

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА  
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Учреждение образования  
«БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ  
АГРАРНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

Кафедра иностранных языков № 1

## АНГЛИЙСКИЙ ЯЗЫК

**Социально-политический профиль страны  
изучаемого языка и Республики Беларусь.  
Экология и технический прогресс**

*Учебно-методическое пособие  
для студентов технических специальностей*

МИНСК 2009

УДК 811.111(075.8)  
ББК 81.2 Англ я7  
А 64

Рекомендовано учебно-методическим советом факультета «Технический сервис в АПК» БГАТУ

Протокол № 5 от 10 июня 2009 г.

Составители:  
ст. преподаватель *А.Н. Решетинская*;  
преподаватель *Е.Л. Фербер*

Рецензенты:  
кандидат филологических наук, доцент кафедры иностранных языков БГПУ им. М. Танка *Е.И. Маркосян*;  
старший преподаватель кафедры иностранных языков № 1 БГАТУ *Н.И. Токарева*.

А64 **Английский язык.** Социально-политический профиль страны изучаемого языка и Республики Беларусь. Экология и технический прогресс: учебно-методическое пособие / А.Н. Решетинская, Е.Л. Фербер. – Минск: БГАТУ, 2009. – 100 с.

ISBN 978-985-519-129-3.

В учебно-методическом пособии особое место отводится повторению грамматического материала, изученного в рамках повторения предыдущих тем, используются материалы оригинальных текстов, сопровождающихся серией послетекстовых упражнений по трем уровням сложности. Для контроля за уровнем усвоения лексико-грамматического материала предлагаются промежуточный и итоговые тесты, упражнения в которых распределены по трем уровням сложности (А, В, С), а также рекомендации по их выполнению.

УДК 811.111(075.8)  
ББК 81.2 Англ я7

ISBN 978-985-519-129-3

© БГАТУ, 2009

## СОДЕРЖАНИЕ

“Социально-политический профиль страны изучаемого языка и Республики Беларусь. Экология и технический прогресс” . . . . .	4
<b>ЧАСТЬ 1</b> Социально-политический профиль страны изучаемого языка и Республики Беларусь. . . . .	7
1. Научно-теоретическое содержание пособия. . . . .	7
2. Материалы к практическим занятиям . . . . .	19
3. Задания для управляемой самостоятельной работы студентов и рекомендации по их выполнению . . . . .	60
4. Примеры разноуровневых заданий для контроля изучения содержания пособия . . . . .	65
5. Ключи к тестам . . . . .	69
<b>ЧАСТЬ 2</b> Экология и технический прогресс . . . . .	70
1. Материалы к практическим занятиям. . . . .	70
2. Образец итогового лексико - грамматического теста . . . . .	93
3. Ключи к итоговому лексико – грамматическому тесту . . . . .	96
Литература. . . . .	97

## “СОЦИАЛЬНО-ПОЛИТИЧЕСКИЙ ПРОФИЛЬ СТРАНЫ ИЗУЧАЕМОГО ЯЗЫКА И РЕСПУБЛИКИ БЕЛАРУСЬ. ЭКОЛОГИЯ И ТЕХНИЧЕСКИЙ ПРОГРЕСС ”

Данное учебно-методическое пособие включает два раздела: 1. Социально-политический профиль страны изучаемого языка и Республики Беларусь. 2. Экология и технический прогресс. Вы ознакомитесь с историей, культурой и национальными традициями Великобритании и Беларуси, а также с экологическими проблемами и способами защиты окружающей среды от загрязнения.

**В результате изучения пособия студент должен:**

▪ **знать:**

- 1. уровень (А):** 1) лексический материал по темам двух разделов: 2) грамматический материал:
  - а) артикли (определенные, неопределенные, нулевые)
  - б) имя прилагательное. Степени сравнения прилагательных и наречий.
  - в) числительные (порядковые и даты)

**Максимальная оценка знаний на первом уровне (репродуктивном) – 6 баллов.**

**2. уровень (В):** знать и характеризовать:

- 1) лексический материал по темам двух разделов;
- 2) правила образования и особенности употребления:
  - а) артиклей (определенных, неопределенных, нулевых)
  - б) имени прилагательного. Степеней сравнения прилагательных и наречий.
  - в) числительных (порядковых и дат)

**Максимальная оценка знаний на втором уровне (продуктивном) – 8 баллов.**

**3 уровень (С):** знать, характеризовать и анализировать:

- 1) лексический материал по темам двух разделов.
- 2) правила образования и особенности употребления,
  - а) артиклей (определенных, неопределенных, нулевых)

б) имени прилагательного. Степеней сравнения прилагательных и наречий.

в) числительных (порядковых и дат), способы перевода в разных функциях.

**Максимальная оценка знаний на 3 уровне (творческом) - 10 баллов.**

▪ **уметь:**

**1. уровень (А):**

1) анализировать иноязычный текст (структурные, лексические и стилистические особенности) согласно требований 1 уровня;

2) читать, переводить, понимать тексты по темам разделов;

3) вести общение социокультурного и профессионального характера на английском языке по предложенной модели, используя диалогическую речь и монологическую речь;

4) понимать иноязычную речь в объеме программной тематики;

5) использовать английский язык в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование профессионально ориентированных текстов.

**Максимальная оценка знаний на первом уровне (репродуктивном) – 6 баллов.**

**2 уровень (В)** 1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиций требований к знаниям 2-го уровня; 2) читать, переводить, понимать на слух тексты по профилю обучения; 3) вести общение профессионального и социокультурного характера на английском языке в различных стандартных ситуациях, пользуясь правилами речевого этикета, сочетая диалогические и монологические формы речи; 4) понимать аутентичную иноязычную речь в объеме программной тематики; 5) использовать английский язык в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование профессионально ориентированных текстов.

**Максимальная оценка знаний на 2 уровне (продуктивном) – 8 баллов.**

**3 уровень (С):** 1) анализировать иноязычный текст (структурные, лексические и стилистические особенности) согласно требований 3

уровня. 2) читать, переводить, понимать тексты по профилю обучения; 3) вести общение профессионального и социокультурного характера на английском языке в различных нестандартных ситуациях, пользуясь правилами речевого этикета, сочетая диалогическую речь и монологическую речь; 4) понимать аутентичную иноязычную речь сверх программной тематики; 5) использовать английский язык в качестве инструмента профессиональной деятельности: перевод с английского языка на русский язык и с русского языка на английский язык, реферирование аутентичных профессионально ориентированных и научных текстов.

**Максимальная оценка знаний на 3 уровне (творческом) – 10 баллов.**

## ЧАСТЬ 1

Социально-политический профиль страны изучаемого языка и Республики Беларусь

### 1. НАУЧНО-ТЕОРЕТИЧЕСКОЕ СОДЕРЖАНИЕ ПОСОБИЯ

#### GRAMMAR REVISION

##### Артикль (The Article)

Артикли- служебные слова, не имеющие самостоятельного значения и являющиеся показателем существительного.

2 артикля  
Английского языка:

##### неопределённый (the Indefinite Article) **a (an)**

Форма **an** употребляется со словами, начинающимися с гласного звука:

*an apple*  
*an ear*  
*an invitation*  
*an old man*  
*an umbrella*

##### определённый (the Definite Article) **the**

Имеет два варианта произношения:  
[ði:] - перед словами, начинающимися с гласного звука:  
*the egg*- [ ði'eg]  
[ ðə] - перед словами, начинающимися с согласного звука  
*the boy*- [ ðə'boi]

## НЕОПРЕДЕЛЁННЫЙ АРТИКЛЬ

Неопределённый артикль **a (an)** употребляется только с именами существительными в единственном числе, потому что он произошёл от древне-английского числительного **an**, которое в современном английском соответствует числительному **one** – “один”:

This is a book – Это книга.

! Неопределённый артикль не употребляется с существительными во множественном числе!

### УПОТРЕБЛЕНИЕ НЕОПРЕДЕЛЁННОГО АРТИКЛЯ **A**.

1. Для обозначения принадлежности предмета к какому-либо классу предметов (часто с глаголом <b>to have</b> и с оборотом <b>there is</b> )	This is <b>a</b> book – Это книга (а не тетрадь). I have <b>a</b> cat and a dog. There is <b>a</b> cup on the table.
2. С конкретными существительными, которые определяются прилагательными	<b>a</b> new car <b>a</b> beautiful girl
3. С абстрактными существительными, которые определяются прилагательными	<b>a</b> brilliant idea <b>a</b> deep knowledge
4. С исчисляемыми существительными, которые определяются словами <b>such</b> , <b>quite</b>	<i>He couldn't answer <b>such a</b> difficult question.</i> <i>He is <b>quite a</b> pleasant person.</i>
5. В значении “один” с существительными, которые обозначают время	<i>I shall be back in <b>an</b> hour-</i> Я вернусь через час. <i>Once <b>a</b> month-</i> Один раз в месяц.
6. В восклицательных предложениях после <b>what</b> перед исчисляемыми существительными	<i>What <b>a</b> beautiful flower!</i> <i>What <b>a</b> clever boy!</i>

## ОПРЕДЕЛЁННЫЙ АРТИКЛЬ

Определённый артикль **the** произошёл от древне-английского указательного местоимения **at**, которое в современном английском соответствует местоимению **that**—“тот”, “этот”:

*Give me the book- дай мне (эту) книгу.*

! Определённый артикль употребляется с существительными в единственном и множественном числе!

## УПОТРЕБЛЕНИЕ ОПРЕДЕЛЁННОГО АРТИКЛЯ *THE*

1. Когда речь идёт о конкретном предмете или о предмете, который уже упоминался	<i>This is <b>the</b> book that I told you about- это(та) книга, о которой я тебе говорил</i>
2. С существительными единственными в своём роде	<i><b>The</b> earth <b>The</b> moon <b>The</b> sun</i>
3. С существительными, которые определяются прилагательными в превосходной степени или порядковыми числительными	<i><b>The</b> best book <b>The</b> first lesson</i>
4. С названиями некоторых стран или регионов	<i><b>The</b> United States <b>The</b> Ukraine <b>The</b> Crimea</i>
5. С названиями океанов, морей, рек, озёр, проливов и каналов	<i><b>The</b> Pacific Ocean <b>The</b> Black Sea <b>The</b> Thames <b>The</b> Channel</i>
6. С названиями сторон света	<i><b>The</b> North <b>The</b> South <b>The</b> East <b>The</b> West</i>

7. С названиями музеев, театров и гостиниц	<i><b>The</b> National Museum <b>The</b> Hilton <b>The</b> Daily Telegraph <b>The</b> Evening Standart</i>
8. С названиями музыкальных инструментов и танцев	<i><b>The</b> piano <b>The</b> violin <b>The</b> tango</i>
9. С именами собственными во множественном числе, если они обозначают всех членов одной семьи	<i><b>The</b> Parkers-семья Паркеров <b>The</b> Petrovs-семья Петровых</i>

## ОТСУТСТВИЕ АРТИКЛЯ

Случаи, когда артикли не употребляются	примеры
1. С именами собственными	<i><b>John, Jane Parker</b></i>
2. С именами собственными, обозначающими названия городов, стран, континентов	<i><b>London is the capital of England. We live in Europe.</b></i>
3. С названиями улиц, площадей, парков	<i>Oxford Street Victory Square Hyde Park</i>
4. Перед названиями времен года, месяцев, дней недели	<i>In summer In August On Monday</i>
5. С неисчисляемыми существительными, обозначающими названия веществ и явлений	<i>John likes <b>coffee</b> and Paul likes <b>tea</b>. <b>Life goes on.</b></i>
6. С названиями транспортных средств	<i>To travel <b>by bus/by train</b> To walk <b>on foot</b></i>

## ИМЯ ПРИЛАГАТЕЛЬНОЕ (*The Adjective*)

Имя прилагательное обозначает качество, признаки предметов. Прилагательные в английском языке относятся к именам существительным, но в отличие от русского языка, не согласуются с ними ни



большой	больше	самый большой
hot	hotter	hottest
горячий	горячее	самый горячий

2) если перед конечной у стоит согласная буква, то у переходит в i:

easy	easier	easiest
легко	легче	легче всего
early	earlier	earliest
рано	раньше	раньше всего

3) конечная гласная –е (немое е) опускается перед суффиксами- er, -est:

large	larger	largest
большой	больше	самый большой
white	whiter	whitest
белый	белее	самый белый

Большинство двухсложных и многосложных прилагательных и наречий образуют сравнительную степень путём прибавления слова **more**, а превосходную - при помощи слова **most**.

useful	<b>more</b> useful	<b>most</b> useful
полезный	полезнее	наиболее полезный
beautiful	<b>more</b> beautiful	<b>most</b> beautiful
красивый	красивее	самый красивый
easily	<b>more</b> easily	<b>most</b> easily
легко	легче	легче всего

Для выражения степеней сравнения, указывающих на уменьшение качества или свойства предмета, употребляются слова **less** – менее и **least**– наименее (в сравнительной и превосходной степени соответственно):

difficult	<b>less</b> difficult	<b>least</b> difficult
трудный	менее трудный	наименее трудный
beautiful	less beautiful	least beautiful
красивый	менее красивый	меньше всего красивый

!!! Запомните особые случаи образования степеней сравнения:

good	(хороший)	better	best
well	(хорошо)	лучше	лучше всего

bad	(плохой)	worse	worst
badly	(плохо)	хуже	хуже всего

many	(много)	more	most
much		больше	наибольший

little	(мало)	less	least
		меньше	наименьший

old	(старый)	older	старше	oldest	самый
		elder	eldest		старый

far	(далекий)	father	дальше	farthest	
		further	более	furthest	дальше всего
			далекий		самый далёкий

Русскому обороту “такой-же ... как” и “не такой ... как” в положительной степени сравнения соответствуют английские обороты “as...as” и “not so... as”:

Peter is as old as Nick. Петя такой же по возрасту, как и Коля.

Boys are not so quite as girls. Мальчики не такие спокойные, как девочки.

При образовании сравнительной степени иногда употребляется слово **than**–“более ...чем” или “менее... чем”:

Peter is older than Kate. Петя старше Кати.

В превосходной степени часто употребляется определенный артикль **the** и предлог **of**:

Jane is **the** oldest **of** all. Джейн самая старшая.

Обратите внимание на перевод следующих предложений:

1. **The nearer** the winter, **the shorter** the days.

Чем ближе зима, тем короче дни.

2. **The brighter** the sun, **the warmer** the days.

Чем ярче солнце, тем теплее дни.

3. **The more** you study, **the more** you know.

Чем больше учишься, тем больше знаешь.

4. **The sooner** you come, **the better** it is.  
Чем скорее вы придете, тем будет лучше.
5. **The earlier** you get up, **the more** you do.  
Чем раньше встанешь, тем больше сделаешь.
6. **The less** you read, **the less** you know.  
Чем меньше читаешь, тем меньше знаешь.
- Переведите на русский язык.  
The more we study, the more we know.  
The more we know, the more we forget.  
The more we forget, the less we know.  
The less we know the less we forget.  
Why study?

### ИМЯ ЧИСЛИТЕЛЬНОЕ (*The numeral*)

Имя числительное – часть речи, обозначающая количество предметов или их порядок при счете.

Числительные, обозначающие количество предметов, называются **количественными**: one, two, three, ten, twenty и т.д., а числительные, которые обозначают порядок предметов при счете, называются **порядковыми**: the first, the tenth, the hundredth и т.д.

#### Количественные и порядковые числительные от 1 до 12

- 1- one-first
- 2- two-second
- 3- three-third
- 4- four-fourth
- 5- five-fifth
- 6- six-sixth
- 7- seven-seventh
- 8- eight-eighth
- 9- nine-ninth
- 10- ten-tenth
- 11- eleven-eleventh
- 12- twelve-twelfth

#### от 13 до 19

Числительные от 13 до 19 образуются с помощью суффикса -teen, который прибавляется к соответствующим числительным первого десятка. При этом числительные three и five видоизменяются.

Числительные с суффиксом **-teen** имеют два ударения ('four'teen, 'fif'teen и т.д.), причем ударение на последнем слоге сильнее, чем на первом.

Когда эти числительные употребляются с существительными, то второй слог становится неударным и ударение падает только на первый слог: 'fourteen' boys, 'fifteen' girls.

- 13- thirteen – thirteenth
- 14- fourteen-fourteenth
- 15- fifteen-fifteenth
- 16- sixteen-sixteenth
- 17- seventeen-seventeen
- 18- eighteen-eighteenth
- 19- nineteen-nineteenth

#### от 20 до 90

Числительные, обозначающие десятки, образуются с помощью суффикса **-ty**, который прибавляется к соответствующим числительным первого десятка. При этом числительные two, three, four, five видоизменяются:

- 20. twenty -twentieth
- 21. twenty-one -twenty-first
- 22. twenty-two- twenty-second
- 23. twenty-three- twenty-third
- 24. twenty-four- twenty-fourth
- 25. twenty-five- twenty-fifth
- 30. thirty-thirtieth
- 40. forty-fortieth
- 50. fifty-fiftieth
- 60. sixty-sixtieth
- 70. seventy-seventieth
- 80. eighty-eightieth
- 90. ninety-ninetieth

#### 100 и далее



100. a (one) hundred - 100<sup>th</sup> - a (one) hundredth  
 101. a (one) hundred and one - 101<sup>st</sup> - (one) hundred and first  
 102. a (one) hundred and two  
 200. two hundred - 200<sup>th</sup> - two hundredth  
 300. three hundred - 300<sup>th</sup> - three hundredth  
 1,000 a (one) thousand - 1,000<sup>th</sup> - a one thousandth  
 1,001 a (one) thousand and one - 1,001<sup>st</sup> - a one thousand and first  
 1,250 a (one) thousand two hundred and fifty  
 2,000 two thousand  
 2,235 two thousand two hundred and thirty-five  
 100,000 a (one) hundred thousand  
 1,000,000 a (one) million - 1,000,000<sup>th</sup> - a (one) millionth  
 1,000,000,000 - a (one) milliard (в Англии)  
 a (one) billion (в США)

Даты обозначаются порядковыми числительными.

16<sup>th</sup> May, 1986

May 16<sup>th</sup>, 1986

May 16, 1986

→ The sixteenth of May, nineteen eighty six

Числительные *hundred*, *thousand* и *million* принимают окончание – **s** только в сочетании с существительными с предлогом **of**:

Hundreds **of** students - сотни студентов

Thousands **of** people - тысяча людей

Millions **of** books - миллионы книг

В простых дробях числитель выражается количественным числительным, а знаменатель - порядковым: 1/3 - one third; 1/5 - one fifth; 1/2 - a half; 1/4 - a quarter

Когда числитель больше единицы, знаменатель принимает окончание – **s**: 2/3 - two thirds; 3/5 - three fifths; 5/6 - five sixths.

В десятичных дробях целое число отделяется от десятых долей точкой. При этом каждая цифра читается отдельно, точка тоже читается (point). Нуль читается nought или zero или [əv] (в США)

1.32 - one point three two

23.427 - two three (или twenty three) point four two seven

0.105 - nought (zero) point one nought five

Годы обозначаются количественными числительными и читаются следующим образом:

1900 - nineteen hundred, 1915 - nineteen fifteen

1904 - nineteen four, 1949 - nineteen forty-nine

Слово год (year) не употребляется.

## 2. МАТЕРИАЛЫ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

### ТЕХТ А

#### “THE REPUBLIC OF BELARUS”

##### Active Vocabulary

adopt (v)	принимать
annual (a)	ежегодный, годовой
citizenship (n)	гражданство
Collective Security Treaty Organization	организация договора коллективной безопасности
Commonwealth of Independent States	СНГ
cool (a)	прохладный
currently (a)	обычно
defense (n)	оборона, защита
design (v)	предназначать
Diplomatic allies	дипломатический союз, альянс
disput (a)	спорный
fireworks (n)	фейерверк
flax (n)	лен
Government (n)	правительство
hoist (v)	поднимать
increase (n), (v)	увеличение, увеличивать
Independent (a)	независимый
influence (n)	влияние
intense (a)	напряженный
Judiciary (n)	судебный
Legislature (n)	законодательство
military (a)	военный

monetary union	денежный союз
neighboring (a)	соседские
originate (v)	давать начало, порождать
ornate pattern	разукрашенная выкройка
reclaim (v)	исправлять, поднимать
sovereign (a)	суверенный
Supreme Court()	Верховный суд
treat (n), (v)	обращение, обращаться
wool (n)	шерсть

### ТЕХТ А

#### Part I

##### Read the text and do the tasks below.

The Republic of Belarus (the short name is Belarus) is an independent sovereign state with its own territory, Constitution, government bodies, capital, emblem flag and anthem. Belarus is the presidential republic. According to the Constitution of 1994 the supreme, constantly operating and the only legislative body of the state power of the Republic of Belarus is the two chamber Parliament. The President of the republic is the head of the state. Since 1994 Alexander Lukashenko has been the president of Belarus. The government includes a Council of Ministers. The members of this council need not be members of the legislature and are appointed by the President. The judiciary comprises the Supreme Court and specialized courts such as the Constitutional Court, which deals with specific issues related to constitutional and business law. The executive body is the Soviet of Ministers of the Republic of Belarus, headed by the Prime-Minister.

Belarus is situated in the Eastern part of the European continent. It covers an area of 207,000 square kilometers. According to the size Belarus takes the thirteenth place in Europe. On the North and East it borders on the Russian Federation, on the Ukraine, on Poland and on Latvia and Lithuania. The capital of Belarus is the city of Minsk. But the oldest towns are Polotsk, Vitebsk, Turov. The population is 10 mln people.

Belarus used to be called a land of bogs. Today a few million acres of land have been reclaimed and are used for arable farming. The chief crops are potatoes, flax, rye, and various fodder grasses.

Nowadays Belarus is a country of developed industry, education and culture. Its biggest enterprises produce tractors and lorries, refrigerators and TV sets, watches and bicycles. It exports potassium salt, tractors, electronic equipment and product of light industry.

The country has more than 30 higher educational establishments. There are about 30 professional theatres which stage plays by national and foreign playwrights.

About 80 per cent of the country's population are Belarusians. Among other nationalities inhabiting the country are Russians, Poles, Ukrainians, Tatars and others. The official languages of the country are the Belarusian and the Russian languages.

Over the recent years the country has faced serious economic problems. The calls for radical reforms have become more intense. Our parliament and the government are taking great efforts to improve the situation.

## Part II

Belarus and Russia have been close trading partners and diplomatic allies since the break up of the Soviet Union. Belarus is dependent on Russia for imports of raw materials and for its export market. The Union of Russia and Belarus, a supranational confederation, was established in a 1996–99 series of treaties that called for monetary union, equal rights, single citizenship, and a common foreign and defence policy.

Belarus was a founding member of the Commonwealth of Independent States (CIS); however, recently other CIS members have questioned the effectiveness of the organization. Belarus has trade agreements with several European Union member states as well as with its neighbours Lithuania, Poland and Latvia.

Belarus has increased cooperation with China. Belarus has strong ties with Syria, which President Lukashenko considers a key partner in the Middle East. In addition to the CIS, Belarus has membership in the Eurasian Economic Community and the Collective Security Treaty Organization. Belarus has been a member of the international Non-Aligned Movement since 1998 and a member of the United Nations since its founding in 1945.

The Belarusian government sponsors annual cultural festivals such as the Slavianski Bazaar in Vitebsk, which showcases Belarusian performers, artists, writers, musicians, and actors. Several state holidays, such as Independence Day and Victory Day, draw big crowds and often include displays such as fireworks and military parades, especially in Vitebsk and Minsk. The government's Ministry of Culture finances events promoting Belarusian arts and culture both inside and outside the country.

The traditional Belarusian dress originates from the Kievan Rus' period. Because of the cool climate, clothes, usually composed of flax or wool, were designed to keep the body warm. They are decorated with ornate patterns influenced by the neighbouring cultures: Poles, Lithuanians, Latvians, Russians, and other European nations. Each region of Belarus has developed specific design patterns. An ornamental pattern used on some early dresses is currently used to decorate the hoist of the Belarusian national flag, adopted in a disputed referendum in 1995.

I love my country. I am proud of its people, its courageous past and tolerant present.

## TEXT BASED ASSIGNMENTS

### LANGUAGE STUDY

#### Методические рекомендации

Для того чтобы выполнить серию упражнений этой части вам следует овладеть лексическим материалом по теме, а также научиться переводить речевые тематические модели и употреблять их в речи.

Тренировочные задания распределены по трем уровням сложности (А, В, С), что позволяет оценить уровень и качество усвоения материала. Максимальная оценка знаний на уровне А-6 баллов, на уровне В-8 баллов, на уровне С-10 баллов.

**(A) Exercise 1. Give Russian equivalents to the following words. Pay your attention to the suffixes indicating different parts of speech.**

independent (a), sovereign (a), constitution (n), government (n), legislature (n), legislative (a), constitutional (a), executive (a), educational (a), establishment (n), professional (a), foreign (a), population (n), economic (a), confederation (n), agreement (n), cultural (a), performer (n), musician (n), culture (n), traditional (a).

**(A) Exercise 2. Translate the following phrases (model Adj+N).**

sovereign state, own territory, presidential republic, legislative body, electric equipment, light industry, educational establishment, official language, economic problem, trading partner, raw material, cultural festival, big crowd, traditional dress, cool climate, tolerant present.

**(A) Exercise 3. Translate the following phrases (models: N+N; N of N).**

Republic of Belarus, council of Ministers, city of Minsk, land of bogs, acres of land, fodder grasses, product of light industry, stage play, defence policy, government sponsor, region of Belarus.

**(A) Exercise 4. Form nouns from the following verbs. Translate them into Russian.**

to appoint, to specialize, to relate, to situate, to develop, to educate, to produce, to establish, to inhabit, to reform, to improve, to organize, to agree, to consider, to add, to found, to promote, to compose, to decorate, to influence.

**(B) Exercise 5. Match the words from the columns to make appropriate word combinations.**

- A**
1. sovereign
  2. chief
  3. serious
  4. supranational
  5. equal
  6. trade
  7. military
  8. national

- B**
1. crops
  2. confederation
  3. state
  4. problems
  5. agreements
  6. parades
  7. flag
  8. right

**(B) Exercise 6. Match the words with their definitions.**

government, independent, state, to develop, enterprise, to produce, culture, tradition

1. opinions, beliefs, customs;

2. manufacture, make, grow;
3. one who does not belong to a political party;
4. organized political community with a government;
5. body of persons governing a State;
6. grow larger, fuller or more mature, organized;
7. state of intellectual development among people;
8. undertaking, esp. one that needs courage or that offers difficulty.

**(B) Exercise 7. Complete the sentences with the following words.**

according, borders, population, developed, crops, establishments, enterprises

1. ... to the size Belarus takes the thirteenth place in Europe.
2. On the North and East it ... on the Russian Federation, on the Russian and on Latvia and Lithuania.
3. The chief ... are potatoes, flax, rye and various fodder grasses.
4. Nowadays Belarus is a country of ... industry, education and culture.
5. Its biggest ... produce tractors and lorries.
6. The country has more than 30 higher educational ... .
7. About 80 per cent of the country's ... are Belarussians.

**(C) Exercise 8. Complete the sentences with English equivalents.**

1. Самые большие предприятия produce, tractors and lorries, refrigerators and TV sets, watches and bicycles.
2. The country has more than 30 высших учебных заведений.
3. Среди других национальностей inhabiting the country are Russians, Poles, Ukrainians, Tatars and others.
4. Over the recent years the country has faced серьёзные экономические проблемы.
5. Белорусское правительство sponsors cultural festivals such as the Slavianski Bazaar Vitebsk.

**(C) Exercise 9. Put the words into the right order.**

1. with, has, cooperation, China, increased, Belarus.
2. republic, of, the, head, of, state, the, President, is, the.

3. the, government, a, includes, of, Ministers, Council.
4. is, Belarus, situated, the, continent, Eastern, part, of, in, the, European.
5. Minsk, the, capital, is, of, city, the, Belarus, of.

### TEXT STUDY

#### Методические рекомендации

Для того чтобы выполнить серию упражнений этой части вам следует овладеть лексическим материалом по теме, а также научиться переводить речевые тематические модели и употреблять их в речи. При работе с текстом в помощь вам предлагается тематический словарь.

Тренировочные задания распределены по трем уровням сложности (А, В, С), что позволяет оценить уровень и качество усвоения материала. Максимальная оценка знаний на уровне А-6 баллов, на уровне В-8 баллов, на уровне С-10 баллов.

#### (A) Exercise 1. Look through the text. Find the English equivalents for the following phrases.

Независимое - суверенное государство, собственная территория, согласно конституции, глава государства, Верховный суд, дипломатический союз, Европейский континент, край болот, основные культуры, развитая промышленность, электронное оборудование, улучшать ситуацию, член СНГ, торговые соглашения, прохладный климат.

#### (A) Exercise 2. Read the text carefully. Complete each sentence.

1. The Republic of Belarus is an independent sovereign state with ...
2. The President of the republic is ...
3. Belarus is situated in ...
4. On the North and East it borders on ...
5. The oldest towns are ...
6. Belarus used to be called a ...
7. Today a few million acres of land have been reclaimed and ...
8. The chief crops are ...
9. Nowadays Belarus is a country of ...
10. Belarus was a founding member of ...

#### (B) Exercise 3. Say whether the following statements are true or false. Correct the false ones.

In your answers you should use the conversational expressions:

**You are quite right**  
**Yes, I think so**  
**That's right**

**Far from it**  
**I don't think so**  
**I'm afraid you are wrong**

1. Belarus is an independent sovereign state with its own territory and people, government bodies.
2. It borders on Latvia and Moldavia.
3. The Prime-Minister is the head of the state.
4. Belarus exports gas, oil, tractors and product of light industry.
5. The state languages are Belarusian and Russian.

#### (B) Exercise 4. Answer the following questions.

1. What is the Supreme body of the state power in Belarus according to the Constitution?
2. Who is the head of the state?
3. Where is Belarus situated?
4. What countries does the Republic of Belarus border on?
5. What does the industry of the Republic produce?

#### (B) Exercise 5. Find the key – sentences in the text. Translate them into Russian.

#### (C) Exercise 6. Divide the text into logical parts. Entitle each of them.

### DISCUSSION

#### (B) Exercise 1. Using the facts from this text, describe the political system of Belarus.

#### (C) Exercise 2. Put the sentences into the right order. Mind the contents of the text.

1. Belarus used to be called a land of bogs.

2. Nowadays Belarus is a country of developed industry, education and culture.
3. Belarus is situated in the Eastern part of the European continent.
4. On the North and East it borders on the Russian Federation, on the Ukraine, on Poland and on Latvia and Lithuania.
5. About 80 per cent of the country's population are Belarusian.
6. The country has more than 30 higher educational establishments.
7. Belarus is dependent on Russia for imports of raw material and for its export market.
8. There are about 30 professional theatres which stage play by national and foreign playwrights.
9. Belarus has increased cooperation with China.
10. The Belarusian government sponsors annual cultural festivals such as the Slavianski Bazaar in Vitebsk, which showcases Belarusian performers, artists, writers, musicians, and actors.

**(C) Exercise 3. Complete the following statements.**

1. According to the Constitution of 1994 ...
2. Belarus is situated ...
3. Nowadays Belarus is a country of ...
4. The country has more than 30 ...
5. Over the recent years the country has faced ...
6. Among other nationalities inhabiting the country are ...
7. Belarus and Russia have been close trading partners ...
8. Belarus has increased cooperation with ...
9. The Belarusian government sponsors annual cultural festivals such as ...

**(C) Exercise 4. Make up a plan to the text and find the key-points to each point of the plan.**

**(C) Exercise 5. Look through your plan and find more information to each point of the plan.**

**(C) Exercise 6. Suppose you will have to make a report. Speak on:**

1. Why is Belarus a country of developed industry?
2. Why is Belarus dependent on Russia for imports of raw materials?

**TEXT B**

**“THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND”**

**Active Vocabulary**

achieve(v)	достигать, выполнять
advertisement(n)	реклама, объявление
barley(n)	ячмень
burden(v)	нагружать, обременять
bury(v)	хоронить
consider(v)	считаться, полагать
cosmopolitan (a)	космополитический
crown(v)	короновать
determine(v)	определять, устанавливать
disorder (n)	беспорядок
exact (a)	точный
executive (a)	исполнительный
found(v)	основывать
grave(n)	могила
imagine(v)	вообразать
judiciary(n)	судьи, судебная корпорация
law(n)	закон
magnificent (a)	великолепный
majority (n)	большинство
manuscript (n)	рукопись
oats(n)	овес
picturesque (a)	живописный
prospering (a)	процветающая
queen (n)	королева
rule(v)	править
spread(v)	распространять
stroll (n)	прогулка
support (v),(n)	поддерживать, поддержка
the Conservative Party	партия консерваторов

the House of Commons	палата общин
the House of Lords	палата лордов
the Labour Party	партия лейбористов
touch(v)	соприкасаться, касаться
trade(n)	торговля
violence (n)	сила, стремительность
wheat(n)	пшеница

## TEXT B Part I

### Read the text and do the tasks below.

The United Kingdom of Great Britain and Northern Ireland is the official name of the British Kingdom, including England, Scotland, Wales and Northern Ireland. The United Kingdom is a highly developed industrial state. Historically British industry started chiefly as heavy and textile industry. There are hardly any coal mines in Britain today, but textile industry is still prospering. The United Kingdom produces and exports iron and steel products, machinery and electronics. The biggest industrial centers are London, Glasgow, Liverpool, Sheffield, Birmingham and Manchester.

The United Kingdom is a prosperous state with high living standards. But of course each country has its own problems and the UK is not an exception. The country is burdened with the long-lasting conflict in Northern Ireland which occasionally manifests itself in violence and disorder.

The United Kingdom is a parliamentary monarchy and the Queen is the head of the state. But in practice it is ruled by the government formed by the Parliament or, to be more exact, by the political party which is in power at this or that stage. The Parliament consists of two Chambers: the House of Lords and the House of Commons. The executive power is exercised by Prime Minister and its Cabinet. The present Prime Minister is Gordon Brown. The government is usually formed by the political party which is supported by the majority in the House of Commons. Prime Minister chooses a team of ministers, twenty of the ministers are in the Cabinet.

The second largest party becomes the official opposition with its own leader and the Shadow Cabinet. The two leading parties in Great Britain are the Conservative Party (the Tories) and the Labour Party.

The judiciary branch of the government determines common law and is independent of both the legislative and the executive branches.

Britain is the world's third largest trading nation, accounting for about 11 per cent of international trade in manufactured goods. Over a quarter of total exports go to Commonwealth countries and over a third to Western Europe. The United States, Canada, Australia, India, New Zealand and the Federal Republic of Germany are among Britain's chief trading partners.

Although Britain is a highly industrialized country, agriculture is still one of her most important industries. Just over 700,000 farmworkers provide over half the food needed by some 55.5 million people. This is achieved by widespread use of machinery (there are over 500,000 tractors in use) and by making the best use of the results of research and scientific experiments.

For a small country, Britain has a great variety of soil, climate and types of farming, ranging from beef breeding in Scotland and sheep farming in the mountains of Wales to growing crops, mainly wheat, barley, oats and potatoes, in the large, flat, fertile areas of the eastern countries.

## PART II

London is the capital of Great Britain, its political, economic and commercial centre. It is one of the largest cities in the world and the largest city in Europe. Its population is about 8 million.

Now we'll go down Whitehall, the street where all important government offices are situated. It will take us to Westminster, the historic and official part of London. Buckingham Palace, the Queen's official London residence, is situated in Westminster. There one can see one of the most colorful ceremonies- the Changing of the Guard. The House of Parliament, called officially the Palace of Westminster, spread magnificently on the north bank of the Thames. Westminster Palace is the seat of the British Government. When the Parliament has a sitting, Union Jack, the national flag of the UK, is seen on the Victoria Tower. Opposite the Houses of Parliament is Westminster Abbey founded in 1050. It is the place where nearly all English kings and queens were crowned. Westminster Abbey is also famous for its Poet's Corner where many of

the greatest English writers and poets are buried. It would be exciting to touch the gravestones and to read the epitaphs on the graves of the famous British people.

And now we are in the West End which by right is considered to be the most beautiful part of London. The place of pilgrimage in the West End is Trafalgar Square. It was named so in memory of Admiral Nelson's victory at Trafalgar in 1805. There are usually a lot of visitors walking about the square and looking at Nelson's column and the fountains. The National Gallery which adjoins Trafalgar Square contains an outstanding collection of paintings. Not far from the National Gallery is the British Museum-the biggest museum in London. It's famous for its library and its priceless collections of ancient manuscripts, coins, sculptures and so on.

Piccadilly Circus is the centre of night life in the West End. This is one of the most popular meeting points of London, probably second only to Trafalgar Square. It is actually quite small, and most people are rather disappointed when they see it for the first time because they had imagined it would be much bigger. Piccadilly Circus is a dynamic and picturesque place with a happy and lively cosmopolitan atmosphere. There stroll people who come from the most far-flung countries in the world, of all races, dressed in their national clothes. Groups of people like to gather around the foot of the statue of Eros, the god of love, work of Sir Alfred Gilbert. They form a brightly colorful picture. Piccadilly Circus is a West End shopping centre. There are many shops with big advertisements, belonging to different foreign firms there.

## TEXT BASED ASSIGNMENTS

### LANGUAGE STUDY

**(A) Exercise 1. Give Russian equivalents to the following words. Pay your attention to the suffixes indicating different parts of speech.**

official (a), industry (n), textile (a), chiefly (adv), hardly (adv), machinery (n), occasionally (adv), parliamentary (a), political (a), majority (n), independent(a), international (a), highly (adv), scientific (a), historic (a), colorful (a), magnificently (adv), famous (a), beautiful (a), ancient (a), popular (a), picturesque (a), colorful (a), foreign (a).

**(A) Exercise 2. Translate the following phrases (model Adj+N)**

industrial state, textile industry, prosperous state, parliamentary monarchy, political party, official apposition, leading party, executive branch, international trade, important industries, scientific experiment, fertile area, official part, colorful ceremonies, national flag, ancient manuscript, picturesque place, national clothes, colorful picture, foreign firm.

**(A) Exercise 3. Translate the following phrases (models: N+N; N of N)**

house of Lords, house of Commons, team of ministers, branch of the government, product of light, industry, stage play, type of farming, variety of soil, houses of Parliament, group of people.

**(A) Exercise 4. Form nouns from the following verbs. Translate them into Russian.**

to develop, to produce, to achieve, to situate, to act, to advertise, to imagine, to collect, to touch.

**(B) Exercise 5. Match the words from the columns to make appropriate word combinations.**

A	B
1. steel	1. breeding
2. industrial	2. farming
3. political	3. products
4. international	4. center
5. beef	5. party
6. sheep	6. trade

**(B) Exercise 6. Match the words with their definitions.**

**monarchy, country, parliament, party, policy, branch, goods, to export**

1. group of persons united in policy and opinion;
2. smaller division growing from a bough;
3. supreme law-making council or assembly;
4. land occupied by a nation;



5. having the right or desired qualities;
6. state ruled by a monarch;
7. send (goods) to another country;
8. written statement of the terms of a contract of insurance.

**(B) Exercise 7. Complete the sentences with the words in the box.**

**power, founded, produces, prosperous, centre, crowned, form**

1. The United Kingdom ... and exports iron and steel products, machinery and electronics.
2. The United Kingdom is a ... state with high living standards.
3. The executive ... is exercised by Prime Minister and it's Cabinet.
4. Opposite the Houses of Parliament is Westminster Abbey ... in 1050.
5. It is the place where nearly all English kings and queens were ...
6. Piccadilly Circus is the ... of night life in the West End.
7. They ... a brightly colorful picture.

**(C) Exercise 8. Complete the sentences with English equivalents.**

1. The United Kingdom процветающее государство с high living standards.
2. Самые большие промышленные центры are London, Liverpool, Sheffield, Birmingham and Manchester.
3. But of course каждая страна имеет its own problems and the UK is not исключение.
4. Although Britain is высокоразвитая промышленная страна, agriculture is still one of her most important industries.
5. There one can see one of the наиболее красочных церемоний-the Changing of the Guard.

**(C) Exercise 9. Put the words into the right order.**

1. united Kingdom, the, with, high, prosperous, living, is, a, standards, state.
2. place, is, where, it, nearly, kings, all, English, crowned, were, and, queens, the.
3. place, the, West, End, Square, the, in, Trafalgar, of, pilgrimage, is.

4. end, in, Piccadilly, is, West, of, the, Circus, night, life, centre.
5. form, they, a, picture, brightly, colorful.

**TEXT STUDY**

**(A) Exercise 1. Look through the text. Find the English equivalents for the following phrases.**

Официальное название, промышленное государство, текстильная промышленность, угольные шахты, экспортировать железо, процветающее государство, быть более точным, политическая партия, состоять из двух палат, поддерживаются большинством, научные эксперименты, разновидности почвы, плодородные площади, смена караула, древние рукописи, живописное место.

**(A) Exercise 2. Read the text carefully. Complete each sentence.**

1. The United Kingdom of Great Britain and Northern Ireland is ...
2. The United Kingdom is a ...
3. There are hardly any coal mines in Britain today, but ...
4. The biggest industrial centers are ...
5. The United Kingdom is a parliamentary monarchy and ...
6. The United Kingdom produces and exports ...
7. The second largest party becomes the official opposition with ...
8. Although Britain is a highly industrialized country, agriculture is ...
9. The United Kingdom is a prosperous state with ...
10. And now we are in West End which by right is ...

**(B) Exercise 3. Say whether the following statements are true or false. Correct the false ones.**

In your answers you should use the conversational expressions:

**You are quite right**  
**Yes, I think so**  
**That's right**

**Far from it**  
**I don't think so**  
**I'm afraid you are wrong**

1. The United Kingdom of Great Britain and Northern Ireland includes 5 countries.
2. The United Kingdom is a parliamentary monarchy.

3. The Prime Minister is a head of the state.
4. There are four leading parties in Great Britain
5. Piccadilly Circus is the centre of night life in the West End.

**(B) Exercise 4. Answer the following questions.**

1. What is the official name of Great Britain?
2. The United Kingdom is a prosperous state, isn't it?
3. Who is the head of the state?
4. Where are all important government offices situated?
5. The United Kingdom is a parliamentary monarchy, isn't it?

**(C) Exercise 5. Find the key – sentences in the text. Translate them into Russian.**

**(C) Exercise 6. Divide the text into logical parts. Entitle each of them.**

**DISCUSSION**

**(B) Exercise 1. Using the facts from this text, describe the political system of Great Britain.**

**(C) Exercise 2. Put the sentences into the right order. Mind the contents of the text.**

1. The United Kingdom is a parliamentary monarchy and the Queen is the head of the state.
2. The United Kingdom produces and exports iron and steel products, machinery and electronics.
3. The United Kingdom is a prosperous state with high living standards.
4. The United Kingdom is a highly developed industrial state.
5. The Parliament consists of two Chambers: the House of Lords and the House of Commons.
6. Although Britain is a highly industrialized country, agriculture is still one of her most important industries.
7. The two leading parties in Great Britain are the Conservative Party (the Tories) and the Labour Party.
8. And now we are in the West End which by right is considered to be the most beautiful part of London.

9. The country is burdened with the long-lasting conflict in Northern Ireland which occasionally manifests itself in violence and disorder.
10. Piccadilly Circus is the centre of night life in the West End.

**(C) Exercise 3. Complete the following statements.**

1. The United Kingdom of Great Britain and Northern Ireland is ...
2. The United Kingdom is ...
3. The government is usually formed by ...
4. Although Britain is a highly industrialized country ...
5. Now we are in the West End which by right is ...
6. The British Museum is the biggest ...
7. Piccadilly Circus is the centre of ...

**(C) Exercise 4. Make up a plan to the text and find the key-points to each point of the plan.**

**(C) Exercise 5. Look through your plan and find more information to each point of the plan.**

**(C) Exercise 6. Suppose you are taking part in the students conference.**

**Speak on:**

1. The head of the state.
2. The most interesting tourist sights of Great Britain.

**ДОПОЛНИТЕЛЬНЫЕ ТЕКСТЫ (C, D, E, F, G, H, I, J)**

**TEXT C**

**DO YOU KNOW THAT**

The name "Belorussia" first appeared in official manuscripts in the XIY century. There are different hypotheses as to the origin of the name. One of the hypotheses is that the name comes from the fact that in ancient times "to be white" meant "to be free". In the XIII century while East-Slavonic lands were under the Tatar-Mongol yoke, the North-West of Ancient Russ was free and that part was called Byelaya Russ at that time.

It is also known that the people of this part of the land were dressed in white. Their clothes were made of flax. They had fair hair and blue or grey eyes. Some historians explain the origin of the name from this fact. Which do you believe?

By the way, do you know that for many centuries Byelorussia had been called Litva and the Byelorussians - the Litvins (ЛИТВИНЫ). And even the Byelorussian language in the XIX<sup>th</sup> century was rather often called Lithuanian-Russian.

This was the case because, as you know, for almost five hundred years Byelorussia was a part of the Great Principality of Lithuania and the Byelorussian language was the official language of this great state.

**Exercise 1. Agree or disagree with following statements.**

1. The territory of present day Belarus was first populated in the early Stone Age by Eastern Slavic tribes.
2. Kiev Russ appeared in the 14<sup>th</sup> century.
3. In the 18<sup>th</sup> century Belarus became a sovereign independent state.
4. Belarus suffered a lot during World War II.
5. Today there are a lot of big industrial enterprises in the republic.
6. The main crops cultivated in Belarus are corn and cotton.
7. Belarus is rich in mineral deposits.
8. The country has rich flora and fauna.

**TEXT D**

Some years ago we had an interesting Belarusian journal "Monuments of History and Culture in Belorussia". That journal published articles telling about the history and culture of Belarus. The articles were interesting and they had illustrations.

There was one especially interesting article in one of its issues. It was about a park situated not far from New York City in the United States of America. The park is called Arrow Park. You can see there four monuments to honour the memory of Alexander Pushkin, Taras Shevchenko, Walt Whitman and Yanka Kupala, poets who sang so dramatically, so passionately (пылко) about their peoples' hardships and sufferings, their joys and their sorrows (огорчениях).

The Yanka Kupala monument was erected (установлен) in 1973. The sculptor Anikeychuk, the author of the monument, and Makayonak,

the famous Belarusian playwright - were invited to be present at the unveiling of the statue (на открытии памятника).

**Exercise 1. Read the text D carefully and entitle it.**

**Exercise 2. Make a written summary of the text. Use your outline. Begin the summary with the following phrases:**

The title of the text is ...

The text deals with the problem of ...

**TEXT E**

**"POLESYE" IN SOUTHERN AMERICA**

"Gomselmash" is to export fodder-harvesting complexes to Argentina. The production association "Gomselmash" will supply fodders, harvesting complexes "Palesse FS80" to Argentina.

All the machines will be at the disposal of "Gomselmash" branch established in San Francisco of Argentine province Cordoba. The service centre employees will carry out an assembly, a checkout, and presales preparation of this equipment. Afterwards the machines will be supplied to the buyers.

According to the Head of Sales Department to far abroad Igor Korotkevich, the association pays special attention to the issues of development of the Argentine branch. Firstly, fodder conservation in the southern hemisphere is carried out at the time of the European winter. This is important from the point of view of our seasonal capacity utilization. Secondly, if constructive defects are detected in the process of creation and tests of a new machine in Belarus, it is not necessary to wait for the next summer. The tests of the updated machines can be carried out in January-March in Argentina.

Now the production association "Gomselmash" has 12 branches, representative offices, dealer, and technical centers in the countries of far abroad. Two trading houses and more than 60 dealer centers represent the interests of the Belarusian enterprises in Russian regions, and three dealer centers in Ukraine. Such an extensive distribution system allows annually increasing goods supply abroad approximately twice.

**Exercise 1. Divide the text D into logically complete parts and entitle each part.**

**Exercise 2. Find the key-sentence in each part, state the key-words and make an outline for the text using them.**

**Exercise 3. Make a written summary of the text. Use your outline. Begin the summary with the following phrases:**

The title of the text is ...

The text deals with the problem of ...

## TEXT F

### CUSTOMS AND TRADITIONS

Local Customs. Apart from the food served in sophisticated restaurants in Minsk, the Belarusian cuisine is plain but good. Soups are popular; they are made of cabbages, vegetables, meat and sour cream, and are often served as a meal in themselves. Almost every household has a small garden for the cultivation of vegetables such as potatoes, turnips, carrots, beetroot and cabbage. "*Kasha*" - a dry grain porridge, often made of buckwheat, but also of wheat, oats, barley or millet - is a basic food; the grain is lightly toasted in fat, then small portions of water are gradually added while the pan is still on the hot stove. The resulting substance provides the basis for numerous dishes: for example, the porridge may be blended with eggs or chopped and fried onions, and it is a veritable delicacy if mushrooms, meat stock or chopped chicken are added.

#### Draniki

Belarusian cuisine consists mainly of vegetables, meat (especially pork), and breads. Foods are usually either slowly cooked or stewed. A typical Belarusian eats a very light breakfast and two hearty meals, with dinner being the largest meal of the day. Wheat and rye breads are consumed in Belarus, but rye is more plentiful because conditions are too hard for growing wheat. To show hospitality, a host traditionally presents an offering of bread and salt when greeting a guest or visitor. Popular drinks in Belarus include Russian wheat vodka and *kvass*, a soft drink made from malted brown bread or rye flour. *kvass* may also be combined with sliced vegetables to create a cold soup called *okroshka*.

**Task 1. Write down the summary of the text in English and in Russian.**

## TEXT G EFROSINYA POLOTSKAYA

### Active Vocabulary

be aware of (v)	знать, быть осведомленным
bury (v)	хоронить
charitable (a)	благотворительный
consider t	считать, полагать
convent (n)	монастырь (женский)
enter (v)	вступать, поступать
intestine strife	междоусобица
jeweller (n)	ювелир
mention (v)	упоминать
Mother Superior	мать-настоятельница
nun (n)	монахиня
outstanding (a)	выдающийся
pagan (a)	языческий
philosophical (a)	философский
pilgrimage (n)	паломничество
princess (n)	княжна
protectress (n)	покровительница, защитница
refuse (u)	отказывать(ся)
request (n)	просьба
sacred (a)	священный
spiritual (a)	духовный
the rest (n)	остальные, другие

**Read the text and do the tasks given below.**

When discussing outstanding people of Belarus, we can't but mention the name of Efrosinya Polotskaya, a princess, a philosophical and spiritual leader in Polotsk principality in the 12<sup>th</sup> century.

She was born in Polotsk into the family of Izyaslavovichy in 1100. She was the granddaughter of the famous Vseslav Charodey. She was a highly educated person of that period. She had a good knowledge of geography, Greek, Latin, mythology and other sciences. She was well aware of both Christian and pagan beliefs. At the age of 12 she refused to

marry and entered the Convent as the rest of the members of the family were sent to the Byzantine Empire. First she was a nun and later Mother Superior of the Convent.

She did a lot of charitable work which included opening schools and hospitals. She taught other people, wrote and rewrote books by hand. She founded the Spas-Efrosinya church in Polotsk. On her request in 1161 a famous jeweler Lasar Bogsha created a Cross to symbolize Christianity in Belarus and the unity of the nation. Efrosinya Polotskaya raised her voice against intestine strife which could destroy the state. The Cross was decorated with gold, silver and precious stones. There were icons of saints, the founders of the Christianity, Efrosinya and her parents on it. It became a national sacred thing. Unfortunately, the Cross was taken out of the country during the Great Patriotic War and disappeared.

In 1173 Efrosinya decided to make a pilgrimage to Jerusalem. Some months later she got seriously ill and died. She was buried in Jerusalem. Twelve years later the body was transported to Kiev and then returned to Polotsk to be reburied in Spass-Efrosinya church which she had founded.

Now Efrosinya Polotskaya is considered to be the protectress of Belarus. Paying tribute to her great service to the Motherland, the Belarusians restored the Cross of Efrosinya Polotskaya and placed it in the Spass-Efrosinya church in 1998. It has become one of the sacred things in Belarus.

**Exercise 1. Look through the text. Find the English equivalents for the following sentences.**

1. Евфросиния Полоцкая родилась в Полоцке в 1100 году в семье Изяславовичей.
2. Сначала она была простой монахиней, а затем стала настоятельницей монастыря.
3. Она основала Спасо-Ефросиньевскую церковь в Полоцке.
4. В 1173 году Евфросиния решила совершить паломничество в Иерусалим.
5. Крест Ефросиний Полоцкой стал одной из святынь Беларуси.

**Exercise 2. Complete the sentences according to the text.**

1. When discussing ... people of Belarus, we can't but... the name of

Efrosinya Polotskaya, a ..., a ... and ... leader of the 12<sup>th</sup> century.

2. She was well ... of both ... and ... beliefs.
3. On her ... a famous ... Lasar Bogsha created a ... to symbolize Christianity in Belarus.
4. She was... in Jerusalem, twelve years later the body was ... to Kiev and then ... to Polotsk to be ... in the Spass-Efrosinya church which she had founded.
5. Now she is ... to be the ... of Belarus.

**Exercise 3. Complete the sentences with suitable variants given below:**

1. She had a good knowledge of ...
  - a) geography, English and medicine.
  - b) philosophy, Greek and other sciences.
  - c) geography, Greek, Latin, mythology and other sciences.
2. At the age of 12 she refused to marry and entered the Convent as the rest of the family ...
  - a) were sent to the Byzantine Empire.
  - b) were killed.
  - c) were not religious.
3. Unfortunately, the Cross was taken out of the country during ...
  - a) the Napoleon invasion.
  - b) the Great Patriotic war.
  - c) the Civil war .
4. Paying tribute to her great service to the Motherland, the Belarusians ...
  - a) have found the Cross of Efrosinya Polotskaya and placed it in the Spass-Efrosinya church.
  - b) have restored the Cross and placed it in the Spass-Efrosinya church.
  - c) have restored the Cross and placed it in the museum.

**TEXT H**

**DIANA — THE PEOPLE'S PRINCESS**

### Active Vocabulary

a flood of tears	поток слез
landmine(n)	фугас
leper(a)	больной проказой
producer(n)	режиссер, постановщик
soul(n)	душа
to ban(v)	запретить
to buoy (v)	поддерживать, поднимать (настроение)
to hound(v)	преследовать
to humiliate(v)	унижать
to need smith	нуждаться в чем-либо
to work on charities	заниматься благотворительностью

Diana Spencer was born on the first of July 1961 in Sandringham in England. She had two older sisters and a younger brother. In childhood she liked games, swimming, running and dancing. She wanted to become a dancer. Besides she loved children very much and at the age of sixteen she worked in schools for very young children.

Diana became princess, when Prince Charles, the Queen's son, asked her to be his wife and they got married. They seemed to be a happy couple at first. They had two sons. They travelled a lot, they worked a lot, they visited many countries together. But Diana was not quite happy because they did different things and Charles didn't understand her.

Why was Diana the most famous, the most beautiful, the most photographed woman in the world? Why did she win the hearts of millions and millions of people in many countries? Why did so many people come to London to remember her when she died? Why did the car accident, which took her life, become such a total shock to crowds of people? Why did people feel the need to be in London at the funeral? Why did the tears and love at the funeral move the world?

The answer is so simple. Matthew Wall, a student at St. Michael's College in Burlington said: "She was such a lovely lady. She did so much for those people less fortunate than herself. She was a kind woman. Hundreds of people talked about Diana's kindnesses. She liked ordinary people, though she was rich and had many rich friends. Wherever she was, she was always ready to lend a hand. She was devoted to the sick and the poor. She visited hospitals for people with AIDS and for lepers and wasn't afraid to touch them, talk to them, listen to them. She worked on children's charities,

and had teamed up with Hillary Clinton in an effort to ban landmines. And it's not only money, that she wanted to give people. She wanted to give them a part of her soul, to make them happy because she was unhappy herself. She wanted to give them love, because she needed love herself.

Rock stars (Sting, Elton John), pop singer George Michael, film stars and producers (Tom Hanks, Steven Spielberg, Nicole Kidman, Tom Cruise) and other famous people were among her friends. But she had more friends among ordinary people.

Diana was seen many times in floods of tears, because of the pressures of her loveless 15-year marriage. It is not a secret that Diana was hounded and humiliated to the point of mental breakdown and was able to pull through only because she knew she had the love of the people to buoy her in her darkest hours. She was, indeed, the People's Princess.

### Answer the questions on the text:

1. How many brothers and sisters did Diana have?
2. What did Diana like in childhood?
3. When did Diana become princess?
4. Why did Diana become world-famous?
5. Why did people love Diana?
6. Who was among her friends?
7. Why was she the People's Princess?

**TEXT I**  
**THE ROYAL FAMILY**

**Active Vocabulary**

abdication(n)	отречение
annual(a)	годовой
controversial(a)	противоречивый
duke(n)	герцог
enthusiasm(n)	увлечение
feature(n)	важная примета
for short	сокращенно
heir(n)	наследник
keen promoter	ярый защитник
monarchy(n)	монархия
outspoken	откровенный, прямой
the Royal Navy	Королевский флот
to carry out(v)	выполнять
to crown(v)	короновать
to grow older	взростеть
to make one's broadcast	выступать в радиопередаче
to signify(v)	выражать
welfare(n)	благополучие
widespread(a)	распространенный

At present the British royal family is headed by Queen Elizabeth. When the Queen was born on the 21st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI.

As a child she studied constitutional history and law as well as art and music. In addition she learned to ride and acquired her enthusiasm for horses. As she grew older she began to take part in public life, making her first broadcast at the age of 14. The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. She came to the throne after her father's death in 1952 and was crowned in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her. The Queen has al-

lowed the BBC to make a documentary film about the every day of the royal family. She also started the tradition of the "walkabout", an informal feature of an otherwise formal royal visit, when she walks among the public crowds and stops to talk to some people.

The annual Christmas broadcast made by the Queen on radio and television has become a traditional and popular feature of the season, and there were widespread celebrations and special programmes of events in 1977 to mark her Silver Jubilee.

The Queen's husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded Duke of Edinburgh's Award Scheme in 1956) and in saving and raising wild animals from extinction.

The Queen's heir is Charles, Prince of Wales, who was born in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a keen promoter of British interests.

In recent years he has become outspoken on such controversial topics as modern architecture, violence in films and on television, and the standard of English teaching in schools. His wife Diana, Princess of Wales (often called in mass media Princess Di), won the affection of many people by her modesty, shyness and beauty. Unfortunately, she died in a car accident in August, 1997.

The Queen's other children are Princess Anne (born in 1950), Prince Andrew (born in 1960) and Prince Edward (born in 1964). Anne, Princess Royal, has acquired a reputation for being arrogant, but in recent years has become quite popular with the general public.

The Queen is widely known for her interest in horses and horse-racing. She is now president of the Save the Children.

**Answer the questions on the text:**

1. By whom is the British royal family headed at present?
2. When was the Queen Elizabeth crowned?
3. What did the Queen Elizabeth study as a child?
4. What tradition did she start?
5. When was the Queen's husband born?
6. What does he take a great interest in?
7. Who did Prince Charles marry?
8. What are the names of the Queen's other children?

**TEXT J  
LONDON**

**Active Vocabulary**

ancient	древний
association	ассоциация
Big Ben	"Биг Бен", "Большой Бен"
Buckingham Palace	Букингемский дворец (главная королевская резиденция в Лондоне)
church	церковь
coin	монета
column	колонна
commercial	торговый
dock	док
financial	финансовый
firm	фирма
fortress	крепость
governmental	правительственный
in memory of	в память о
Julius Caesar	Юлий Цезарь
luxury	роскошь
manuscript	рукопись
Nelson's Column	колонна Нельсона
numerous	многочисленный
official residence	официальная резиденция
outstanding	выдающийся
painter	художник
palace	дворец
population	население
priceless	бесценный
prison	тюрьма
royal	королевский
Sir Christopher Wren	Кристофер Рен
splendid	великолепный
statesman	государственный деятель
striking	поразительный, замечательный
symbol	символ
the Bank of England	Английский банк
the British Museum	Британский музей

the National Gallery	Национальная галерея
the National Portrait Gallery	Национальная портретная галерея
the Old Bailey	Центральный уголовный суд
the St Paul's Cathedral	Собор св. Павла
the Stock Exchange	Лондонская фондовая биржа
the Stock Exchange fondstok	Лондонская фондовая биржа
the Tower of London	Лондонский Тауэр
to be famous for	быть знаменитым, славиться
to belong	принадлежать
to contain	содержать
to crown	короновать
to epoch	эпоха
to found	основывать
to rebuild	перестраивать
tower	башня
Trafalgar Square	Трафальгарская площадь
wealth	богатство
wealthy	богатый
Westminster Palace	Вестминстерский дворец
William the Conqueror	Вильгельм Завоеватель
workshop	мастерская

London is one of the oldest and most interesting cities in the world.

Traditionally it is divided into several parts: the City, Westminster, the West End and the East End. They are very different from each other and seem to belong to different towns and epochs.

The heart of London is the City, its financial and business centre. Numerous banks, offices and firms are situated there, including the Bank of England, the Stock Exchange and the Old Bailey. Few people live here, but over a million people come to the City to work. There are some famous ancient buildings within the City. Perhaps the most striking of them is St Paul's Cathedral, the greatest of English churches. It was built in the 17th century by Sir Christopher Wren. The Tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal palace and a prison. Now it is a museum.

Westminster is the historic, the governmental part of London.



Westminster Abbey has more historic associations than any other building in Britain. Nearly all English kings and queens have been crowned here. Many outstanding statesmen, scientists, writers, poets and painters are buried here: Newton, Darwin, Chaucer, Dickens, Tennyson, Kipling, etc.

Across the road from Westminster Abbey is Westminster Palace, or the Houses of Parliament, the seat of the British Parliament. The Clock Tower of the Houses of Parliament is famous for its big hour bell, known as "Big Ben".

Buckingham Palace is the official residence of the Queen.

The West End is the richest and most beautiful part of London. It is the symbol of wealth and luxury. The best hotels, shops, restaurants, clubs, and theatres are situated in it there. There are splendid houses and lovely gardens belonging to wealthy people.

Trafalgar Square is the geographical centre of London. It was named in memory of Admiral Nelson's victory in the battle of Trafalgar in 1805. The tall Nelson's Column stands in the middle of the square.

On the north side of Trafalgar Square is the National Gallery and the National Portrait Gallery. Not far away is the British Museum — the biggest museum in London. It contains a priceless collection of ancient manuscripts, coins, sculptures, etc., and is famous for its library.

The East End is the poorest district of London. There are a lot of factories, workshops and docks here. The streets are narrow, the buildings are unimpressive. The East End is densely populated by working class families.

#### Answer the questions on the text:

1. Is London the largest city in the world?
2. What's the population of London?
3. Traditionally London is divided into several parts. Can you name them?
4. What do you know about the City?
5. Who was St Paul's Cathedral built by?
6. Who founded the Tower of London? When was it rebuilt?
7. What is the historic, the governmental part of London?
8. What building has more historic associations than any other building in London?
9. What is Big Ben?
10. Can you describe Trafalgar Square?

11. Where do the working people of London live?
12. What are the most famous London museums and art galleries?

### GRAMMAR REVISION

#### Методические рекомендации:

Для того, чтобы правильно выполнить задания раздела **GRAMMAR REVISION**, вам необходимо повторить (или изучить) и усвоить материал по указанным темам грамматики, опираясь на школьные знания грамматики английского языка и тот справочный материал, который представлен в данном модуле в разделе 1.

Следующие тренировочные задания распределены по трем уровням сложности (А, В, С), что помогает проверить и оценить глубину и качество усвоения материала.

Максимальная оценка знаний на первом уровне (А) – 6 баллов, на втором (В) -8 баллов, на третьем (С) -10 баллов.

#### The article

##### (A) Exercise 1. Choose the right article.

1. There's ... boy in ... picture ... boy is drawing ... picture of ... dog ... boy is fond of ... dogs.
2. My younger sister is still ... teenager. She is ... beautiful girl with ... fair hair and ... pleasant smile.
3. –Where is ... milk?  
–I've just put it into ... fridge.

##### (A) Exercise 2. Choose the right article.

1. There are some vases in ... cupboard. ... vases look beautiful.
2. Mrs. Evans is ... middle-aged woman. She is ... Jane's aunt.
3. Peter's gone to the shop to buy ... piece of ... cheese and ... bottle of ... milk.
4. Where is ... juice?–I've put it into ... fridge.

**(B) Exercise 3. Choose the right article.**

1. ... Thames is ... short river. 2. ... Russia is washed by ... Arctic Ocean in...north. 3. Kiev is to ... south of ...Moscow. 4. ... Europe is ...continent. 5. ... Moscow is ... capital of ... Russia. 6. Is ... Asia ... island or ... continent? 7. ... Black Sea is in ... south of our country. 8. ...White Sea is in ... north of our country. 9. This is ... map of ... world. What can you see on ... map? What ... colour are ...valleys on ... map? 10. Petrov is ... architect. He is ... experienced architect. He ... experienced architect. He is in ... Far East. He has ... wife. His wife is ... typist. They have ...son and ... daughter. 11. ... Philippines are situated to ... south-east of ... Asia.

**(B) Exercise 4. Choose the right article.**

1. ... Russia occupies ... eastern half of ... Europe and ... northern third of ... Asia. 2. ... climate of ... northern part of ... Russia is severe. 3. This winter is ... true Russian winter with ... hard frosts. 4. It is warm in ... Crimea and ... Caucasus. 5. ... Washington is ... capital of ... United States of America. 6. I want to go to ... New York some day. 7. ... best way to know and understand ... people of ... other countries is to meet them in their own homes. 8. Is ... Australia ... island or ... continent? 9. ... Red Sea is between ... Africa and ... Asia. 10. There are six continents in ... world.11. ...France is to ... north of ... Italy.

**(B) Exercise 5. Choose the right article.**

1. I bought ... bottle of milk and half ... loaf of ... bread. I put ... milk into ... fridge and ... bread into ... bread-box.  
2. My granny lives in ... village. She's got ... cow and 2 pigs. ... cow's name is Dasha. I help my granny to look after ... animals.  
3. Who's ... boy standing near ... window?-This is Peter, ... friend of mine.

**(B) Exercise 6. Choose the right article.**

1. Take ... piece of ... chalk and write ... following sentence on ... blackboard.  
2. There is ... garden in front of ... institute. ... garden is very beautiful.  
3. I bought ... new dress ... is made of ... silk.

4. My favourite subject at ... school was ... Mathematics. I was very good at ... Mathematics. I always got ... excellent marks.

**(B) Exercise 7. Choose the right article.**

1. I don't think it's easy to study ... foreign languages.  
2. Where is ... money?-It is on ... table.  
3. Once ... week I am on duty. Then I come to ... school very early.  
4. My sister is ... very good pupil. She works at ... English language hard.  
5. The Pavlovs are our neighbours. ... father of ... family is ... engineer . He is ... man of forty, tall and handsome.

**(B) Exercise 8. Choose the right article.**

1.... children, look at ... blackboard! There is ... sentence on it. Copy ... sentence and underline ... nouns in it.  
2. I can't eat ... apple. It's very sour, I like ... sweet apples.  
3. You must take ... medicine twice ... day, in ... morning, and in ... evening, before going to ... bed.  
4. Keep quit! ... children are already sleeping.

**(C) Exercise 9. Choose the right article.**

Tree men came to ... New York for ... holiday. They came to ... very large hotel and took ... room there. Their room was on ... forty-fifth floor. In ... evening ... friends went to ... theatre and came back to ... hotel very late.  
"I am very sorry", said ... clerk of ... hotel," but ... lifts do not work tonight.. If you don't want to walk up to your room, we shall make ... beds for you in ... hall."

**(C) Exercise 10. Choose the right article.**

1. ... large river-boat was going down... Mississippi on its way to ... New Orleans. One of ... passengers of ... boat was ... young gentleman, St. Clare by ... name. He had with him ... daughter. ... Child was very beautiful.  
2. Independence Day is ... biggest national holiday in ... USA.

... Declaration of Independence was proclaimed in Philadelphia on Fourth of July, 1776, when ... American colonies were fighting for ... independence against England.

3. In the evening the English have a simple supper ... omelette, or ... sausages, sometimes ... bacon and ... eggs and sometimes just ... bread and ... cheese, ... cup of ... or ... cocoa and ... fruit.

### The adjective

**(A) Exercise 1. Use the comparative and superlative degrees of adjectives.**

- a) long, big, old, young, tall, large, small, early, light, easy, thick, thin.
- b) important, interesting, difficult, useful, careful, comfortable
- c) good, bad, many, little, far.

**(A) Exercise 2. Read and translate the following sentences.**

1. His sister is two years older than mine. 2. She is the smallest in their family. 3. July is warmer than June. 4. The Volga is the longest river in Europe. 5. The Naroch is the deepest lake in the Republic of Belarus. 6. Gomel is the greenest city in our Republic. 7. My watch is ten minutes slower than yours. 8. Your hostel is better than ours is. 9. Pete knows less English words than his brother. 10 does. You must be more polite with your parents.

**A) Exercise 3. Answer the questions using degrees of comparison of adjectives:**

1. Are you the smallest in your family? 2. Who is the eldest in your family? 3. Are you stronger than your friend Nick? 4. Who is the tallest student in your group? 5. Do you get better marks than your brother? 6. Who is the shortest pupil in your group? 7. What is the most interesting subject for you? 8. What building is the most beautiful in Minsk? 9. What is the best film of this year?

**(B) Exercise 4. Use the correct forms of the adjectives in the brackets.**

1. Which is (large): the United States or Canada? 2. What is the name of the (big) port in the United States? 3. Moscow is the (large) city in Russia. 4. The London underground is the (old) in the world. 5. There is a (great) number of cars and buses in the street of Moscow than in any other city of Russia. 6. St. Petersburg is one of the (beautiful) cities in the world. 7. The rivers in America are much (big) than those in England. 8. The island of Great Britain is (small) than Greenland. 9. What is the name of the (high) mountain in Asia? 10. The English Channel is (wide) than the Straits of Gibraltar. 11. Russia is a very (large) country.

**(B) Exercise 5. Use the correct forms of the adjectives in the brackets.**

1. Asia is (large) than Australia. 2. The Volga is (short) than the Mississippi. 3. Which building is the (high) in Moscow? 4. The Alps are (high) than the Urals. 5. This garden is the (beautiful) in our town. 6. She speaks Italian (good) than English. 7. Is the word "newspaper" (long) than the word "book"? 8. The Thames is (short) than the Volga. 9. The Arctic Ocean is (cold) than the Indian Ocean. 10. Chinese is (difficult) than English. 11. Spanish is (easy) than German. 12. Today the weather is (cold) than it was yesterday. 13. This book is (interesting) of all I have read this year. 14. January is the (cold) month of the year. 15. My sister speaks English (bad) than I do. 16. Which is the (beautiful) place in this part of the country? 17. This nice-looking girl is the (good) student in our group.

**(B) Exercise 6. Use the correct forms of adjectives in the brackets:**

1. My friend is (nice) person I know. 2. She is (polite) and (talented) girl in our group. 3. This shop is (cheap) and that one is (expensive) in our town. 4. The furniture I have bought is not (comfortable) I could buy but it is (cheap). 5. Did you read her (late) poem? 6. The main street is (wide) and (clean).

**(C) Exercise 7. Complete the sentences, using the superlative degree of adjectives:**

Her little brother	is	самый, самая, самые,	
Their uncle		счастливый(-ая, -ые)	
Our new pupil	are	сильный	person(child)
These schoolchildren		вежливый	I know.
Your friend		талантливый	persons.
This athlete		добрый, смешной	

**(B) Exercise 8. Make a dialogue, using the comparative construction of the adjectives.**

**Model:**

**-This film is very interesting. And what about the book?**

**-The book is as interesting as the film.**

**(The book is not as interesting as the film)**

1. July is a very hot month. And what about August? 2. The pupils' holidays are long and what about the students' vacation? 3. Asia is large. And what about Europe? 4. Lake Baikal is very deep. And what about the Caspian Sea? 5. Polotsk is a very old city. And Minsk? 6. Minsk is a very green and clean city. And what about Brest and Vitebsk? 7. Mash-erov Avenue is beautiful. And what about Pushkin Avenue?

**(B) Exercise 9. Disagree with your friend:**

**-I think this is the best watch I know.**

**-No, this is the worst watch I know.**

Refrigerator: quiet-noisy; tape-recorder: cheap-expensive, arm-chair: comfortable-uncomfortable; school: modern- old; film-star: known-unpopular; magazine: good-bad.

**(B) Exercise 10. Express your opinion. Change the sentences according to the model.**

**-Ann is a beautiful girl. And what about Jane and Mary?**

**-Jane is more beautiful and Mary is the most beautiful girl in our group.**

1. Pete is a clever boy. And what about your friends Mike and Nick? 2. The apples in our garden are very sweet. And what about your s and your neighbours' apples? 3. Mike has a large flat. And what about yours and Dan's flat? 4. It is hot today. And what about yesterday and the day before yesterday? 5. He answered well. And what about Tom and Mike?

**(C) Exercise 11. Finish the following sentences.**

1. He knows English not so... as ... . 2. His answer is not so... as ... 3. The days in late autumn are as ... as ... . 4. Boys like to watch football matches as ... as ... . 5. He plays volleyball as ... as... 6. Your shoes are as ... as ... .

**(C) Exercise 12. Suppose you've met a foreigner and he is interested in information about your city. Answer his questions.**

1. What is the largest city in your country? 2. What are the most interesting tourist sights in your city? 3. What is the most important office in your city? 4. What is the most popular square in your city? 5. What is the most popular newspaper in your country? 6. What is the most popular TV program in your country? 7. What are the most beautiful monuments in your city? 9. What is the most popular person in your country (city)? 10. What are the most popular writers in your country?

**(C) Exercise 13. Translate into English.**

1. Наш город самый красивый и самый зеленый в республике. 2. Ваша классная комната больше и светлее, чем наша. 3. У нас сегодня меньше занятий, чем вчера. 4. Эта задача более трудная. 5. Он отвечал лучше, чем другие ученики.

**The adverb**

**(B) Exercise 1. Put in correct word.**

1. Two people were *seriously* injured in the accident. (serious/seriously)  
2. The driver of the car had *serious* injuries. (serious/seriously)  
3. I think you behaved very. (selfish/selfishly)  
4. Rose is \_\_\_\_\_ upset about losing her job. (terrible/terribly)

5. There was a \_\_\_\_\_ change in the weather (sudden/suddenly)
6. Everybody at the party was \_\_\_\_\_ dressed. (colourful/colourfully)
7. Linda likes wearing \_\_\_\_\_ clothes. (colourful/colourfully)
8. Liz fell and hurt herself quite \_\_\_\_\_. (bad/badly)
9. Joe says he didn't do well at school because he was \_\_\_\_\_ taught. (bad/badly)
10. Don't go up that ladder. It doesn't look \_\_\_\_\_ (safe/safely)

**(C) Exercise 2. Complete each sentence using a word from the box Sometimes you need the adjective (careful) and Sometimes the adverb (carefully)**

Careful(ly)	complete(ly)	continuous(ly)	financial(ly)
fluent(ly)	happy/happily	nervous(ly)	perfect(ly)
special(ly)			quick(ly)

1. Our holiday was too short. The time passed very \_\_\_\_\_.
2. Steve doesn't take risks when he's driving. He's always \_\_\_\_\_.
3. Sue works \_\_\_\_\_. She never seems to stop.
4. Rachel and Patrick are very \_\_\_\_\_ married.
5. Maria's English is very \_\_\_\_\_ although she makes quite a lot of mistakes.
6. I cooked this meal \_\_\_\_\_ for you, so I hope you like it.
7. Everything was very quiet. There was \_\_\_\_\_ silence.
8. I tried on the shoes and they fitted me \_\_\_\_\_.
9. Do you usually feel \_\_\_\_\_ before examinations?
10. I'd like to buy a car, but it's \_\_\_\_\_ impossible for me at the moment.

#### The numeral

**(A) Exercise 1. Read and translate.**

Three pencils, eight pens, fifteen books, eighteen roubles, eleven days, thirteen students, thirty-three trees, seventy-eight owns, eighty-nine flats, the fourteenth students, the fortieth pupil; the first of September, the third lesson, the twenty-eighth flat, the thirteenth row.

**(A) Exercise 2. Read and translate the following sentences:**

1. The academic year begins on the first of September.
2. My birthday is on the fourth of April.
3. The first of May is a great holiday of the working people.
4. The thirty-first of December is the last day of a year.

**(A) Exercise 3. Answer the questions:**

1. How many days are there in a year?
2. How many month are there in a year?
3. How many days are there in a month?
4. How many seasons are there in a year?
5. How many months are there in a season?
6. How many weeks are there in a month?
7. How many minutes are there in an hour?

**(A) Exercise 4. Read the following cardinal numerals:**

1, 2, 3, 4, 11, 12, 14, 18, 21, 47, 59, 100, 101, 200, 365; 1,000; 1,001; 1,100; 3,005; 1,000 000

**(A) Exercise 5. Read the following ordinal numerals:**

1-й, 22-й, 3-й, 4-й, 11-й, 12-й, 13-й, 14-й, 18-й, 21-й, 47-й, 59-й, 100-й, 101-й, 356-й, 3005-й.

**(B) Exercise 6. Запишите следующие числа словами:**

104, 151, 175, 189, 1012, 1017, 1038, 2568, 1141, 4083, 5982, 6410, 10788.

**(B) Exercise 7. Fill in the gaps using the suitable numerals.**

1. The academic year begins on ...
2. There are ... weeks in a month.
3. The first day of the year is ...
4. My birthday is on ...
5. There are .... Month in a year.
6. There are ... days in a week.
7. There are ... days in February.

**(B) Exercise 8. Read the dates.**

1900, первого сентября, первого января, 8 марта 1900 года, 12 апреля 1961 года, 9 мая 1945 года.

**(B) Exercise 9. Read the following numerals.**

1/2, 1/3, 1/4, 3/4, 11/2, 3/5, 2/3, 42/3  
2%, 2.1/2%, 2.5%; 50%, 3.5%.

**(C) Exercise 10. Fill in the gaps using the suitable numerals.**

I was born in ... . Now I am a student. I am ... years old. I began to go to school in 19... I finished ten-year school in ... and went to college. In ... I began to go in for sports. I took in the competitions in ... . I won ... place. In ... we have got a new flat. We live on the ... floor.

**3. ЗАДАНИЯ ДЛЯ УСРС И РЕКОМЕНДАЦИИ ПО ИХ ВЫПОЛНЕНИЮ**

**Темы УСРС: "THE REPUBLIC OF BELARUS", "THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND"**

**Методические рекомендации**

Студентам необходимо перевести предложенный текст на русский язык (устно и/или письменно) и выполнить задания, предлагаемые к тексту. Уровень **А, В, С** определяется степенью сложности текстов и заданий к ним.

**Образцы УСРС**

**А**

**Task 1. Напишите значения слов, имеющих общий корень в русском языке.**

population, typical, hall, modern, comfortable, television, type, blocks, family.

**BRITISH HOMES**

The majority of the British population live in small houses built close together. A typical house of this kind is built with two floors. The front door, which faces the street, opens into a hall with two rooms, one on each side of the hall. One of them is the dining-room; the other may be called the sitting-room or the living-room. The most modern name for this room is the lounge.

The rooms upstairs are bedrooms; they are often very small. Often the dining-room is the most comfortable room in the house, and the one that is used all the time. The other members of the family bring their hobbies and games to the table. But when the television set is turned on<sup>7</sup>, no one can do anything in the dining-room.

Very many houses of this type were built in British cities in the 19th and early 20th centuries. Today the land on which they stand has become very valuable and the owners either sell it or pull down<sup>9</sup> the old houses and build large blocks of flats. In this way the owners make more money.

Many British people give their suburban house a name, such as the Cedars, the Poplars, the Rhubarb Cottage, even though there are no trees

or vegetables in their gardens. People of high social position have country houses with names, so a house with a name seems "better" than a house with a number. Numbers make the postman's work much easier, but this is not important.

divorce — развод, расторжение брака  
involve — впутывать, вовлекать  
bring up — вскармливать, воспитывать  
lounge — холл, комната для отдыха  
valuable — ценный, дорогой  
pull down — сносить (здание)

**Task 2. Translate paragraphs 3 and 4 in writing.**

**Task 3. Answer the questions:**

1. Is a typical house of this kind built with two floors?
2. Are bedrooms often very small or large?
3. In which way do the owners of this type of houses make more money?
4. Do British people give their suburbs houses names? What are they?
5. What country houses have people of high social position?

## B

**Do you know any public holidays in Great Britain? What are they? Read the text and find the answers to these questions. Do the tasks below.**

### HOLIDAYS IN GREAT BRITAIN

There are fewer public holidays in Great Britain than in other European countries. They are: Christmas Day, Boxing Day, New Year's Day, Good Friday, Easter Monday, May Day, Spring Bank Holiday and Summer Bank Holiday. Public holidays in Britain are called bank holidays, because the banks as well as most of the offices and shops are closed.

The most popular holiday is Christmas. Every year the people of Norway give the city of London a present. It's a big Christmas tree and it stands in Trafalgar Square. Central streets are beautifully decorated.

Before Christmas, groups of singers go from house to house. They collect money for charity and sing carols, traditional Christmas songs. Many churches hold a carol service on the Sunday before Christmas.

The fun starts the night before, on the 24th of December. Traditionally this is the day when people decorate their trees. Children hang stockings at the end of their beds, hoping that Father Christmas will come down the chimney during the night and fill them with toys and sweets.

Christmas is a family holiday. Relatives usually meet for the big Christmas dinner of turkey and Christmas pudding. And everyone gives and receives presents. The 26th of December, Boxing Day, is an extra holiday after Christmas Day. This is the time to visit friends and relatives or perhaps sit at home and watch football.

New Year's Day is less popular in Britain than Christmas. But in Scotland, Hogmanay is the biggest festival of the year.

Besides public holidays there are some special festivals in Great Britain. One of them takes place on the 5th of November. On that day, in 1605, Guy Fawkes tried to blow up the Houses of Parliament and kill King James I. He didn't succeed. The King's men found the bomb, took Guy Fawkes to the Tower and cut off his head.

Since that day the British celebrate the 5th of November. They burn a dummy, made of straw and old clothes, on a bonfire and let off fireworks. This dummy is called a "guy" (like Guy Fawkes) and children can often be seen in the streets before the 5th of November saying, "Penny for the guy." If they collect enough money they can buy some fireworks.

There are also smaller, local festivals in Britain.

**Task 1. Answer the questions**

1. Are there many holidays in Great Britain?
2. What is the most popular holiday in Britain?
3. When is Christmas celebrated?
4. What are traditional Christmas songs called in Britain?
5. What do children leave at the end of their beds and why?
6. What do the British do on Boxing Day?
7. What is the name of New Year's Eve in Scotland?

**Task 2. Name the most popular holidays in Great Britain.**

**Task 3. Find the sentences with the adjectives, adverbs and translate them (in the written form).**

**Task 4. Write down the key words.**

**Task 5. Write the summary of the text in Russian.**

## C

Read the text and do the tasks below.

### YOUTH AND RECREATION IN BRITAIN

In Britain young people like Youth Clubs, thousands of them, for music, games, dancing or just talking.

The Scouts and Girl Guides Associations', founded in Britain by Lord Baden-Powell more than half a century ago are still popular. In summer they camp under canvas and learn to know the countryside, to cook for and look after themselves.

**Theatre.** There are special performances for children and students at many theatres, and some cities have opened theatres for children. There is also a National Youth Theatre, with a high standard of performance, most of its actors being teenagers. Opposite the Old Vic, home of the National Theatre Company, has been built the Young Vic. This venture<sup>4</sup> opened in 1970 as a permanent theatre for young people.

**Young Farmers' Clubs,** with thousands of members in country areas. The clubs visit farms and research stations and enjoy social meetings as well.

**Music.** They stand to listen to classical music during the summer season of promenade concerts<sup>6</sup> at London's Albert Hall. They play in their own orchestras like the National Youth Orchestra, which has toured several countries successfully. They enjoy folk music and pop music either on records or at clubs.

**Outdoor holidays** with various clubs or on their own. Walking, pony trekking, climbing and sailing are very popular.

**Travelling.** The Youth Hostels Association provides cheap accommodation for young people travelling, often on foot, through Britain and other European countries.

**Helping.** Groups of volunteers work in their spare time" for the elderly, the mentally ill and others in need.

Albert Hall

Алберт-Холл (*большой концертный зал в Лондоне*)

canvas

парусина, брезент

elderly

пожилой, почтенный

pony trek

ехать в фургоне, запряженном пони

promenade concerts

променадные концерты (классической музыки)

venture

рискованное начинание

Young Farmers' Club

клуб молодых фермеров (*для сельской молодежи*)

Youth Hostels Association

Ассоциация молодежных турбаз

**Task 1. Read the text and put the sentences in the right order.**

1. They enjoy folk music and pop music either on records or at clubs.
2. They stand to listen to classical music during the summer season of promenade concerts at London's Albert Hall.
3. The clubs visit farms and research stations and enjoy social meetings as well.
4. This venture opened in 1970 as a permanent theatre for young people.
5. There is also a National Youth Theatre, with a high standard of performance, most of its actors being teenagers.
6. The Scouts and Girl Guides Associations, founded in Britain by Lord Baden-Powell more than half a century ago are still popular.
7. In Britain young people like Youth Clubs, thousands of them, for music, games, dancing or just talking.

**Task 2. Write down the key words.**

**Task 3. Write down the summary of the text in Russian and in English.**



#### 4. ПРИМЕРЫ РАЗНОУРОВНЕВЫХ ЗАДАНИЙ ДЛЯ КОНТРОЛЯ РЕЗУЛЬТАТОВ ИЗУЧЕНИЯ СОДЕРЖА- НИЯ ПОСОБИЯ

Методические рекомендации к разноуровневым контрольным заданиям.

Следующие задания промежуточного контроля знаний предназначены для определения уровня владения изученным лексико-грамматическим материалом по теме. Максимальная оценка знаний на 1 уровне (А) – 6 баллов, на 2 уровне (В) – 8 баллов, на 3 уровне (С) – 10 баллов.

##### Образец промежуточного теста

Задания необходимо выполнять в том порядке, в каком они даны в тесте.

##### Exercise 1. Put in a / an, the or no article.

1. Give me ... cup of coffee with ... cream and ... sugar, please.
2. Rita is studying ... English and ... math this semester.
3. ... Statue of Liberty was a gift of friendship from ... France to ... United States.
4. Jason's father bought him ... bicycle.
5. You'd better tell ... truth.

##### Exercise 2. Choose the correct form of the adjective.

1. Lions are (clever, cleverer, the cleverest) than tigers.
2. Health and happiness are (important, more important, most important) than money.
3. The (clever, cleverest) wild animals are monkeys.
4. The (big, bigger, biggest) animal is the elephant.
5. The giraffe's neck is (long, longer) than the tiger's.

##### Exercise 3. Put in the correct word.

1. I always feel ... when the sun is shining. (happy/happily)
2. The children were playing ... in the garden. (happy/happily)

3. The man became ... when the manager of the restaurant asked him to leave. (violent/violently)
4. You look ... ! Are you all right? (terrible/terribly)
5. Hurry up! You're always so ... . (slow/slowly)

##### Exercise 4. Put in good or well.

1. I play tennis but I'm not very ... .
2. Your exam results were very ... .
3. You did ... in your exams.
4. The weather was ... while we were on holiday.
5. I didn't sleep ... last night.

##### Exercise 5. Choose the correct word.

1. Two people were ... injured in the accident. (serious/seriously)
2. The driver of the car had ... injuries. (serious/seriously)
3. Everybody at the party was ... dressed. (colourful/colourfully)
4. Linda likes wearing ... clothes. (colourful/colourfully)
5. Liz fell and hurt herself quite ... . (bad/badly)

## Образец итогового лексико-грамматического текста

### Методические рекомендации к разноуровневым контрольным заданиям.

Задания для комплексного тестирования предназначены для определения уровня владения изученным лексико-грамматическим материалом по теме. Максимальный балл при оценке знаний на репродуктивном уровне (А) – 6, на продуктивном (В) – 8, на творческом (С) – 10.

Задания необходимо выполнять в том порядке, в каком они даны в тесте.

#### Exercise 1. Choose the correct variant (*a/an, the, no article*).

1. What did you have for ... breakfast this morning?
2. ... chair you are sitting on is broken.
3. Helen plays ... violin and her friend plays ... guitar.
4. I can't play ... football, and you?
5. We can get there by ... train.

#### Exercise 2. Open the brackets using the appropriate form of the adjective.

1. There are many (big) shops in London.
2. Peter is the (good) pupil in his class.
3. Mr. Smith is (old) than Mr. Grey.
4. I think that the monkey is the (clever) animal.
5. I know that Mary is (young) than Jane.

#### Exercise 3. Put in the correct word.

1. He wrote his dictation (bad, badly).
2. He acted very (brave, bravely).
3. He is a (brave, bravely) man.
4. This is quite (clear, clearly).
5. This (clear, clearly) shows the difference.

#### Exercise 4. Complete each sentence using a word from the box. Sometimes you need the adjective and sometimes the adverb.

1. careful (ly)	2. quick (ly)	3. happy/ happily	4. continuous (ly)	5. fluent (ly)
-----------------	---------------	----------------------	--------------------	-------------------

1. Our holiday was too short. The time passed very ... .
2. Steve doesn't take risks when he's driving. He's always ... .
3. Sue works ... . She never seems to stop.
4. Rachel and Patrick are very ... married.
5. Maria's English is very ... although she makes quite a lot of mistakes.

#### Exercise 5. Translate into English.

1. Сегодня у меня меньше свободного времени, чем вчера.
2. Этот фильм не хуже того, который я видел на прошлой неделе.
3. Дети играли в самом дальнем углу сада.
4. Его ответ сегодня лучше, чем два дня назад.
5. Эта деревня находится дальше от Минска, чем мы думали.

## 5. КЛЮЧИ К ТЕСТАМ

### Ключи к заданиям лексико-грамматического промежуточного теста

Exercise 1.	Exercise 2.	Exercise 3.	Exercise 4.	Exercise 5.
1. a; -;-	1. cleverer	1. happy	1. good	1. seriously
2. -;-	2. more important	2. happily	2. good	2. serious
3. the;-;the	3. cleverest	3. violent	3. well	3. colourfully
4. a	4. biggest	4. terrible	4. good	4. colourful
5. the	5. longer	5. slow	5. well	5. badly

### Ключи к заданиям лексико-грамматического итогового теста

Exercise 1.	Exercise 2.	Exercise 3.	Exercise 4.
1. -	1. big	1. badly	1. quickly
2. the	2. best	2. bravely	2. careful
3. the; the	3. older	3. brave	3. continuously
4. -	4. cleverest	4. clear	4. happily
5. -	5. younger	5. clearly	5. fluent
<b>Exercise 5.</b>			
1. Today I have less free time than yesterday.			
2. This film isn't worse than the one I saw last week.			
3. The children were playing in the farthest corner of the garden.			
4. His answer today is better than two days ago.			
5. This village is farther from Minsk than we thought.			

## ЧАСТЬ 2

### Экология и технический прогресс

### 1. МАТЕРИАЛЫ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

#### ТЕКСТ А

#### “NATURE PROTECTION”

#### Active Vocabulary

acid rains	кислотные дожди
acidify (v)	окислять
alarm (v)	тревожить, пугать
chlorofluorocarbons (CFCs)	хлорфторуглероды
climate changes	изменения климата
conserve (v)	сохранять
contamination (n)	загрязнение, заражение
crucial turning point	переломный момент, критическое положение
deforestation (n)	уничтожение лесов
depletion (n)	истощение
destruction (n)	разрушение
determine (v)	определять
diversity (n)	разнообразие
ecological situation	экологическая ситуация
environment (n)	окружающая среда
flood (v)	затоплять
freshwater (n)	пресная вода
harmful substances	вредные вещества
impact (n)	влияние, воздействие
mist (n)	изморось, туман
ozone layer	озоновый слой
plankton (n)	планктон
pollute (v)	загрязнять, засорять
react (v)	вступать в реакцию
recycle (v)	перерабатывать
release (v)	выбрасывать освобождать
sensitive equilibrium	хрупкое равновесие
shortage (n)	недостаток

sulphur oxide	окись серы
thrive (throve, thriven) (v)	процветать
tract (n)	участок, пространство земли
ultraviolet rays	ультрафиолетовые лучи
vanish (v)	исчезать

### Текст А

#### “NATURE PROTECTION”

#### Answer the following questions:

What is the role of our environment for our life?  
Is it necessary to conserve our nature?

#### Read the text A and say what environmental problems we have.

Nature protection is one of the most important problems for everyone because we all live in this world. Since ancient times Nature has served man, being the source of his life. For thousands of years people lived in harmony with environment. But with the development of civilization man's interference in nature begins to increase.

Computers project that between now and the year of 2030 we are going to have an increase of the average temperature between 1.5-4.5 degrees C. Sea levels would rise by several meters, flooding coastal areas and ruining vast tracts of farmland. Huge areas would be infertile and become uninhabitable. Water contamination could lead to shortages of safe drinking water.

There are many forms of pollution in our world today, for example the pollution of air and the world ocean, nuclear waste, chemical waste. The range of environmental problems is wide. But the matters people's great concern nowadays are atmosphere and climate changes, depletion of the ozone layer, freshwater resources, oceans and coastal areas, deforestation and desertification, biological diversity, biotechnology, health and chemical safety.

Air pollution is one of the most important examples and a result of many factors. Every year world industry pollutes the atmosphere with dust and other harmful substances. One of the most alarming forms of air pollution is acid rain. It results from the release into the atmosphere of sulphur and nitrogen oxides that react with water droplets and return

to earth in the form of acid rain, mist or snow. It has acidified lakes and streams. As the result some rare species of animals, birds, and fish disappear forever, a number of rivers and lakes dry up.

The protective layer of the Earth, the ozone layer, which protects the Earth from the sun's destructive UV (ultraviolet) rays, is being damaged by CFCs (chlorofluorocarbons). They are released by the daily use of industrial and household products: refrigerators, air conditioners, foam insulation, cleaning chemicals, food packaging. In the ozone layer they attack the ozone molecules making a "hole". This "hole" allows more UV rays to penetrate to the Earth. It increases the risk of skin cancer, weakens the immune system of people.

Another serious problem concerns rainforests. The destruction of the tropical forest has a major impact on the world climate. They have been cut down to provide land, paper, wood, medicines, minerals, fuel. The tropical rain forest is a natural recycler, provider and protector for our planet, it recycles carbon, nitrogen and oxygen, helps determine temperature, rainfall and other climatic conditions and supports the most diverse ecosystem in the world. Deforestation could cause one fourth of all species on earth to vanish in the next 25 years.

Nuclear energy is the next vital problem. We have only a few years to attempt to turn things around. We must review our wasteful, careless ways, we must consume less, recycle more, conserve wildlife and nature.

We are obliged to remove factories and plants from cities, use modern technologies, redesign and modify purifying systems for cleaning and trapping harmful substances, protect and increase the greenery and broaden ecological education. These are the main practical measures, which must be taken in order to improve the ecological situation.

### TEXT BASED ASSIGNMENTS

#### LANGUAGE STUDY

#### Методические рекомендации

Для того чтобы выполнить серию упражнений этой части вам следует овладеть лексическим материалом по теме, а также научиться переводить речевые тематические модели и употреблять их в речи.

Тренировочные задания распределены по трем уровням сложности (А, В, С), что позволяет оценить уровень и качество усвоения материала. Максимальная оценка знаний на уровне А – 6 баллов, на уровне В – 8 баллов, на уровне С – 10 баллов.

**(A) Exercise 1. Give Russian equivalents to the following words. Pay your attention to the suffixes indicating different parts of speech.**

protection (n), contamination (n), environment (n), harmful (adj), biological (adj), economically (adv), polluting (pl), damaged (pII), various (adj), protector (n), ecological (adj), development (n), activity (n), layer (n), practical (adj), situation (n), tropical (adj), affected (PII), recycler (n), climatic (adj).

**(A) Exercise 2. Translate the following phrases (model Adj+N).**

tropical forest, world climate, Central Africa, practical measures, ecological situation, important crops, essential part, protective layer, coastal areas, chemical safety, environmental problems, industrial waste, harmful substances, biological diversity, natural recycler, climatic conditions, negative way, principle problem.

**(A) Exercise 3. Translate the following phrases. (models N+N; N of N)**

growth of plankton, marine-life food chain, life cycle, ozone layer, form of acid rain, air pollution, water droplets, development of civilization, water contamination, range of problems, health safety, ozone molecules.

**(B) Exercise 4. Form nouns from the following verbs. Translate them into Russian.**

to pollute, to protect, to improve, to contaminate, to accommodate, to develop, to insulate, to intensify, to instruct, to preserve, to celebrate.

**(B) Exercise 5. Match the words from the columns to make appropriate word combinations.**

**A:**

1. nature
2. important
3. harmful
4. acid
5. air
6. climate
7. ozone

**B**

1. pollution
2. substances
3. problems
4. changes
5. protection
6. layer
7. rains

**(A) Exercise 6. Match these words with their definitions.**

**to vanish, to recycle, to impact, deforestation, acidify, wildlife, to pollute, atmosphere, harmful, civilization**

1. animals and plants that grow independently of people, usually in natural conditions.
2. to make (air, water, earth,...) dirty or harmful to people, animals and plants, especially by adding harmful substances.
3. the mixture of gases that surrounds some planets, such as the Earth.
4. causing harm to
5. a human society with its highly developed organizations, or the culture and the life of a society or country at a particular period and time.
6. suddenly disappear, go out of existence
7. to process smth
8. to strike with force
9. disforest
10. make or become acid

**(C) Exercise 7. Complete the sentences with the following words.**

**nuclear, atmosphere, destruction, problems, protect, environment, ecological, pollution, waste, substances.**

1. We are doing enough to protect ... from pollution.
2. Harmful ... are found in many rivers.

3. The destruction of the rainforests is an ... disaster that threatens the future of life on the Earth.
4. There are many forms of... in our world today.
5. Serious measures should be taken against ... of fresh water.
6. ... energy is the next vital problem.
7. Every year world industry pollutes the... with dust and other harmful elements.
8. The ... of the tropical forest has a major impact on the world climate.
9. The range of environmental ... is wide.
10. We must ... our environment for the future generations.

**(C) Exercise 8. Complete the sentences with English equivalents.**

1. Загрязнение воздуха is one of the most important examples and a result of many factors.
2. It results from the выброса into the atmosphere of sulphur and nitrogen oxides.
3. The protective layer of the Earth is the озоновый слой.
4. The destruction of the tropical forest has a major влияние on the world climate.
5. Загрязнение воды could lead to shortages of safe drinking water.

**(C) Exercise 9. Put the words into the right order.**

1. acid, is, one, of, alarming, of, air, forms, pollution, the, most, rain.
2. the, environmental, range, problems, wide, is, of.
3. discharge, dust, of, the, and, gases, into, the, returns, atmosphere, to, Earth, the, the, of, form, acid, rains, in.
4. would, sea, rise, levels, meters, by, several.
5. rain, the, forest, a, is, natural, tropical, recycler.

**TEXT STUDY**

**Методические рекомендации**

Для того чтобы выполнить серию упражнений этой части вам следует овладеть лексическим материалом по теме, а также научиться переводить речевые тематические модели и употреблять их

в речи. При работе с текстом в помощь вам предлагается тематический словарь.

Тренировочные задания распределены по трем уровням сложности (А, В, С), максимальная оценка знаний на первом уровне (А) – 6 баллов, на втором (В) – 8 баллов, на третьем (С) – 10 баллов.

**(A) Exercise 1. Look through the text. Find the English equivalents for the following phrases.**

Защита окружающей среды, изменения климата, кислотные дожди, вредные вещества, озоновый слой, выбрасывать вредные вещества в атмосферу, разрушение озонового слоя, недостаток питьевой воды, окись серы, ультрафиолетовые лучи, защитный слой, снижение иммунитета, определять температуру, улучшать экологическую ситуацию, практические меры, экологические проблемы, ряд проблем.

**(A) Exercise 2. Complete these sentences with the appropriate words: a, b, c**

1. Environmental changes are the consequences of the... .
 

a) development of sport	b) development of civilization	c) protection of the environment
-------------------------	--------------------------------	----------------------------------
  
2. In the ozone layer CFCs attack... .
 

a) spaceships and satellites, making holes	b) birds, killing them	c) the ozone molecules, making a "hole"
--	------------------------	---
  
3. Tropical rain forests recycle carbon, nitrogen, oxygen and help determine.... .
 

a) temperature, rainfall and other climatic conditions	b) level of the world ocean	c) the development of science
--	-----------------------------	-------------------------------
  
4. Huge areas would be ... .

- a) conserved and re-cycled      b) infertile and become uninhabitable      c) destroyed by UV rays
5. Practical measures must be taken to ...

- a) flood coastal areas and vast tracts of farmland      b) improve the ecological situation      c) protect animals

**(A) Exercise 3. Read the text carefully. Complete each sentence with suitable words.**

1. Since ancient times Nature has served man, being ...
2. Computer projects that between now and the year of 2030 we are going to have an increase of the ...
3. There are many forms of pollution in our world today, for example the pollution of ...
4. But the matters of people's great concern nowadays atmosphere and ...
5. Every year world industry pollutes the atmosphere with ...
6. The protective layer of the Earth, the ozone layer, which protects the Earth from ...
7. In the ozone layer they attack the ozone ...
8. The destruction of the tropical forest has a major ...
9. We must review our wasteful, careless ways, we must consume ...
10. We are obliged to remove factories and plants from ...

**(B) Exercise 4. Say whether the following statements are true or false. Correct the false ones.**

In your answers you should use the conversational expressions:

**You are quite right**  
**Yes, I think so**  
**That's right**

**Far from it**  
**I don't think so**  
**I'm afraid you are wrong**

1. Nature protection is one of the most important problems.
2. One of the most alarming forms of air pollution is dust.
3. Chlorofluorocarbons (CFCs) aren't released by the daily use of industrial and household products.

4. The ozone 'hole' allows more UV rays to penetrate to the Earth.
5. Environmental changes are the consequences of the development of civilization.

**(B) Exercise 5. Answer the following questions?**

1. What are the matters of people's great concern nowadays?
2. What damage do acid rains bring?
3. Why are the ozone "holes" dangerous for the life on the Earth?
4. Why is tropical rain forest a natural recycler, provider and protector for our planet?
5. What could lead to shortages of safe drinking water?
6. What are the main practical measures which must be taken in order to improve the ecological situation?

**(C) Exercise 6. Divide the text into logical parts. Entitle them.**

**(C) Exercise 7. Translate the following sentences into English.**

1. На протяжении многих тысяч лет люди жили в гармонии с окружающей средой.
2. Одна из самых тревожных форм загрязнения воздуха – это кислотные дожди.
3. Защитный слой земли, озоновый, защищающий Землю от разрушительных ультрафиолетовых лучей, разрушается хлорфторуглеводами.

**DISCUSSION**

**(B) Exercise 1. Here are some of the ecological problems. Speak about them.**

1. Air pollution
2. Deforestation
3. Acid rains
4. Ozone "holes"

**(C) Exercise 2. Speak about the consequences of different environmental problems. Fill in the chart below.**

Environmental problems	Consequences	Practical measures to protect

**(C) Exercise 3. What can we do to improve the ecological situation? Give your reasons.**

**(C) Exercise 4. Speak on:**

1. How the human race has upset the nature's harmony.
2. The impact of acid rains and ozone "holes" on the life on the Earth.
3. Destruction of the tropical rain forest.

### ТЕКСТ В

#### “ECOLOGICAL SITUATION IN BELARUS”

#### ACTIVE VOCABULARY

all of us	каждый из нас
breathe (v)	дышать
cause (v)	вызывать, причинять
consequence (n)	последствие
contaminate (v)	заражать, загрязнять
critical level	критический уровень
dead tops of pines	мертвые вершины сосен
define (v)	определять, давать определение
different defects	различные нарушения, отклонения
disappear (v)	исчезать
disaster (n)	катастрофа, бедствие
discharge (n)	выхлоп
disease of lungs	болезнь легких, болезнь легочной системы
environmental (adj)	относящийся к окружающей среде, относящийся к борьбе с загрязнением окружающей среды
freshwater pearl-oyster	пресноводная жемчужница

	(устрица жемчужная)
harmful substances	вредные вещества
heredity (n)	наследственность
high level of radiation	высокий уровень радиации
hometown (n)	родина
life-span	продолжительность жизни
miserable (adj)	незначительный, жалкий, скудный
natural world	природа
notice (v)	замечать, обращать внимание
organic gases	органические газы
poison (n)	яд; (v) отравлять
radioactive elements	радиоактивные вещества (радионуклиды)
reason (n)	причина, повод, основание
seem (v)	кажется, оказывается
serious mutations	серьезные мутации
significant (adj)	значительный, существенный, важный
soil (n)	почва
suffer (v)	страдать, подвергаться воздействию
terrible state	ужасное состояние
trouble (n)	волнение, тревога, беспокойство
turbid (adj)	мутный
victim (n)	жертва

### ТЕКСТ В

#### “ECOLOGICAL SITUATION IN BELARUS”

**Answer the following questions:**

What are the consequences of environmental changes?  
 Must practical measures be taken to improve the ecological situation?  
**Read the text B and say what the main ecological problems are there in Belarus.**



Ecological situation in Belarus is very difficult. We often speak about different global problems, but we don't see the problems of our homeland, of our native republic. The river Svisloch is badly polluted, and it seems so that nobody notices it. There are 10000 lakes and rivers in Belarus. We are proud of it. But we can't know that almost all of them are in a terrible state. "Blue eyes of Belarus" are becoming dark and turbid. Many species of animals disappeared rapidly from our forests, rivers, meadows, and not because they are eliminated physically but because environment is badly contaminated and even completely destroyed.

We cannot see a freshwater pearl - oyster, for there is no clear water in the rivers.

The air is polluted badly, too. Many harmful substances are discharged into the atmosphere. We see the dead tops of pines near the automobile plant. It is hard to breathe, people die from all kinds of lungs. We can't even imagine how many gases cause serious mutations in the man's organism. One fifth of all the children are born with serious defects. We think it is because of a high level of radiation only. And we don't know that there is a great number of chemical substances, that can cause mutations, even more harmful than radiation.

We use hydrogen peroxide to change the colour of our hair, and we don't know that it may cause changes in our heredity. Many organic gases are discharged into the atmosphere by the plants, producing medicines. We have no equipment even to define them.

Chernobyl's nuclear accident has become a great tragedy for Belorussian people. The two thirds of the republic's territory is contaminated by different radioactive elements. In sixteen districts of all the regions one half of the children are born with different defects. People lived in contaminated areas, all the population ate contaminated foodstuffs, but nobody knew this. The help of the state to the victims of the accident is miserable. The situation has not improved till now. The shortage of money, the shortage of medicines and pure foodstuffs makes the situation dramatic. There is no necessary equipment in hospitals. People suffer from different diseases caused by irradiation, but they don't know the reason of their troubles.

The main misfortune is the shortage of information. The absence of information causes the uncountable amount of rumors.

There are two things, we must do: we must know and then we must act. We have to begin with our own city.

## TEXT BASED ASSIGNMENTS

## LANGUAGE STUDY

**(A) Exercise 1. Give Russian equivalents to the following words. Pay your attention to the suffixes indicating different parts of speech.**

situation (n), global (adj), polluted (PII), chemical (adj), radiation (n), mutation (n), producing (PI), radioactive (adj), dramatic (adj), medicine (n), discharged (PII), various (adj), completely (adv), gradually (adv), native (adj), becoming (PI), harmful (adj), heredity (n), miserable (adj), accident (n).

**(A) Exercise 2. Translate the following phrases (model Adj+N).**

radioactive elements, different diseases, main misfortune, organic gases, global problems, ecological situation, wonderful marshes, terrible state, serious mutations, chemical substances, serious defects, great tragedy, official means, harmful effect.

**(A) Exercise 3. Translate the following phrases (models: N+N; N of N)**

species of animals, freshwater pearl-oyster, tops of pines, kinds of diseases, diseases of lungs, level of radiation, shortage of money, health safety, life cycle, shortage of medicines, reason of troubles, victims of accident.

**(A) Exercise 4. Form nouns from the following verbs. Translate them into Russian.**

to climate, to contaminate, to disappear, to imagine, to mutate, to ensure, to pollute, to protect, to appear, to appreciate, to concentrate, to locate, to radiate, to reduce.

**(B) Exercise 5. Match the words from the columns to make appropriate word combinations.**

**A:**

1. radioactive
2. different
3. pure
4. organic
5. turbid
6. wonderful
7. automobile

**B:**

1. plant
2. marshes
3. gases
4. lakes
5. diseases
6. foodstuffs
7. isotopes

**(B) Exercise 6. Match these words with their definitions.**

foodstuff, protect, various, disease, terrible, environment, destroy, mutation, victim, tragedy.

1. different;
2. material used as food;
3. disorder of body or mind or of plants;
5. break to pieces, make useless;
6. alteration;
7. person, animal suffering injury, pain, loss;
8. natural world;
9. keep safe from danger;
10. sad event, actions, experience.

**(B) Exercise 7. Complete the sentences with the words in the box.**

polluted, accident, diseases, situation, environmental, disappeared, organic, victims, problems, consequences

1. People suffer from different ...
2. Ecological ... in Belarus is very difficult.
3. Chernobyl's nuclear ... has become a great tragedy for the Belorussian people.
4. The problem of ... pollution is well known to most people.
5. The air is ... by traffic and smog from industrial enterprises.
6. Many species of animals ... rapidly from our forest.

7. Many ... gases are discharged into the atmosphere by the plants, producing medicines.
8. The help of the state to the ... of the accident is miserable.
9. The range of environmental ... is wide.
10. These are the ... of the development of civilization.

**(C) Exercise 8. Complete the sentences with English equivalents.**

1. Катастрофа на ЧАЭС has become a great tragedy for the Belorussian people.
2. As the result of the explosion of the failed reactor a huge amount of радиоактивных веществ was released в атмосферу.
3. In order to decrease the влияние радиации на the people considerable work was done during the post-accident period.
4. The main misfortune is the недостаток информации.
5. Экологическая ситуация в Беларуси is very difficult.

**(C) Exercise 9. Put the words into the right order.**

1. situation, very, is, ecological, Belarus, difficult, in.
2. substances, are, many, harmful, discharged, the, into, atmosphere.
3. region, were, Gomel, polluted, isotopes, with, radioactive.
4. nuclear, has, Chernobyl's, a, tragedy, accident, become, great, for, Belorussian, the, people.
5. is, the, main, shortage, misfortune, the, information, of.

### TEXT STUDY

**(A) Exercise 1. Look through the text. Find the English equivalents for the following phrases.**

Мгновенно исчезли, окружающая среда сильно загрязнена, устранены физически, различные глобальные проблемы, пресноводная жемчужница, мертвые вершины сосен, умирают от заболеваний легких различной этиологии (локализации), могут быть источником мутации, страдают от различных заболеваний, причина их бедствий, используем перекись водорода, огромное количество химических веществ, официальные средства массовой информации, не знают причину их бедствий, загрязнены радиоактивными элементами, большая трагедия.

**(A) Exercise 2. Complete these sentences with the appropriate words: a, b, c**

1. Ecological ... in Belarus is very difficult.

a) position                      b) situation                      c) development

2. It may ... changes in our heredity.

a) cause                      b) put                      c) make

3. The two thirds of the republic's territory is contaminated by different ...

a) chemicals                      b) radioactive elements                      c) poisons

4. The help of the state to the ... of the accident is miserable.

a) victims                      b) people                      c) members

5. People ... from different diseases caused by irradiation.

a) suffer                      b) enjoy                      c) apply

**(A) Exercise 3. Read the text carefully. Complete each sentence.**

1. "Blue eyes of Belarus" are becoming ... .

2. One fifth of all the children are ... .

3. Many organic gases are discharged into ... .

4. The two thirds of the republic's territory is contaminated ... .

5. Official means of mass information ensured the population that only 3 districts in Gomel region ... .

6. The shortage of money, the shortage of medicines and pure food-stuffs ... .

**(B) Exercise 4. Say whether the following statements are true or false. Correct the false ones.**

In your answers you should use the conversational expressions:

**You are quite right**

**Yes, I think so**

**That's right**

**Far from it**

**I don't think so**

**I'm afraid you are wrong**

1. Ecological situation in Belarus is rather favourable.

2. Our environment is badly contaminated and even completely destroyed.

3. The help of the state to the victims of the accident is numerous.

4. People suffer from different diseases caused only by irradiation.

5. The situation in Belarus has already improved.

**(B) Exercise 5. Answer the following questions?**

1. What is our ecological situation?

2. Why did many species of animals disappear rapidly?

3. What can cause mutations?

4. Has Chernobyl's nuclear accident become a great tragedy for the Belarusian people?

5. What makes the situation dramatic?

6. Is there necessary equipment in hospitals?

7. People know the reason of their troubles, don't they?

8. What causes the uncountable amount of rumors?

**(B) Exercise 6. Find the key – sentences in the text. Translate them into Russian.**

## DISCUSSION

**(A) Exercise 1. Here are some aspects of environmental problems. Name the consequences of them.**

1. air pollution.

2. water pollution

3. pollution with radioactive substances

4. pollution with chemical substances

**(B) Exercise 2. Complete the chart below.**

Kinds of pollutions	Sources of pollutions	Protection measures

**(C) Exercise 3. Characterize the ecological situation of Belarus. Does it need improvement? Give your reasons.**

**(C) Exercise 4. Make up a logical plan of the text. Retell the text using your plan .**

## ДОПОЛНИТЕЛЬНЫЕ ТЕКСТЫ

**Текст С. Read the text and do the tasks below.**

### CHERNOBYL CATASTROPHE

On the 26 th of April 1986 a catastrophe broke out 12 kilometers off the Belarusian border. It was the major break-down of the power unit at the Chernobyl nuclear power station. It is the most severe catastrophe throughout the entire world history of the atomic energy use by its scale, complexity and long-term consequences.

As the result of the explosion of the failed reactor a huge amount of radioactive substances was released into the atmosphere. Later on they left the large fall-out “spots” on the ground surface. 23% of the territory of Belarus, 4,8% of the territory of the Ukraine and 0,5% of the territory of Russia were contaminated.

The radiation situation was determined by radionuclides with the period of half-decay from 8 days till 24390 years.

After the Chernobyl accident Belarus has become the zone of the ecological disaster. The situation got worse because radioactive contamination coincided with the formerly existing zones of high chemical pollution. 260, 000 hectares of agricultural lands are forbidden to use for farming purposes. Thousands of hectares of forests are contaminated with radioactive elements. The Chernobyl catastrophe has affected the destinies of millions of people. The radioactive contamination of the ecosystems has created the conditions for making it impossible to conduct the agricultural production and manage forestry in the normal way for many decades.

In order to decrease the influence of radiation on the people considerable work was done during the post-accident period. Measures were taken to evacuate the people from the most dangerous districts, to provide for their medical check-up and treatment. Various measures were carried out – radioactive decontamination, agricultural treatment of soil, provision of clean food. However, these measures are not enough yet. And international co-operation in this field serves the interests of the entire mankind.

**Exercise 1. Answer the following questions.**

1. When and where did the Chernobyl catastrophe break out?

2. Why is it considered to be the most severe catastrophe?
3. What are the consequences of the Chernobyl catastrophe in Belarus?
4. What was done in Belarus during the post-accident period to decrease the influence of radiation?
5. Are the measures taken quite enough?

**Exercise 2. Put given points of plan into the right order.**

1. Measures were taken to decrease the influence of radiation.
2. The catastrophe and its consequences.
3. Belarus is the zone of an ecological disaster.

**Exercise 3. Using the following facts from the text, speak on .**

1. Long-term consequences of the Chernobyl catastrophe.
2. The ecological situation in Belarus during the post-accident period.
3. The measures which were taken to decrease the influence of radiation.

**Текст D. Read the text and do the tasks below**

**ECONOMY AND ECOLOGY**

Our ancestors considered the Earth's resources to be boundless and endless. They fought to live, and we have no right to blame our ancestors for their ecological ignorance.

Even in the 19 century when the word "ecology" was born people continued to use nature as consumers, considering man to be "lord and king" of nature and not the child.

In the 20 century with the rapid growth of science and technology human achievement in conquering nature became so great that man's economic activities began to produce an increasing negative effect on the biosphere.

People's striving to reach an immediate objective, their consumer attitude to nature in disregard of natural laws break natural balance.

The destruction of nature gradually led to the loss of the most essential element of existence, a healthy biological habitat. Environment pollution increases the cases of disease, raises the cost of medical services,

reduces the life-span of man. By the pollution and poisoning of the soil, water and air have reached a critical level.

Environment pollution has become a significant obstacle to economic growth. Air pollution is a very serious problem. In many big industrial cities breathing the air is life threatening – equivalent to smoking two packs of cigarettes a day. Industrial enterprises emit tons of harmful substances. These emissions have disastrous consequences for our planet. The discharge of dust and gas into atmosphere returns to the Earth in the form of "acid rain" and affects crop, the quality of forests, the amount of fish. To this we can add the rise of chemicals, radioactivity, noise and other types of pollution.

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

Economic, social, technological and biological processes have become so interdependent that modern production must be seen as a complex economic system. It is wrong to see economy and ecology as diametrically opposed: such an approach inevitably leads to one extreme or the other.

People are beginning to realize that environmental problems are not somebody's else. They join and support various international organizations and green parties. If governments realize what is happening – perhaps we'll be able to avoid the disaster that threatens the natural world and all of us with it.

**Exercise 1. Answer the following questions.**

1. What was the attitude of our ancestors to the Earth's resources?
2. When was the word "ecology" born?
3. Has the appearance of the word "ecology" changed people's consumer attitude to nature?
4. What was the negative effect of the rapid growth of science and technology in the 20-th century?
5. What breaks natural balance?
6. What leads to the loss of a healthy biological habitat?
7. What are the main results of environmental pollution?
8. Why has environmental pollution become a significant obstacle to economic growth?
9. Why must modern economic production be seen as a complex economic system?

10. Why is it wrong to see economy and ecology as diametrically opposed?
11. Why is environmental protection a universal concern?
12. What should be done to avoid the disaster that threatens the natural world?

**Exercise 2. Read the text once more. Make up a plan to the text and find the key-points to each point of the plan.**

**Exercise 3. Retell the text. Use the material of the tasks above.**

**Text E. Read the text and do the tasks below.**

### **PROTECTING THE ENVIRONMENT IN GREAT BRITAIN AND IN THE USA**

Only relatively recently has the federal government justified a significant amount of intervention into economy to protect the environment. Although the first important US pollution control law was passed in 1899, this law – which made it a crime to dump any liquid wastes except those from sewers into navigable waters – was almost never enforced. During the next 60 years, few other federal pollution control laws were passed.

Beginning in the 1960s, however, Americans began increasingly to express concern about the impact of industrial growth on their nation and the world. Engine exhaust from the growing number of automobiles on the roads was blamed for the appearance of “smog” and other forms of air pollution in larger cities. Many environmentalists openly suggested that some economic growth would have to be sacrificed in order to protect the environment. Soon much legislation was passed to control pollution. One early accomplishment was the Clean Air Act of 1963, and its later amendments, which set goals and procedures for reducing automobile exhaust pollution. Other major laws enacted to control the spread of pollution include the 1972 Clean Water Act and the 1974 Safe Drinking Water Act.

In a major achievement for environmentalists, the US Environmental Protection Agency (EPA) was established in December 1970, bringing together in a single agency the many federal programs to protect the environment. This resolved years of public debate over how best to protect the health and welfare of citizens from the hazardous byproducts of an

industrial society. Many Americans had protested the government’s lack of organization for exercising control over pollution – such as industrial smoke, open dumps, and untreated sewage and chemical wastes – which were being discharged into the air, water and land.

The EPA’s mandate is to control and abate pollution in the air and water, as well as that due to solid waste, pesticides, noise and radiation. The agency has the authority to coordinate and support research and antipollution efforts of state and local governments, private and public groups, and educational institutes. It sets and enforces tolerable limits of pollution, and establishes timetables to bring polluters into line with standards. Since most of the requirements are of recent origin, industries are given reasonable time, often several years, to conform to standards. Regional EPA offices develop, propose and implement approved regional programs for comprehensive environmental protection activities. Monitoring data show some improvements: for example, there has been a nationwide decline in virtually all categories of air pollution.

However, in 1990 it was felt that still greater efforts to combat air pollution should be undertaken: important amendments to the Clean Air Act were passed by Congress and signed by President George Bush. Among other things, the legislation incorporated an innovative market-based system designed to secure a substantial reduction in sulphur dioxide emissions that cause what is known as “acid rain”. This type of pollution was thought to be causing serious damage to forests and lakes, particularly in the eastern part of the United States, as well as neighboring Canada.

**Exercise 1. Put questions to the text.**

**Exercise 2. Make up a logical plan.**

**Exercise 3. Speak on the ecological problems and ecological protection measures in Great Britain and the USA.**

**Exercise 4. Read and discuss the proverbs. Use them in your speech to make it more expressive.**

Man supposes but God disposes.

He lost his health trying to get wealthy, and then he lost his wealth trying to get healthy.

He cannot be a gentleman that loves not a dog.

### **2. ОБРАЗЕЦ ИТОГОВОГО**



4. Наша моральная ответственность - заботиться о нашей планете и передать ее будущему поколению в хорошем состоянии.

5. Британия придает особое значение политике охраны окружающей среды Европейского сообщества.

### 3. КЛЮЧИ К ИТОГОВОМУ ЛЕКСИКО - ГРАММАТИЧЕСКОМУ ТЕСТУ

Exercise 1	Exercise 2	Exercise 3	Exercise 4.
1. the	1. greenhouse	1. are getting	1. harmful substances
2. the most	2. pollution	2. is polluted	2. disease
3. second	3. atmosphere	3. will happen	3. disaster
4. bravely	4. environmental	4. attaches	4. environment
5. the greenest	5. destruction	5. can be reduced	5. completely
<b>Exercise 5.</b>			
1. Since ancient times Nature has served Man, being the source of his life. 2. Environmental protection is of a universal concern. 3. A great damage has been done to the agriculture, forests and people's health. 4. We have a moral duty to look after our planet and hand it on in good order to future generation. 5. Britain attaches particular importance to the environmental policy of the European Community.			



## ЛИТЕРАТУРА

*Для заметок*

1. Карневская, Е. Б. Английский язык: на пути к успеху: пособие для учащихся ст. кл. общеобразоват. шк., гимназий, колледжей/ Е. Б. Карневская, З. Д. Курочкина, Е. А. Мисуно.-4-е изд., доп.-Минск: Аверсэв, 2008.-413 с. – (школьникам, абитуриентам, учащимся).
2. English Grammar in Use Supplementary Exercises New Edition with answers Cambridge Learner's Dictionary
3. Карпышева, Н. М., Янушков, В. Н. Практическая грамматика английского языка.-Мн. :САДИ, 1996.-366 с.
4. Сатинова, В. Ф. Читаем и говорим о Британии и британцах.-3-е изд.-Мн.: Выш. шк., 1998.-255 с.: ил.
5. Голицынский, Ю. Б. Грамматика-сборник упражнений "КАРО" 1999.
6. Britain James O'Driscoll, Oxford University Press
7. Беларусь. Belarus Monthly magazine №12 (903), December, 2008

*Для заметок*

Учебное издание

## АНГЛИЙСКИЙ ЯЗЫК

**Социально-политический профиль страны  
изучаемого языка и Республики Беларусь.  
Экология и технический прогресс**

*Учебно-методическое пособие*

Составители:

**Решетинская** Алла Николаевна

**Фербер** Е.Л.

Ответственный за выпуск *Л.И. Копань*

Верстка *А.С. Шляховая, А.И. Стебуля*

Подписано в печать 25.08.2009 г. . Формат 60x84<sup>1</sup>/<sub>16</sub>.

Бумага офсетная. Гарнитура Times New Roman. Ризография.

Усл. печ. л. 5,81. Уч.-изд. л. 4,54. Тираж 268 экз. Заказ 748.

Издатель и полиграфическое исполнение Учреждение образования  
«Белорусский государственный аграрный технический университет»  
ЛИ № 02330/0131734 от 10.02.2006. ЛП № 02330/0131656 от 02.02.2006.  
220023, г. Минск, пр. Независимости, 99, к. 2.