўжаны час

Для ўтварэння Future Perfect Continuous да дапаможнага дзеяслова будучага часу (*will*) далучаецца перфектна-прадоўжаная форма сэнсавага дзеяслова (*have been + V + ing*).

By the New Year she will have been working as a teacher for five months. – Да Новага года яна будзе працаваць настайніцай на працягу пяці месяцаў.

Will she have been working as a teacher for six months by the New Year? – Яна будзе працаваць настайніцай шэсць месяцаў да Новага года?

She won't have been working there for six months by the New Year. – Яна не будзе працаваць там на працягу шасці месяцаў да Новага года.

Future Perfect Continuous ужываецца для перадачы будучага працяглага дзеяння, якое пачнецца раней, чым іншы будучы момант ці дзеянне, і ўсё яшчэ будзе працягвацца ў гэты момант.

We are leaving for London in May. When you come there in August, we will have been staying in England for three months. – Мы едзем у Лондан у маі. Калі ты прыедзеш туды ў жніўні, мы будзем знаходзіцца ў Англіі ўжо тры месяцы.

I will have been working at the project for a month when you join me. – Калі ты да мяне далучышся, я ўжо месяц буду працаваць над праектам.

Паколькі гэты час належыць да часоў групы Perfect Continuous, у сказе абавязкова павінен указвацца перыяд, на працягу якога будзе адбывацца дзеянне. Для таго каб перадаць гэты перыяд, часта выкарыстоўваецца спалучэнне прыназоўнікаў *by ... for*.

By the end of this year, we will have been running our own company for five years. – Да канца гэтага года мы будзем кіраваць сваёй кампаніяй ужо пяць гадоў.

By the time my friends from Great Britain arrive, I will have been learning English for nine years. – Да таго часу, як прыедуць мае сябры з Вялікабрытаніі, я буду вывучаць англійскую мову ўжо дзевяць гадоў.

UNIT 4

Modal verbs. Functions – Функцыі мадальных дзеясловаў

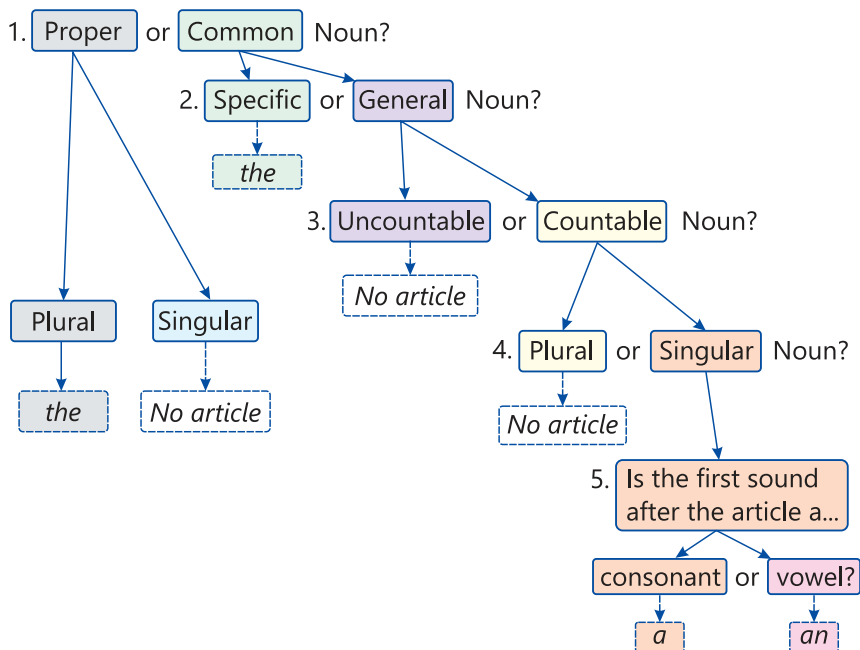
Функцыя	Мадальны дзеяслоў	Беларускі эквівалент
ability (physical, mental) (здольнасць)	can	магчы, умець
possibility (магчымасць)	can, may be to	можа, магчыма
permission (дазвол)	can, may	можна

Функцыя	Мадальны дзеяслоў	Беларускі эквівалент
request (просьба)	Can, will, would	ці можна...?
offer and suggestion (прапанова)	can, may, will, would	я магу... Вы маглі б...?
criticism (крытыка)	can, may, should, ought to	мог (магла) б...
purpose (мэта)	can, may be to	для таго каб ён (яна, яны) мог (магла, маглі) б...
supposition (здагадка)	may, must should, ought to will, would	магчыма, па ўсёй верагоднасці
obligation (неабходнасць, павіннасць)	must have to be to should, ought to	павінен прыходзіцца планавалася варта
strict order (загад)	must, be to will, would	павінен, абавязаны
instructions (інструкцыя)	be to should, ought to shall	павінны варта
prohibition (забарона)	must	нельга, забараняецца
necessity (неабходнасць)	need	мне трэба
absence of necessity (адсутнасць неабходнасці)	have no need	няма неабходнасці
asking for advice or instructions (просьба аб парадзе)	should, ought to shall	мне варта...?

Articles – Артыкль

Артыкль – службовая часціна мовы, якая служыць для таго, каб перадаць катэгорыю дакладнасці. У англійскай мове існуе **the definite article** (азначальны артыкль) – *the* і **the indefinite article** (неазначальны артыкль) – *a / an*.

WHICH ARTICLE TO USE?



Неазначальны артыкль ужываецца ў наступных выпадках.

1. З назоўнікамі ў адзіночным ліку, якія можна палічыць і якія ўжываюцца ўпершыню: *He bought a book yesterday.*

2. З назоўнікамі, якія абазначаюць прафесію: *Miss Sharp's father was an artist.*

3. З назоўнікамі, якія можна палічыць, калі перад імі стаіць апісальны прыметнік: *He was a truly unique artist.*

4. З назоўнікамі ў значэнні «адзін», якія можна палічыць: *He had hardly spoken a word since we left the house.*

5. З назоўнікамі ў значэнні «адзін», якія можна палічыць і якія абазначаюць час, вагу, колькасць: *I'd like a coffee, please.*

6. Пасля словазлучэнняў *there is, this is, it is: There is a book on the table.*

7. З назоўнікам, які абазначае клас прадметаў: *A cat is a domestic animal.*

8. Пасля слоў *such, rather, quite: It was rather a difficult job.*

9. З назоўнікамі, якія абазначаюць некаторыя хваробы: *catch (a) cold, have (a / an) backache / earache / stomach-ache / toothache.*

Азначальны артыкль ужываецца ў наступных выпадках.

1. З назоўнікам, які ўжываецца ў другі раз, ці калі зразумела, пра што ідзе гаворка: *How did you like the play?*

2. Калі назоўнік мае пры сабе абмежавальнае азначэнне, якое вылучае яго з класа іншых, яму падобных: *This is the house that Jack built.*

3. Калі перад назоўнікам стаяць:

1) парадкавы лічэбнік;

2) прыметнік у найвышэйшай ступені параўнання;

3) прыметнікі *wrong, right, very, next, following, last, only, whole.*

4. З назоўнікамі, якія абазначаюць прадмет, адзіны ў сваім родзе: *the Sun, the Moon, the Earth, the Universe, the Galaxy, the Solar system, etc.*

5. З назоўнікамі, якія абазначаюць клас прадметаў: *The pine grows in the North.*

6. З субстантываванымі прыметнікамі і дзеепрыметнікамі, якія абазначаюць класы: *the old, the dead, the rich, the poor, the blind, the wounded, the sick, і г.д.*

7. З назоўнікамі, якія абазначаюць паняцці, адзіныя ў сваім родзе: *the President, the manager, the director, the captain, the capital, і г.д.*

8. З наступнымі словамі: *the country, the mountains, the seaside, the weekend, the cinema, the theatre, the radio, the police, the fire brigade, the army, the post office, the bank, the doctor, the dentist*

9. Са словамі, якія абазначаюць музычныя інструменты: *Can you play the guitar?*

10. З «унікальнымі» назвамі: *the United Nations; the Titanic; the Constitution; the Labour Party, etc.*

IRREGULAR VERBS LIST (RUSSIAN)

Verb (V ₁)	Past tense (V ₂)	Past participle (V ₃)
begin начинать	began	begun
break разбивать, ломать	broke	broken
bring приносить, при- возить	brought	brought
build строить	built	built
buy покупать	bought	bought
catch (с)ловить, пой- мать	caught	caught
choose выбирать	chose	chosen
come приходить, при- езжать	came	come
cut резать, рубить	cut	cut
do делать	did	done
draw рисовать	drew	drawn
dream мечтать, видеть во сне	dreamed, dreamt	dreamed, dreamt
drink пить	drank	drunk
drive вести (<i>машину</i>)	drove	driven
eat есть, кушать	ate	eaten
fall падать	fell	fallen
feed кормить	fed	fed
feel чувствовать	felt	felt
fight бороться; ссо- риться	fought	fought
find находить, найти	found	found
fit подходить по раз- меру	fit	fit
fly летать, лететь	flew	flown
forget забывать, забыть	forgot	forgotten
get получить	got	got
give дать, давать	gave	given
go идти, ехать	went	gone
grow расти	grew	grown
have иметь	had	had
hear слышать	heard	heard
keep держать, содер- жать	kept	kept

Verb (V ₁)	Past tense (V ₂)	Past participle (V ₃)
knit вязать	knitted, knit	knitted, knit
know знать	knew	known
lay накрывать (<i>на стол</i>), класть	laid	laid
learn изучать, узнавать	learned, learnt	learned, learnt
leave уезжать, ухо- дить, покидать	left	left
lie лежать	lay	lain
lose терять	lost	lost
make делать, произво- дить	made	made
pay платить	paid	paid
put класть, ставить	put	put
read читать	read	read
ride ехать верхом	rode	ridden
run бегать, бежать	ran	run
say сказать	said	said
see видеть	saw	seen
sell продавать	sold	sold
send посылать	sent	sent
sew шить	sewed	sewn
sing петь	sang	sung
sit сидеть	sat	sat
sleep спать	slept	slept
spend 1) проводить; 2) тратить	spent	spent
spread 1) намазывать; 2) распространять	spread	spread
stick приклеивать	stuck	stuck
swim плавать, плыть	swam	swum
take брать, взять	took	taken
teach учить, обучать	taught	taught
tell говорить, сказать; приказать	told	told
think думать	thought	thought
throw бросить, бросать	threw	thrown
wear носить, быть оде- тым во что-либо	wore	worn
win выиграть, победить	won	won
write писать, написать	wrote	written

IRREGULAR VERBS LIST (BELARUSIAN)

Verb (V ₁)	Past tense (V ₂)	Past participle (V ₃)
begin пачынаць	began	begun
break разбіваць, ламаць	broke	broken
bring прыносіць, прывозіць	brought	brought
build будаваць	built	built
buy купляць	bought	bought
catch лавіць, злавіць	caught	caught
choose выбіраць	chose	chosen
come прыходзіць, прыязджаць	came	come
cut рэзаць	cut	cut
do рабіць	did	done
draw маляваць	drew	drawn
dream марыць, сніць	dreamed, dreamt	dreamed, dreamt
drink піць	drank	drunk
drive весці (<i>машыну</i>)	drove	driven
eat есці	ate	eaten
fall падаць	fell	fallen
feed карміць	fed	fed
feel адчуваць	felt	felt
fight змагацца; сварыцца	fought	fought
find знаходзіць; знайсці	found	found
fit падыходзіць па памеру	fit	fit
fly лятаць, ляцець	flew	flown
forget забываць, забыць	forgot	forgotten
get атрымаць	got	got
give даць, даваць	gave	given
go ісці, ехаць	went	gone
grow расці	grew	grown

Verb (V ₁)	Past tense (V ₂)	Past participle (V ₃)
have мець	had	had
hear чуць	heard	heard
keep трымаць, захоў- ваць	kept	kept
knit вязаць	knitted, knit	knitted, knit
know ведаць	knew	known
lay накрываць (<i>на стол</i>), пакласці	laid	laid
learn вывучаць, па- знаваць	learned, learnt	learned, learnt
leave ад'язджаць, адыходзіць, па- кідаць	left	left
lie ляжаць	lay	lain
lose губляць, страч- ваць	lost	lost
make рабіць, выконваць	made	made
pay плаціць	paid	paid
put класці, ставіць	put	put
read чытаць	read	read
ride ехаць вярхом	rode	ridden
run бегаць, бегчы	ran	run
say гаварыць, сказаць	said	said
see бачыць	saw	seen
sell прадаваць	sold	sold
send пасылаць	sent	sent
sew шыць	sewed	sewn
sing спяваць	sang	sung
sit сядзець	sat	sat
sleep спаць	slept	slept
spend 1) траціць; 2) праводзіць	spent	spent
spread намазваць; распаўсюджаць	spread	spread
stick прыклеіваць	stuck	stuck
swim плаваць, плыць	swam	swum

Verb (V₁)	Past tense (V₂)	Past participle (V₃)
take браць, узяць	took	taken
teach вучыць, наву- чаць	taught	taught
tell гаварыць, сказаць; загадаць	told	told
think думаць	thought	thought
throw кінуць, кідаць	threw	thrown
wear насіць, быць апанутым у што- небудзь	wore	worn
win выйграць, перамагчы	won	won
write пісаць, напісаць	wrote	written

VOCABULARY

UNIT 1

- adoption** [ə'dɒpʃən] (*n.*) – усыновление, удочерение, введение / усынаўленне, удачарэнне, увядзенне
- bond** [bɒnd] (*n., v.*) связь, узы; связывать / сувязь, сувязі; звязваць
- breadwinner** ['bredwɪnə] (*n.*) – добытчик / здабытчык
- breakdown** ['breɪkdaʊn] (*n.*) распад, крах, разрушение / распад, крах, разбурэнне
- cohabit** [kəʊ'hæbɪt] (*v.*) – сожительство / жыць сумесна
- cornerstone** ['kɔ:nəstəʊn] (*n.*) – краеугольный камень / краевугольны камень
- couple** ['kʌp(ə)l] (*n.*) пара / пара
- demand** [dɪ'mɑ:nd] (*n., v.*) – требование; требовать / патрабаваць; патрабаваць
- discipline** ['dɪsəplɪn] (*v.*) – дисциплинировать / дысцыплінаваць
- diverse** [daɪ'vɜ:(r)s] (*adj.*) – разнообразный / разнастайны
- divorce** [dɪ'vɔ:s] (*n., v.*) – развод; разводиться / развод; разводзіцца
- extended family** [ɪk'stendɪd 'fæməli] (*n. phr.*) – расширенная семья / пашыраная сям'я
- household** ['haʊshəʊld] (*n., adj.*) – домохозяйство; домашний, бытовой / хатняя гаспадарка; хатні, бытавы
- ground** [graʊnd] (*v.*) – наказать, оставив дома или лишив каких-то привилегий / пакараць, пакінуўшы дома або пазбавіўшы якіх-небудзь прывілей
- identity** [aɪ'dentəti] (*n.*) – личность, идентификация, самобытность / асоба, ідэнтыфікацыя, самабытнасць
- marriage** ['mæɪrɪdʒ] (*n.*) – брак, супружество / шлюб, шлюбнае жыццё
- milestone** ['maɪl,stəʊn] (*n.*) – вежа / вяха
- nuclear family** [nju:kliə 'fæməli] (*n. phr.*) – нуклеарная семья / нуклеарная сям'я
- obey** [əʊ'beɪ] (*v.*) – подчиняться, слушаться / падпарадкоўвацца, слухацца
- orphan** ['ɔ:(r)f(ə)n] (*n.*) – сирота / сірота
- parenting** ['peərəntɪŋ] (*n.*) – воспитание / выхаванне
- responsive** [rɪ'spɒnsɪv] (*adj.*) – отзывчивый / спагадлівы
- reunion** [ri:'ju:niən] (*n.*) – встреча, воссоединение / сустрэча, уз'яднанне

sibling ['sɪblɪŋ] (*n.*) – брат или сестра / брат або сястра
single-parent family [ˌsɪŋɡ(ə)l 'peərənt 'fæməli] (*n. phr.*) – неполная семья / няпоўная сям'я
socialise ['səʊʃəlaɪz] (*v.*) – социализировать, общаться / сацыялізаваць, мець зносіны
stability [stə'biləti] (*n.*) – стабильность / стабільнасць
stable ['steɪbəl] (*adj.*) – стабильный / стабільны
start a family ['stɑ:t ə 'fæməli] (*v. phr.*) – создать семью, завести детей / стварыць сям'ю, завесці дзяцей
step-parent ['step,peərənt] (*n.*) – отчим или мачеха / айчыым або мачыха
timeout ['taɪm,aut] (*n.*) – непродолжительный период времени, когда наказанный ребенок должен тихо сидеть или стоять в углу / непрацяглы перыяд часу, калі пакаранае дзіця павінна ціха сядзець або стаяць у куце
wedding ['wedɪŋ] (*n.*) – свадьба / вяселле

UNIT 2

accountant [ə'kaʊntənt] (*n.*) – бухгалтер / бухгалтар
advertising [ˈædvɜːtaɪzɪŋ] (*n.*) – реклама / рэклама
affect [ə'fekt] (*v.*) – оказывать воздействие / аказваць уздзеянне
ambassador [æm'bæsədə] (*n.*) – посол / пасол
ambulance worker [ˈæmbjʊləns 'wɜːkə] (*n. phr.*) – работник скорой помощи / работнік хуткай дапамогі
applicant [ˈæplɪkənt] (*n.*) – заявитель, кандидат / заяўнік, кандыдат
application form [ˌæplɪ'keɪʃən fɔːm] (*n. phr.*) – бланк заявления / бланк заявы
apply for a job [ə'plai] (*v. phr.*) – подавать заявление о приеме на работу / падаваць заяву аб прыёме на працу
appropriate [ə'prəʊpriət] (*adj.*) – подходящий / прыдатны
aspiration [ˌæspɪ'reɪʃən] (*n.*) – стремление / імкненне
backbreaking ['bæk,breɪkɪŋ] (*adj.*) – изнурительный / знясільваючы
barista [bə'rɪstə] (*n.*) – специалист по приготовлению кофе / спецыяліст па прыгатаванню кавы
beautician [bjʊ:'tɪʃən] (*n.*) – косметолог / касметолаг
bonus ['bəʊnəs] (*n.*) – премия / прэмія
calling for ['kɔːlɪŋ] (*n.*) – призвание / прызванне

carpenter [ˈkɑ:pɪntə] (*n.*) – плотник, столяр / цясляр, сталяр
cashier [kæʃɪə] (*n.*) – кассир / касір
caterer [ˈkeɪtərə] (*n.*) – поставщик продуктов питания /
 пастаўшчык прадуктаў харчавання
certification [ˌsəʃɪfɪˈkeɪʃən] (*n.*) – свидетельство, сертификат /
 пасведчанне, сертыфікат
challenging [ˈtʃælɪndʒɪŋ] (*adj.*) – стимулирующий, побуждаю-
 щий / які стымулюе, заахвочвае
conductor [kənˈdʌktə] (*n.*) – дирижер, кондуктор / дырыжор,
 кандуктар
customs officer [ˈkʌstəmz ˈɒfɪsə] (*n.*) – таможенник / мытнік
CV – curriculum vitae [kəˌrɪkjələmˈvi:tai] (*n. phr.*) – резюме /
 рэзюмэ
delivery worker [dɪˈlɪvəri ˈwɜ:kə] (*n. phr.*) – работник службы
 доставки / работнік службы дастаўкі
editor [ˈedɪtə] (*n.*) – редактор / рэдактар
entrepreneur [ˌɒntrəprəˈnɜ:] (*n.*) – предприниматель /
 прадпрымальнік
estate agent [ɪˈsteɪt ˈeɪdʒənt] (*n.*) – агент по недвижимости /
 агент па нерухомасці
flexible hours [ˈfleksəbəl ˈaʊəz] (*n. phr.*) – гибкий рабочий гра-
 фик / гібкі працоўны графік
flight attendant [ˈflaɪt əˈtendənt] (*n. phr.*) – стюард, стюардесса /
 сцюард, сцюардэса
follow in smb's footsteps (*v. phr.*) – идти по чьим-то следам /
 ісці па чыіх-небудзь слядах
glazier [ˈgleɪzɪə] (*n.*) – стекольщик / шкляр
home tutor [ˈhəʊm ˈtju:tə] (*n. phr.*) – репетитор / рэпетытар
human resources manager [ˈhju:mənɪˈzɔ:sɪz ˈmænɪdʒə] (*n. phr.*) –
 начальник отдела кадров / начальнік аддзела кадраў
influencer [ˈɪnfluənsə] (*n.*) – влияющий фактор / фактар, які
 ўплывае
insurance sales agent [ɪnˈʃʊərəns ˈseɪlz ˈeɪdʒənt] (*n. phr.*) – стра-
 ховой агент / страхавы агент
judge [dʒʌdʒ] (*n.*) – судья / суддзя
lifelong [ˈlaɪfˌlɒŋ] (*adj.*) – пожизненный / пажыццёвы
lawyer [ˈlɔ:jə] (*n.*) – юрист, адвокат / юрыст, адвакат
lorry driver [ˈlɒri ˈdraɪvə] (*n. phr.*) – водитель грузовика /
 вадзіцель грузавіка

messy ['mesi] (*adj.*) – грязный / брудны
miner ['maɪnə] (*n.*) – шахтер / шахцёр
odd jobs ['ɒd 'dʒɒbz] (*n. phr.*) – случайная работа / випадковая праца
overlook [əʊvə'lʊk] (*v.*) – просмотреть, пропустить / прагле- дзецъ, прапусціць
peer [pɪə] (*n.*) – ровесник / аднагодак
perk [pɜ:k] (*n.*) – льгота / ільгота
physician [fɪ'zɪʃən] (*n.*) – терапевт / тэрапеўт
physicist ['fɪzɪsɪst] (*n.*) – физик / фізік
playwright ['pleɪraɪt] (*n.*) – драматург / драматург
plumber ['plʌmə] (*n.*) – водопроводчик / вадаправодчык
prestigious [pre'stɪdʒəs] (*adj.*) – престижный / прэстыжны
promotion [prə'məʊʃən] (*n.*) – продвижение по службе, разви- тие / прасоўванне па службе, развіццё
psychologist [saɪ'kɒlədʒɪst] (*n.*) – психолог / псіхалаг
public relations specialist ['pʌblɪkrɪ'leɪʃənz 'speʃəlist] (*n. phr.*) – специалист по связям с общественностью / спецыяліст па сувязях з грамадскасцю
require [rɪ'kwaɪə] (*v.*) – требовать / патрабаваць
rewarding [rɪ'wɔ:dɪŋ] (*adj.*) – стоящий / варты
satisfying ['sætɪsfaɪɪŋ] (*adj.*) – удовлетворяющий / які зада- вальняе
secure [sɪ'kjʊə] (*adj.*) – безопасный, надежный / бяспечны, надзейны
shift [ʃɪft] (*n.*) – смена / змена
tax inspector ['tæks ɪn'spektə] (*n. phr.*) – налоговый инспектор / падатковы інспектар
tedious ['ti:diəs] (*adj.*) – нудный, утомительный / нудны, стомны

UNIT 3

accessible [ək'sesəb(ə)l] (*adj.*) – доступный / даступны
access (to) ['ækses] (*n.*) – доступ (к) / доступ (да)
acid ['æsɪd] (*n.*) – кислота / кіслата
acidic [ə'sɪdɪk] (*adj.*) – кислотный / кіслотны
adapt [ə'dæpt] (*v. trans./intrans.*) – адаптировать(ся) / адапта- ваць (адаптавацца)

adaptation [ˌædæp'teɪʃ(ə)n] (*n.*) – адаптация / адаптацыя

affect [ə'fekt] (*v. trans.*) – воздействовать / уздзеінічаць

biodegradable [ˌbaɪəʊdɪ'greɪdəb(ə)l] (*adj.*) – разлагаемы́й мікра-
 організамамі / які раскладаецца мікраарганізмамі

break out (broke, broken) (*v. phr.*) – вспыхивать (о пожаре, вой-
 не, эпидемии) / успыхваць (пра пажар, вайну, эпідэмію)

outbreak [ˈaʊt,breɪk] (*n. count.*) – вспышка (болезни) / успыш-
 ка (хваробы)

consider [kən'sɪdə] (*v. trans./intrans.*) – считать, полагать, рас-
 сматривать / лічыць, меркаваць, разглядаць

contaminant [kən'tæmɪnənt] (*n. count.*) – загрязняющее вещество,
 загрязнитель / рэчыва, якое забруджвае, забруджвальнік

contaminate [kən'tæmɪneɪt] (*v. trans.*) – загрязнять, заражать /
 забруджваць, заражаць

contamination [kən,tæmɪn'eɪʃ(ə)n] (*n. uncount.*) – загрязнение,
 заражение / забруджванне, заражэнне

deplete [dɪ'pli:t] (*v. trans.; n.*) – истончать; истончение (озоно-
 вого слоя) / вытанчацца; станчэнне (азонавага пласта)

deposits [dɪ'pɒzɪt] (*n. count.*) – залежи (ископаемых) / залежы
 (выкапняў)

diversity [daɪ'vɜ:səti] (*n. uncount.*) – разнообразие / разнастай-
 насць

entire [ɪn'taɪə] [only before noun] (*adj.*) – полный, целый, весь /
 поўны, цэлы, увесь

evolve [ɪ'vɒlv] (*v. intrans.*) – эволюционировать, развиваться /
 эвалюцыянаваць, развівацца

evolution [ˌi:və'lju:ʃ(ə)n] (*n. uncount.*) – эволюция / эвалюцыя

exhaust [ɪg'zɔ:st] (fumes / gases / emissions [ɪ'mɪʃ(ə)nz])
 (*n. uncount.*) – выхлоп, выхлопные газы / выхлап, выхлап-
 ные газы

extract [ɪk'strækt] (*v. trans.*) – извлекать, добывать / выцяг-
 ваць, здабываць

fossil fuel [ˈfɒsəl ˌfju:əl] (*n. count./uncount.*) – ископаемое топ-
 ливо / выкапнёвае паліва

garbage [ˈgɑ:bɪdʒ] (*n. uncount. Am E.*) – мусор / смецце

herbicide [ˈhɜ:bɪsaɪd] (*n. count./uncount.*) – гербицид / гербіцыд

insecticide [ɪn'sektɪsaɪd] (*n.*) – инсектицид / інсектыцыд

impact [ɪm'pækt] (*v. trans./intrans.*) – влиять / уплываць

impact [ˈɪmpækt] (*n. count.*) – влияние / уплыў

particulates [pɑ:'tɪkjələts] (*n. pl.*) – твердые частицы / цвёрдыя часціцы

pesticide ['pestisaɪd] (*n. count./uncount.*) – пестицид / пестыцыд

pollutant [pə'lʊt(ə)nt] (*n. count.*) – загрязнитель (окружающей среды) / забруджвальнік (навакольнага асяроддзя)

pollute [pə'lʊt] (*v. trans.*) – загрязнять (окружающую среду) / забруджваць (навакольнае асяроддзе)

pollution [pə'lʊʃ(ə)n] (*n. uncount.*) – загрязнение (окружающей среды) / забруджванне (навакольнага асяроддзя)

release [rɪ'li:s] (*v. trans.*) – высвободить, выпускать / вызваляць, выпускаць

sewage ['su:ɪdʒ] (*n. uncount.*) – сточные воды, нечистоты / сцёкавыя воды, нечыстоты

sewerage ['su:ərɪdʒ] (*n. uncount.*) – канализация / каналізацыя

survival [sə'vaɪv(ə)l] (*n. uncount.*) – выживание / выжыванне

survive [sə'vaɪv] (*v. trans./intrans.*) – выживать / выжываць

sustainability [sə'steɪnə'bɪləti] (*n. uncount.*) – устойчивость, устойчивое развитие / устойлівасць, устойлівае развіццё

sustainable [sə'steɪnəb(ə)l] (*adj.*) – устойчивый, жизнеспособный / устойлівы, жыццяздольны

unsustainable [ʌnsə'steɪnəb(ə)l] (*adj.*) – неустойчивый, нежизнеспособный / няўстойлівы, нежыццяздольны

unsanitary conditions [ʌn'sænɪt(ə)rɪ kən'dɪʃ(ə)nz] (*n. phr.*) – антисанитарные условия / антысанітарныя ўмовы

(human) waste [weɪst] (*n. count./uncount.*) – отходы (жизнедеятельности человека) / адходы (жыццядзейнасці чалавека)

UNIT 4

accomplishment [ə'kʌm.plɪʃmənt] (*n.*) – достижение / дасягненне

appeal [ə'pi:l] (*v.; n.*) – привлекать; привлекательность / вабіць; прывабнасць

appropriation [ə.pɹəʊpɹi'eɪʃən] (*n.*) – присвоение / прысваенне

be all fingers and thumbs [bi ɔ:l 'fɪŋgəz ən θʌmz] (*v. phr.*) – иметь руки-крюки; быть неуклюжим, неумелым / мець рукі-крюкі; быць нязграбным, няўмелым

- be hooked on** [bi hʊkt ɒn] (v.) – быть помешанным на чем-либо / быць звар’яцелым на чым-небудзь
- bill** [bɪl] (n.) – законопроект / законапраект
- boost** [bu:st] (v.) – стимулировать / стымуляваць
- canoe** [kə'nu:] (n.) – каноэ / каноэ
- cheer smb on** [tʃiəʔ ɒn] (v.) – болеть за кого-либо / хварэць за каго-небудзь
- constituency** [kən'stitʃuənsi] (n.) – избирательный округ / выбарчая акруга
- convict** [kɒnvɪkt] (n.) – осужденный / асуджаны
- the final say** [ðə 'faɪnəl seɪ] (n.) – право окончательного решения / права канчатковага рашэння
- fulfilling** [fʊl'fɪlɪŋ] – *adj.* приносящий удовлетворение / які прыносіць задавальненне
- general election** [ˌdʒenərəl ɪ'lek.ʃən] (n.) – всеобщие выборы / усеагульныя выбары
- get-together** [get tə'geðəʔ] (n.) – посиделки, вечеринка / вячоркі, вечарына
- give it a go** [gɪv ɪt ə ɡəʊ] (v.) – попробовать что-либо / паспрабаваць што-небудзь
- hemisphere** ['hemɪsfɪəʔ] (n.) – полушарие / паўшар’е
- the House of Commons** [ðə ˌhaʊs əv 'kɒmənz] (n.) – Палата общин / Палата абшчын
- the House of Lords** [ðə ˌhaʊs əv 'lɔ:dz] (n.) – Палата лордов / Палата лордаў
- immerse oneself in smth** [ɪ'mɜ:s ˌwʌn'self ɪn] (v.) – полностью погрузиться во что-либо / цалкам пагрузіцца ў што-небудзь
- indigenous** [ɪn'dɪdʒɪnəs] (*adj.*) – коренной (о населении) / карэнны (пра насельніцтва)
- MP** [ˌem'pi:] (n.) – член парламента / член парламента
- Marsupial** [mɑ:'su:piəl] (n.) – сумчатое животное / сумчатая жывёліна
- National Assembly** ['næʃənəl ə'sembli] (n.) – Национальная ассамблея / Нацыянальная асамблея
- off-putting** [ɒf'pʊtɪŋ] (*adj.*) – отталкивающий / агідны
- the outback** [ðə 'aʊtbæk] (n.) – пустошь, глушь / пустэча, глуш
- parliamentary democracy** [ˌpɑ:lɪ'mentəri dɪ'mɒkrəsi] (n.) – парламентская демократия / парламенцкая дэмакратыя

peer [piə] (*n.*) – пэр / пэр

penal ['pi:nəl] (*adj.*) – пенитенциарный; относящийся к системе исполнения наказаний / пенітэнцыярны; які адносіцца да сістэмы выканання пакаранняў

prime minister [ˌpraɪm 'mɪnɪstə(r)] (*n.*) – премьер-министр / прэм'ер-міністр

put a place on the map [put ə pleɪs ɒn ðə mæp] (*v.*) – прославить какое-либо место / праславіць якое-небудзь месца

rest with smb [rest wɪð] (*v.*) – возлагать (ответственность) на кого-либо / ускладаць (адказнасць) на каго-небудзь

take smb's mind off smth [teɪk maɪnd ɒf] (*v.*) – отвлекаться от мыслей / абстрагавацца ад думак

tattoo [tə'tuː/ tæt'uː] (*n.*) – татуировка / татуіроўка

that's my idea of hell [ðætс maɪ aɪ'dɪə əv hel] (*n.*) – ничего хуже представить не могу / нічога горш уявіць не магу

tinker (around) with smth ['tɪŋkə ə'raʊnd wɪð] (*v.*) – мастерить / майстраваць

treaty ['tri:ti] (*n.*) – мирный договор / мірны дагавор

watch paint dry [wɒtʃ peɪnt draɪ] (*v.*) – наблюдать за чем-либо смертельно скучным / назіраць за чым-небудзь смяротна нудным

(Название учреждения образования)

Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Оценка учащемуся за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			

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