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РАЗВИТИЕ НАВЫКОВ УСТНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

TOPICAL MATERIALS FOR CREATIVE PRESENTATION

Минск БГУИР 2015

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(протокол №8 от 30.03.2015);

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Предназначено для подготовки студентов к практическому владению английским
языком в области устной речи по устным темам в соответствии с типовой программой по
иностранным языкам.

Содержание

Предисловие

Данное пособие предназначено для студентов первой ступени обучения. В пособие вошли шесть разделов: Student's Profile, Belarus, Great Britain, Environmental Issues, My University, My Future Profession.

В каждый раздел входит от 3–7 оригинальных, но несколько сокращенных в учебных целях, текстов по устным темам. Цель текстов – способствовать развитию навыков и умений устной речи на английском языке, активизировать лексический минимум, а также служить полезным источником информации, дающим возможность в дальнейшем вести беседу по заданным темам.

После каждого текста авторами предлагается специально созданный комплекс упражнений, который нацелен на развитие и совершенствование навыков устной речи на английском языке и носит практический характер.

Авторами реализованы требования индивидуализации и дифференциации учебного процесса, что способствует повышению мотивации и развитию творческого потенциала студента.

В конце каждого раздела представлено задание Discussion (Практика устной речи), направленное на развитие, совершенствование, а также реализацию речевого намерения в ситуациях общения по устным темам.

Каждый раздел рассчитан примерно на пять часов аудиторных занятий, в зависимости от уровня индивидуальной языковой компетенции студентов.

Авторы пособия предлагают постепенную работу над разделами, без нарушений последовательности упражнений и заданий.

Содержание пособия подобрано в соответствии с типовой программой по английскому языку и рабочей программой, исходя из современных требований методики преподавания иностранных языков в неязыковом вузе.

UNIT I: STUDENT'S PROFILE

Pre-reading
1. Which of the following statements are true for you?

My classes begin at 8 p.m.	I am always late for classes.
I often study on Saturdays.	I usually have lunch in the cafeteria.
I go to the university by bicycle.	My favourite subject is maths.
I put my homework off until the last minute.	I have to wear a uniform at the university.

2. What do you think a typical day of a student is like? What about you?

3. Match up the verbs and nouns below to make collocations.

do your, fail, hand in, have, pass, miss, pay, learn, make, attend, take
debts, a retake, an exam, programming, classes, seminars, by heart, progress, best, homework, attention

4. Write 5 −7 questions, use the collocations from the previous exercise.

5. Interview your partner using the following prompts: get up, have breakfast, go to the university, classes begin, have a break, have lunch, classes are over, come home, do homework, have dinner, go to bed.

6. How does student's life differ from other people's life?

7. Match the words with the corresponding definitions.

1. A person who has completed a university degree	a) lecturer
2. A teacher of the highest rank in a university department	b) assignment
3. Work that you must do as a part of a course of study	c) graduate
4. A period of time into which the teaching year is divided at universities	d) professor
5. Money that you pay to take classes at a university	e) tuition
6. A student who is doing a university course for a first degree	f) tutor
7. A student who is doing studies at a university after he has received his first degree	g) term
8. Money given to a student to pay for a course of study.	h) postgraduate
9. A teacher who directs studies in a small group and gives private instructions	i) scholarship
10. A teacher who gives lectures, esp. at a university, college	j) undergraduate

Reading
8. Read the following text and find the answers to the questions.

1. How does Nikita describe himself?
2. What is he keen on?
3. What is his family like?
5. What is his duty?
4. Does he enjoy spending time with his family? Why?
5. Why is it so vital to follow the schedule if you have one?

Text A: My Daily Routine

As the saying goes − if you want something to be done well, do it yourself. I follow this wise advice and I would like to introduce myself.

My name is Nikita Kovalevich. I was born on June 20, 1998. I am 18 years old. I come from Minsk, Belarus. How do I see myself? I am an active and energetic person. I can't bear just sitting around and doing nothing. It just makes me impatient and restless. But I know what I want, and I think I have got what it takes to achieve my goals. I am a hard worker when it comes to what I am interested in. Does it make me sound horribly ambitious and selfish? I hope not!

I am friendly, kind, and honest. I have my own likes and dislikes. I enjoy other people's company. Friends visit me regularly and I never feel lonely.

I am modest and sometimes shy, but I would not advise anyone tricking or kidding me. I am the kind of person who doesn't let friends down. I do not like hypocrisy. I always say in open what I think. It is very difficult for me to deal with people who are selfish and dishonest.

This summer I passed the entrance examinations in the form of centralized testing and on the basis of the results was admitted to the University. Now I'm a first-year student of the Belarusian State University of Informatics and Radioelectronics where I'm taking programming. So my main duty is to study at university. I am a full-time student and my day-to-day activities depend on my timetable.

My classes usually begin at 8 a.m. Every day I get up at half past six and go jogging in the park. It takes me thirty minutes. Then I do some morning exercises. That's why I never feel sleepy in the morning. I feel refreshed and full of energy. When I am back I take a cold shower and have breakfast. I like talking to my parents while having it. I leave at about 7.45 a.m. If the weather is fine I get to the university by bicycle. The University is situated in the city center. It takes me 20 minutes to get there. As a rule my classes start at 8 a.m. I have 3 or 4 classes a day: lectures, seminars, practical classes and lab works. They are usually over at 3 p.m.

I go to the sports center where I have karate trainings three times a week. I also take guitar lessons. I come home at 7 p.m. I have dinner and start doing my homework. If I have some spare time I play the guitar or read classical literature. I go to bed at about half past eleven. I think it is very important to go to bed before

midnight and get up early in the morning, especially on weekdays. Thus you can manage everything you plan to do.

At weekends I usually get up at 8 o'clock and do the same things I do on weekdays. Sometimes I have a rehearsal with the rock band where I play the guitar. Sometimes I can stay home, read books, or hang out with my friends.

I can't imagine my life without my family. It isn't big. There are four of us: my father, mother and a sister. My father is a well-educated and knowledgeable person. That is why it is always interesting to talk to him: he usually tells a lot of exciting stories. My mother is a nice person. I admire her character. She is an optimist. She is full of energy and enthusiasm. I really like her sense of humour. My mother is a housewife. It takes her much time and patience to look after the house. But she copes with her household chores very well. Besides, both my father and I help her with the housework. For example, I do the dishes and my father goes shopping. She is keen on cooking so she spends much time in the kitchen. My father likes stamp collecting and when a child I got interested in it as well. Since that time, stamps and old coins have become my hobby. We have a big collection of them. We also like music and everybody who visits us is impressed with our CD and DVD collection.

I enjoy spending time with my family very much. We often go for a walk together. My family is fond of travelling. We visit different countries and have great time. So I could definitely say we are a very friendly family.

Comprehension check
9. Decide if the following sentences as true or false according to the text?

1. Nikita is the kind of person who knows how to have a good time.
2. His mother is a housewife but it doesn't take her much time to take care of their home.
3. His father is a hobbyist.
4. I don't think it is important to go to bed before midnight.
4. Nikita's duty is to study at University.
6. I don't like talking to my parents while having breakfast. I prefer listening to music or surfing the Internet.
7. Nikita doesn't like to travel with his family.

Vocabulary
10. Insert the following words in the gaps in the sentences below.

go to bed, to deal with, get up, timetable , consist of, manage, duty, get interested, take, depend on

My family __1__ my father, mother and a sister. When I was a child, I __2__ in stamp collecting. For me, it's very difficult to __3__ people who have such features of character as selfishness and dishonesty. I am a full-time student and my schedule __4__ my __5__. My __6__ is to study at university. I __7__ programming. It is very

important to __8__ before midnight and __9__ early in the morning. Thus you can __10__ everything you plan to do.

11. Find the odd word in the line.

huge-big-enormous-tiny	falsehood-dishonesty-justice-untruth
good-kind-generous-hospitable	let-enable-permit-allow
smart-intelligent-foolish-wise	definitely-honest-artificial-classical

12. Find the words in the text that are the opposites of the words below.

to fail, to start, a.m., small, likes, justice, insecure, part-time, silly, useless

Reading
13. Read the text below and find the arguments in favour of:

1. Technology addiction among young people is having a disruptive effect on their learning.
2. Mobile phones are overused nowadays.
3. Modern technologies lead to poor attention levels.
4. Internet addiction has been linked to depression.
5. The Internet now plays a huge part in modern life, but its benefits are accompanied by a darker side.
6. Social interaction online should not replace an offline social life.
7. Internet addicts are emotionally distressed.

Text B: Tech Addiction Harms Learning

Modern technologies such as mobile phones and handheld computer games are having a great impact on attention levels. Students are hiding these things under the desks so their concentration cannot be equally divided, they are not focusing on what's going on in class. They can't get motivated to read for a long period of time and are also getting into a bad habit of plagiarism. For their homework, instead of reading the book, they go on the Internet and lift it, rather than reading, understanding and putting it in their own words. Also concerns are raised about the text-messaging abbreviations to which young people have grown accustomed. They have invented a new language. So they will have difficulty communicating with others and making themselves understood. Of course, language should evolve but maybe not so quickly.

There is a strong link between heavy Internet use and depression, UK psychologists became ensure. The conclusions were based on 1,319 responses to an on-line questionnaire. People were asked how much they used the Internet and for what purposes. They were also asked a series of questions to assess whether they suffered from depression. Although most Internet users did not suffer mental health

problems many of them were depressed .The respondents were within an average age of 21. The researchers found out that a small number of users had developed a compulsive internet habit, replacing real life social interaction with online chat rooms and social networking sites. They classed 18 respondents as «internet addicts». This group spent proportionately more time on sex, gambling and online community websites.

The Internet now plays a huge part in modern life, but its benefits are accompanied by a darker side. While many of us use the internet to pay bills, to do shopping and send e-mails. There is a small subset of the population who find it hard to control how much time they spend online, to the point where it interferes with their daily activities. The Internet addicts are significantly more depressed than the non-addicted group, with a depression score five times higher. The research indicates that excessive Internet use is associated with depression, but what we don't know is which comes first − are depressed people drawn to the Internet or does the Internet cause depression.

Mental Health charities warn the way people spend their time and the kind of social interaction they engage in could well impact on mental wellbeing. In some ways, the Internet can be helpful. To the extent that the Internet encourages meaningful friendships and social connections it can be a very good influence on people's lives. However, social interaction online should not usually replace an offline social life. Evidence suggests that active pursuits such as exercise and socializing with people face-to-face are among the factors that help us stay in good mental health. Although excessive Internet use can't be said to cause mental health problems, if a web addict is substituting meaningful friendships and socializing with virtual contact on the Internet, this might have an adverse effect on their mental wellbeing.

According to the latest researches modern gadgets have worsen pupils' spelling and concentration, encouraged plagiarism and disrupted lessons. The study of 267 pupils found 63 % felt addicted to the Internet and 53 % to their mobile phones. The technology drove a social lifestyle that involved a strong desire to keep in touch with friends. The researchers used a written questionnaire to examine the nature and the volume of mobile phone calls and text messaging as well as computer use including e-mail, instant messaging and accessing social networking sites.

They found 62 % first used or owned a computer before the age of eight, 80 % first used the Internet between the ages of five and 10, 58 % first used a mobile phone between the ages of 8 and 10 and 58 % have had access to social networking sites between the ages of 11 and 13. Over half indicated they spent up to around 30 minutes a day on their mobile, while 17 % said they spent at least three hours on their mobile. Just over one in five said they left the phone on during lessons. Over 30 % reported spending between one to two hours a day using the Internet and 26 % said they spent up to six or more hours a day.

On average, pupils spent between one and two hours on social networking sites each day, sent more e-mails than they received and the majority sent and/or received

up to 20 texts a day. Over a third (39 %) admitted that text shortcuts damaged the quality of their written English, particularly when it came to spelling.

And 84 % openly admitted copying chunks of information from the Internet into their homework or projects on a number of occasions because the Internet is by far the largest source of information for such work, with over 90 % saying they used it compared with 43 % who said books. Over 60 % of the respondents admitted to being «very» or «quite» addicted to the Internet, while over 50 % are addicted to their mobile phones.

Comprehension
14. Discuss the following questions in pairs using the opening phrases:

as far as I know, in fact, it is hard to say, I suppose/believe, to my mind, etc.

1. What does a modern lifestyle require?
2. Why did the researchers use a written questionnaire? What was their purpose?
3. Why can't young people get motivated to read for a long period of time?
4. Why might the Internet addiction have a negative effect on mental wellbeing?
5. What impact are mobile phones and handheld computer games having on young people's attention? Say why?
6. Is a Web addict substituting meaningful friendships and socializing with virtual contacts on the Net?
7. Do you think there is no good evidence that the problem is the Internet itself?

15. Find the following numbers and say what they mean in the text context.

21, 267, 3, 60, 18, 58, 80, 63, 62, 53, 30, 1319, 50, 84, 20

Vocabulary
16. Match up the words to make common collocations.

1) keep	a) information
2) excessive	b) in touch with
3) social	c) games
4) text	d) Internet use
5) chunks of	e) messaging
6) source of	f) abbreviations
7) handheld computer	g) addicts
8) text-messaging	h) mental health problems
9) to suffer	i) chat rooms
10) on-line	j) networking sites
11) Internet	k) information

Reading
17. Read the text and answer the following questions.

1. What do the old and the young do in their leisure time?
2. What do young people in Britain prefer to do?
3. How do people in your country spend their leisure time?

Text C: Leisure Time

Leisure is time spent in non-compulsory activities. Because leisure time is free from compulsory activities such as work, study, household duties, eating and sleeping, it is often referred to as «free time». The ideas of leisure and leisure time are thought to have emerged in the late 19th century with the rise of mechanized industry, when the increase in productivity of labour resulted in the fact that workers had some time to spend on themselves.

They started doing sports and visiting theatres. Since then the idea of leisure time and relaxation has been popular with all the age groups and social classes. The old and the young, the rich and the poor have been using their free time for rest and entertainment. The ways people spend their leisure time normally differ according to the age group: middle-aged and old people normally prefer more passive kind of rest like watching TV, going to the theatre, or sometimes gardening. Younger people enjoy more active pastimes like doing extreme sports, visiting night clubs and discos or travelling. However, the idea of active leisure like doing sports or travelling is gaining popularity with the older people, too.

So the basic leisure time activities of the young are travelling, doing sports including extreme sports, visiting discos and night clubs or more passive ways of recreation like listening to music or watching TV and videos, and surfing the Internet. Teenagers normally prefer to do extreme sports, that is sports featuring speed, height and danger as they lead to the so-called «adrenaline rush» in participants. They wish to push themselves to the limits of their physical ability and fear, and push the boundaries of a particular sport, such as bungee jumping, climbing, white-water rafting, surfing, windsurfing, etc. Their tastes in music are normally different kinds of popular music associated with youth subcultures, such as hard rock, hip-hop or rap, punk rock, psychedelic rock and the like. In watching TV and videos or going to the cinema, they prefer film genres which are full of action, movement, colour, cinema effects and have a good soundtrack. They normally like action films, comedies, musicals, thrillers and cartoons.

Sometimes the ways young people spend their free time varies according to the country, as they sometimes depend on national traditions. British youngsters are really fond of watching football matches and sorts of races such as horse-racing, boat-racing and even dog-racing, as well as playing football, rugby, golf and taking part in races. They are really fond of pets and often spend some time in the evening taking their dog for a walk. In going out for the evening, they still prefer pubs to restaurants, bars and cafes.

Comprehension
18. Here are the answers to the questions. Work out the questions.

1. The ideas of leisure and leisure time are thought to have emerged in the late 19th century with the rise of mechanized industry.
2. Old and young, rich and poor have been using their free time for rest and entertainment.
3. Middle-aged and old people normally prefer more passive kind of rest.
4. Basic leisure time activities of the young are travelling, doing sports, visiting discos and night clubs.
5. Their tastes in music are usually different kinds of popular music associated with youth subcultures.
6. Sometimes the ways young people spend their free time depends on national traditions.
7. British youngsters are really fond of watching football matches.

Vocabulary
19. Find the words or expressions in the text which mean the following:

a) time when one is not working or occupied; free time;
b) people or things classed together as being of similar age;
c) a sport that is exciting, physically dangerous;
d) a subdivision of a national culture different from that generally accepted in a society, shared by youth individual groups;
e) a recording of the musical accompaniment of a film;
f) a particular type of literature, painting, music, film, or other form of art;

Discussion

1. Do you believe Internet addiction is a real disorder? Choose the most appropriate answer for you and share your ideas with the groupmates:
a) Yes, but can't answer now. Gotta check Twitter and Facebook.
b) No. The Internet is for work and shopping. That's about it.
c) Maybe. I'm waiting to speed-read the new psychiatric literature.
d) I think …
2. Discuss with your partner what the youth from different countries have in common.

Project
    Prepare a report/presentation on how your life at university differs from your school years.

UNIT II: BELARUS

Pre-reading
1. Do you know your homeland? Can you do this quiz? Try to match the names of the places with the notions of the given sights.

1. Viazynka	a) Tadeusz Kosciuszko's birthplace, Ruins of the Palace
2. Strochytsy	b) Composers Moniuszko and Ravensky; linguist Leo Shcherba
3. Zaslaue	c) Skansen village, open-air museum of old Belarusian rural architecture
4. Kosava	d) Yanka Kupala's birthplace; House- Museum
5. Ruzhany	e) The Museum of Popular Arts; Rahneda
6. Turau	f) Artist and composer Napaleon Orda (1807–1883)
7. Ivanava	g) Sapiega's residence; Ruins of the Palace
8. Cherven (district)	h) Centre of the Principality; birthplace of the first manuscript
9. Smarhon (district)	i) Sporting centre
10. Kreva	j) Church-fortress
11. Staiki	k) Ruins of the Castle, historic village
12. Synkavichy	l) The Academy of Training Bears; writer Bahushevich; composer Ahinsky

Reading
2. Read the following text and answer the questions below.

1. What do you think are the advantages of the geographical position of Belarus?
2. Do you like the nature and the climate of our Republic?
3. Nowadays Belarus is a country of developed industry, education and culture, isn't it?
4. What proves that Belarus possesses a great scientific and technical potential?

Text A: The Republic of Belarus

The Republic of Belarus is situated in the centre of Europe on the crossroads of major transport routes between the CIS and Western Europe. Belarus borders on Poland, Lithuania, Latvia, Russia and Ukraine. The country stretches 560 km from north to south and 650 km from west to east. The total area is 207,600 square kilometres.

Belarus has a moderate continental climate. It is defined by the location of the country in mid-latitudes, the absence of mountains, and the relative vicinity of the Atlantic Ocean. July is the hottest month of the year, January is the coldest month.

There are more than 20,000 rivers and rivulets in Belarus. The biggest rivers are the Dnieper, the Western Dvina and the Neman. Belarus is called «the blue-eyed» because there are more than 10,000 lakes in the country. The biggest lake is Lake Naroch, the deepest lake is Lake Dolgoye.

Arable lands constitute as much as 43 % of Belarus' territory, forests – 39 %, lakes and rivers – 2 %, other lands – 16 %.

There are six administrative regions in Belarus with centres in Brest, Vitebsk, Gomel, Grodno, Mogilev and Minsk. They are further divided into 118 districts.

The population of the Republic of Belarus is about 10 million people, with 70 % of the Belarusians living in urban areas. One fifth of the population or about 2 million live in the capital city of Belarus, Minsk.

Belarus adheres to the socially-oriented model of the market economy which has proved to be consistent and efficient.

Belarus has a multi-faith society. The country has no history of religious wars.

Belarusian and Russian are the official languages of Belarus.

The Republic of Belarus does not have a massive mineral resource base. At the moment, more than 4 thousand deposits representing about 30 types of minerals were identified and explored in the depths of the Republic of Belarus. In terms of the economy, of particular importance are potassium and rock salts, peat, sapropel, a unique supply of mineral, fresh waters and timber. Potassium salts are one of the most valuable natural resources in the amount of reserves of which the country occupies one of the first places in Europe. Rock salt reserves exceed 22 billion tons at three known deposits alone. The territory of Belarus is prospective in ferrous and non-ferrous metals, phosphates, non-ore materials for the production of construction materials: dolomite, chalk, building and decorative stone, sand, gravel, granites, dolomites, fire-resistant and refractory clay, loam, sand-gravel compounds, etc.

Belarus is among CIS leaders in chemistry and petrochemistry, agricultural and automobile construction, agriculture, light industry, forestry, individual branches of the information and communication technologies industry. The country exports more IT services per capita than any other CIS state. It has good prospects in the high-tech sector, namely in the production of optical and laser devices, automated management systems.

The major branches of the country's economy include mechanical engineering, chemical and petrochemical industry, fuel and energy sector, agriculture, forestry industry, wood processing and other ones.

The top ten Belarusian products which account from 0.6 % to 30 % of the global market are: 1) freight vehicles, road and construction equipment; 2) tractors and agricultural equipment; 3) refrigerators and household equipment; 4) fertilizers; 5) flax fibers; 6) chemical fibers and threads; 7) clothes and footwear; 8) potatoes; 9) meat products; 10) dairy products.

Automobile industry is one of the leading industries of the mechanical engineering sector. Belarus specializes in manufacturing freight vehicles, buses and special vehicles. The biggest companies are Minsk Automobile Plant (MAZ trademark) and Belarusian Autoworks (BelAZ trademark). Belarusian Autoworks

accounts for a third of the global market of rock haulers and is one of the leading producers of quarry equipment in the world.

Belarus is a leading producer of agricultural equipment such as tractors, grain harvesters, all kinds of forage harvesters. Minsk Tractor Works (MTZ trademark) is among the biggest manufacturers of wheeled tractors. Belarusian tractors account for 96 % of the global market.

Belaruskali and GrodnoAzot are among the world's biggest manufacturers of potassium and nitrogen fertilizers. Belaruskali accounts for 16 % of the global potassium market. About 90 % of Belaruskali's output is exported to Europe, East Asia, Mediterranean countries, South Africa, India, China, South and North Americas, a total of 65 countries across the globe. Belshina is Europe's largest tire producer.

About 85 % of energy resources consumed by the national economy is imported. Electricity generation is the core of the Belarusian fuel and energy complex. In the near future nuclear energy will play a leading role in the fuel and energy complex. The nuclear power plant will allow reducing the prime cost of produced energy by up to 20 %.

Agricultural production accounts for about 8 % of the country's GDP. Belarusian companies almost fully satisfy the needs of the domestic food market.

The country is a top exporter of dairy products (milk, butter, cheese) in the world. Belarus is one of the major potato producers in the world. About 16 % of the world's flax crops are grown in our country. Belarus is the top five countries among the world's 26 flax fiber manufacturers.

Belarus is a major transport artery in Eurasia. Transport services are rendered by railway, automobile, air, inland water, and pipeline transport operators. Belarus' geographical location favors the deployment of logistics centres along the routes used to transport cargoes between Europe and Asia. Every year over 100 million tonnes of European cargoes is transported via Belarus. Transit of goods via Belarus is fast and secure.

Belarusian science is a strong intellectual industry. The National Academy of Sciences of Belarus (NASB) is a leading scientific organization in the Republic of Belarus. It is an intellectual hub of the country; it helps shape Belarus' development patterns. The NASB is a core of the modern knowledge and innovation system.

The High-Tech Park (HTP) was established in Belarus with a view to raising competitiveness of innovative industries, improving conditions for designing modern technologies and boosting export, raising local and foreign investments. At present the High-Tech Park is one of the leading innovation-based IT clusters in Central and Eastern Europe. The HTP offers favourable conditions for doing business in the IT sector, as it provides unprecedented tax benefits and boasts highly qualified workforce.

Belarusian specialists are involved in various IT projects, from system analysis, consulting, and hardware selection to the development of composite systems. Software produced by the HTP resident companies is used by Microsoft, Hewlett-Packard, Coca-Cola, Colgate-Palmolive, Google, Toyota, Citibank, MTV, Expedia,

Reuters, Samsung, HTC, Mitsubishi, British Petroleum, British Telecom, the London Stock Exchange, the World Bank, etc. HTP resident companies compete successfully in high-tech markets of North America and Western Europe.

A lot of famous people of the world have Belarusian origin. Francysk Skaryna, Ignat Dameika, Ivan (Yan) Chersky, Pavel Sukhoi, Zhores Alferov, Petr Klimuk, Alexander Chizhevsky, Mikhail Vysotsky, Ivan Khrutsky, Napoleon Orda, Alexander Medved, Andrei Gromyko, Sofia Kovalevskaya to name but a few.

Comprehension check
3. Work in pairs. Ask your partner:

1. Where Belarus is situated and what its area is?
2. What countries Belarus borders on?
3. Why Belarus is sometimes called «blue-eyed»?
4. What is meant by «socially-oriented model of market economy»?
5. What major branches the Belarus economy include?
6. If Belarus is an energy-dependent country?
7. What agriculture the country specializes in?
8. What your partner knows about the High-Tech Park?

Vocabulary practice
4. Find in the text the equivalents to the following words or phrases.

На душу населения, калийные удобрения, молочная продукция, ручей/речушка, сельскохозяйственные угодья, составлять, нефтехимия, сельскохозяйственное и автомобильное машиностроение, на душу населения, придерживаться, модель социально-ориентированной рыночной экономики, карьерная техника, лесная промышленность, грузовые автомобили, выпускать/производить (продукцию), льноволокно, карьерный самосвал, комбайн, груз, крупнейший производитель, транспортная артерия, лен, перевозка грузов, основывать/создавать, месторождение, превышать, природные ресурсы, легкая промышленность, деревообработка, фондовая биржа, энергоресурсы.

5. Find the words or expressions in the text which mean the following.

1. A place where two roads meet and cross each other.
2. The line that divides two countries or areas; the land near this line.
3. Land suitable for ploughing, usually ploughed.
4. A small stream.
5. A machine for cutting and gathering grain.
6. Goods carried in a ship, aircraft or other vehicle
7. Something new that is introduced.

Reading
6. Read the text and find the arguments in favour of:

1. How the streets of Minsk tell the visitor their story of growth and change?
2. In what way Minsk has developed its own sense of architectural continuity?
3. Various possibilities for entertainment the capital offers to its dwellers and visitors.
4. What makes Minsk an industrial center?
5. What the enterprises of the city manufacture?
6. What are the most important educational establishments of Minsk?

Text B: Minsk

Minsk is the capital of the Republic of Belarus. It is the country's political, financial, industrial, scientific and cultural centre. The President of the Republic of Belarus, the National Bank of the Republic of Belarus, the Parliament and the Government reside in Minsk. It is also home to the Executive Committee of the Commonwealth of Independent States, diplomatic corps, consulates and representative offices of international organizations in the Republic of Belarus.

Minsk is the most economically developed city in Belarus. It manufactures almost a quarter of the country's industrial products. The main branches are: food production, light industry, motor industry, tractor manufacturing, instrument making, radio engineering and electronic equipment manufacturing. More than 300 industrial enterprises of the city manufacture cargo trucks, tractors, powerful wheel-tire tractors, comfortable buses, trolley buses and trams, motorcycles and bicycles, TV sets, furniture, fabrics and many other products. The acknowledged leaders of industrial sector are «Minsk Tractor Works» (being among the eight top producers of tractors in the world), «MAZ» (Minsk Automobile Plant), Minsk Refrigerators Plant «Atlant», «Minsk Motor Plant», «Minsk Mechanical Plant» named after S.I.Vavilov, «Integral», and many others.

Minsk is the largest educational and scientific centre of Belarus. It numbers 34 higher educational establishments: among them the Belarusian State University , the Academy of Management of the President of the Republic of Belarus, the Belarusian State Economics University, the Belarusian National Technical University, the Belarusian State Academy of Arts. Scientific researches are carried out at higher educational establishments such as: the Belarusian State University, the Belarusian National Technical University, the Minsk State Linguistic University, the Belarusian State University of Informatics and Radioengineering.

Minsk was first described in the Story of Bygone Years, an early chronicle, as a fortress of the Polotsk Principality associated with a feudal battle on the Nemiga River in 1067.

Minsk is dotted with parks, including Gorki Park, Yanka Kupala Park, Cheluskintsy Park, Victory Park, Alexandrovski Garden, the Central Botanical Gardens and the water-and-park Svisloch reserve. The parks provide an escape from the city's maze of streets and buildings. In the Botanical Gardens you can stroll from

a rainforest to a formal French park, explore an alpine rock garden, or learn about plants of the Far East – all in one afternoon.

A well-planned city, Minsk has developed its own sense of architectural continuity, balancing the monolithic buildings of business with the living needs of its people. The present-day city is almost entirely of new construction; most of the principal buildings in the centre are in architectural style of the early Soviet period – the Government House, the building of the Central Party Committee, the Red Army Club, the Opera and Ballet Theatre, the Academy of Sciences and others.

The Holy Spirit Cathedral, the Cathedral of Sts. Peter and Paul, the Church of St. Mary Magdalene, Maryinski Cathedral, St. Symon and St. Alena Church, or the «red church» all survive as relics of the past.

The major Minsk theatres and museums were instrumental in turning the city into a cultural mecca of Belarus: the Belarus State Theatre of Opera and Ballet (or the Belarus Bolshoi), the Yanka Kupala National Drama Theatre, the Gorky Drama Theatre, the National Art Gallery, the State Museum of History, the Museum of the Great Patriotic War.

Minsk's charm is not easy to describe. At work or at play, the inhabitants ultimately do create the city's character, but its physical presence – bustling streets, concrete texture, park oases, the skyline over the Svisloch – sets the pace for the city-dwellers.

Comprehension check
7. Decide if the following statements are True or False. Say, why?

1. The first mention of Minsk in the chronicles dates back to 1076.
2. Minsk suffered heavy losses during World War II.
3. The best and most expensive hotels, restaurants, clubs, theatres, cinemas and the richest shops are found in the Trinity Suburb.
4. Present-day Minsk is a well-planned city with numerous shady parks, broad streets and avenues, modern buildings and a few churches which have survived as relics of the past.
5. If you want to know more about the history of our country, you can go to the State Museum of History.
6. There aren't any sports facilities in Minsk to welcome international events.

Vocabulary practice
8. Match the definitions with the words from the right column.

1. a system of twisting paths leading to a central point	a) to manufacture
2. an old object or custom that reminds people of the past	b) dweller
3. to be busily active, often with much noise	c) maze
4. a person who lives in the stated place	d) relic
5. to make or produce	e) to bustle

9. Find in the text the nouns that are described by the following adjectives.

alpine	cultural
architectural	scientific
concrete	educational
provincial	residential
monolithic	bustling

Reading
10. Read the text below and try to complement it with the facts known to you.

Text C: From the History of Belarus

Belarus is a country with an ancient and rich history. The first people to inhabit the territory of Belarus appeared 40,000 years ago. Indo-European tribes, ancestors of Slavs and Balts, began to settle on the Belarusian land in the 3d–2nd millennium BC. The Belarusian ethnic group began to form in the 6th–8th centuries. The ancestors of the Belarusians were the Krivichi, the Radimichi and the Dregovichi.

The first state formation came into being on the territory populated by the Krivichi – the Principality of Polotsk, with its centre in the city of Polotsk, whose history dates back to 862 AD. At the end of the 10th century, two principalities emerged, Polotsk and Turov, both dependent on Kievan Russia. From the 13th to the 16th centuries, the territory of contemporary Belarus became a centre of the Grand Duchy of Lithuania, one of the largest feudal monarchies in Europe.

Belarusian was the state language of the Grand Duchy of Lithuania, and Novogrudok (Grodno Region) was its capital. In the 14th century, the capital moved to Vilnius. In the Medieval Period, the Belarusian land was known as Litva (Litvanie) while the name Belarus was rarely used and applied only to the north-eastern part of the current territory.

In 1569, the Grand Duchy of Lithuania and the Kingdom of Poland united to form a confederation, Rzecz Pospolita. By the end of the18th century, the Belarusian territory was included into the Russian Empire.

In 1812 Belarus was invaded by Napoleon army. A few months later the French were defeated and driven westwards. To commemorate that event and to celebrate the centenary of the war against Napoleon the citizens of Vitebsk erected a monument on the Uspenski hill.

On January 1, 1919 the Revolutionary Workers' and Peasants' Government of Byelorussia proclaimed the formation of the Byelorussian Soviet Socialist Republic.

By the end of the thirties a great number of large and small plants and factories had been built throughout the republic. Minsk, Gomel, Mogilev, Grodno, Vitebsk, Brest, Bobruisk, Orsha and other cities grew into important industrial centres. A lot of collective and state farms were organized, the national arts and literature, science and education developed rapidly. But the peaceful labour of the people was

interrupted by a new war. From June 1941 to July 1944, Belarus was occupied by the Nazi troops. Belarus lost 2,200,000 people in World War II, more than a quarter of its population. Numerous Belarusian villages and towns were burned to ashes. But Belarus has restored its cities and rebuilt its economy after the war. Belarus is one of the UN founders.

A new era in the history of Belarus began on July 27, 1991 when the Supreme Soviet of the Republic of Belarus proclaimed its sovereignty. The USSR was dissolved and the CIS (Commonwealth of Independent States) was created. Minsk was chosen as a location for the central bodies of the CIS.

On March 15, 1994 the Constitution of the Republic of Belarus was adopted and Belarus was declared a unitary, democratic, social, and law-governed state.

Comprehension check
11. Answer the following questions.

1. When did the first people to inhabit the territory of Belarus appear?
2. What do you know about the ancestors of the Belarusians?
3. When was Rzecz Pospolita formed?
4. When was Belarus invaded by Napoleon?
5 What events took place on the territory of Belarus in the first half of the 20th century?
6. When did Belarus become an independent state?

12. Decide if the following statements are true or false? Say, why.

1. The ancestors of the Belarusians were the Anglo-Saxons.
2. In the 13th century the Grand Duchy of Lithuania annexed Belarus.
3. In 1659 Rzecz Pospolita was formed.
4. In 1812 Belarus was invaded by the fascist Germany.
5. On January 1, 1919 the Revolutionary Workers' and Peasants' Government of Byelorussia proclaimed the formation of the Byelorussian Soviet Socialist Republic.
7. Before World War II the life of the Belarusians was unhappy.
8. World War II brought innumerable losses to the country.
9. Belarus proclaimed its sovereignty on July 27, 1991.

Vocabulary practice
13. Write the derivatives of the following words.

history, populate, invade, organize, develop, occupy, independent, locate, annex, settle, form, emerge, move, commemorate, celebrate, interrupt, restore

Reading
14. Read the text and answer the following questions.

1. What are the most popular holidays in Belarus?
2. Why is Remembrance Day a great holiday for all Belarusians?
3. Why is the Ivan Kupala holiday "Kupalle" considered to be one of the most mysterious holidays in Belarus?
4. What do you think the typical features of the Belarusian national character are?

Text D: Holidays in Belarus

The Belarusians are known to be hard-working people. They don't lose their temper and patience. Belarusian people are tolerant; they always keep their good sense of humour. The Belarusians are open, friendly and very hospitable. They remember the heroic past of the country, look into their future with hope and do everything possible to live a better life. They can work hard and have a good rest.

There are many holidays celebrated in our Republic. We celebrate New Year, Christmas, Easter, May Day, Victory Day, Independence Day, Remembrance Day «Dziady» and others.

Some holidays are connected with our history, some of them are religious. All the holidays are very important for Belarusian people, especially such old ones as Easter and Christmas.

Easter is a religious holiday. It is a church holiday and many churches have an outdoor service on this day. Easter marks the end of winter and the beginning of spring. There exists a custom to colour eggs on that day.

Christmas is a religious holiday, too. On that day people send cards of Christmas greetings to their relatives and friends and wish «Merry and Happy Christmas».

Remembrance Day is a great event for the Belarusians. It is called «Dziady». This holiday is dedicated to the memory of those who died or perished. It is officially celebrated on the first Saturday in November. On this day people remember their dead parents, grandparents and relatives. To express their honour to the dead, the Belarusians lay the table with food on this day. They do their best to show the warmest welcome to the souls of their grandfathers and ancestors. It is believed that on Remembrance Day the souls return to the houses they used to live in. «Dziady» is a holiday when people associate everything in nature with the souls of the dead.

The most exciting holiday is Victory Day marked on May 9. On this day in 1945 Soviet people won the great victory over the German fascists. Since that time people have been commemorating the heroes who gave their lives for the future of our Motherland. On May 9, we put flowers to the graves of the defenders of our country.

There is one holiday which is celebrated on the day of summer solstice. It is the Ivan Kupala holiday, one of the most poetic holidays in Belarus. Young men and women gather together in clearings, make crowns of flowers and jump over camp-

fires. Most of them wear Belarusian costumes – white linen shirts or white dresses. On the shortest summer night young people go to the woods where they try to find a blooming fern as the tradition says.

Most of the folk holidays in Belarus are associated with farm work. One of them called «Dozhinki» literally means picking up the last remaining wheat ears in the field. It signals the end of the harvesting in autumn. This holiday is five hundred years old. During the holiday people make a show of their work and art: potters make pots and jugs, musicians play the svirel – the ancient wood pipe. People usually dance to fiddles.

Comprehension check
15. Agree or disagree with the following statements.

1. The pagan holiday «Kalyady» coincided later with Christmas.
2. On the Remembrance Day souls of the dead are believed to come out of their tombs and into the wide world.
3. Victory Day, celebrated on May 1, is a commemorative event in our life.
4. One of the culminating moments of «Kupalle» is the search for a magic fern-flower in the forest.
5. The folk holiday «Dozhinki» signals the beginning of the harvesting in summer.
6. The Belarusians are generally recognized as hard-working, industrious and patient people.

Vocabulary practice
16. These words can be used both as verbs and nouns. Make up your own sentences to show the difference in their usage.

Work, mark, colour, honour, signal, dance, wish.

Reading
17. Read the text and get ready to speak about places of interest in Belarus.

Text E: Places of Interest in Belarus

Belarus starts with the capital city. Minsk has almost a thousand-year history. During the Great Patriotic War Minsk was destroyed by more than 80 %. That is why very few ancient buildings have survived in the city. However, Minsk can be proud of wide avenues and streets, spacious squares, diverse architectural ensembles, verdurous boulevards and parks. The Belarusian capital offers over 40 pedestrian and bus tourist routes introducing tourists to historical and cultural heritage, museums, theatres, exhibition halls, and other facilities.

The Mir Castle Complex (Mir Castle) is an outstanding specimen of the 16th century fortification art. It is included in the UNESCO World Cultural Heritage List.

The Nesvizh palace and park complex is a unique monument of architecture and landscape design of the 16th−18th centuries. It is a UNESCO World Heritage site.

The Augustow Canal is a hydraulic engineering specimen of the early 19th century. It connected the Vistula River and the Neman River. Numerous international cultural and sport events, national and regional contests, tourist gatherings take place at the canal. Tourists can go for kayak, canoe, motorboat trips along the Augustow Canal.

The memorial complex Khatyn is one of the most impressive monuments to the victims of World War II. It is located at a distance of 54 km from Minsk. Khatyn is a former Belarusian village destroyed by fascist invaders during the Great Patriotic War. Today Khatyn complex is one of the most revered places in Belarus. The memorial complex has its own museum and a photo exhibition.

The Brest Fortress memorial is a specimen of the 19th century fortification art. It is a 30-minute walk from Brest's downtown. The fortress is a symbol of Soviet soldiers' resistance in World War II. On the 22nd of June 1941 the fortress garrison repelled the first attacks of Nazi invaders. The besieged fortress managed to hold the line for over a month. It was awarded the Hero Fortress title in the wake of World War II for outstanding courage displayed by Soviet soldiers when they fought against fascist troops.

Belovezhskaya Pushcha is one of the major tourist attractions of Belarus. It is the biggest forest in Central Europe famous for its oak trees, which are over 500 years old. Belovezhskaya Pushcha is also home to numerous bird and animal species, including Europe's largest population of rare aurochs. The Belovezhskaya Pushcha National Park is a UNESCO World Heritage site.

The Braslav Lakes National Park is located in Vitebsk region. The park includes the most beautiful glacial lakes in Belarus. The lakes are the habitat of rare birds and animals included in the Belarus Red Book of Endangered Species.

Discussion

1. You have to organize a Belarus day for exchange students' visit from Great Britain or the USA. What activities would you choose?
2. Suggest your friend, who's come from another city, to meet at 8 o'clock tomorrow morning for a sightseeing tour of Minsk (or your native place). Discuss the plan of your tour with your friend.
3. Steve Brennon, your friend from Great Britain, is visiting your home city. You have taken him to many places. He shares his impressions with his friends.

Project

Make a report/presentation about a famous compatriot.

UNIT III: GREAT BRITAIN

Pre-reading
1. Answer the questions to learn how much you know about the UK.

1. What image of Britain do you have?
2. Which places in Britain would you like to visit?
3. What does the flag of Great Britain symbolize?
4. Is Britain a politically stable country?
5. Do you know what kinds of leisure are purely British?

Reading
2. Read the text below and answer the following questions.

1. Great Britain, England and the United Kingdom – how are they different?
2. How was the United Kingdom formed?
3. Why is the weather characterized as changeable and unpredictable?

Text A: Four Countries – One Kingdom

The United Kingdom, officially the United Kingdom of Great Britain and Northern Ireland, is an island nation and constitutional monarchy in north-western Europe, member of the European Union.

Great Britain is the largest of the British Isles. It comprises, together with numerous smaller islands, England and Scotland, and the principality of Wales. Northern Ireland, also known as Ulster, occupies the north-eastern part of the island of Ireland.

The United Kingdom is separated from continental Europe by the English Channel, in the east it is limited by the North Sea, and in the west by the Irish Sea and the Atlantic Ocean. The only land border is between Northern Ireland and the Republic of Ireland .The total area of the United Kingdom is 242 sq km.

The names United Kingdom, Great Britain and England are often used interchangeably. The use of Great Britain, often shortened to Britain, to describe the whole kingdom is common and widely accepted, although strictly speaking it does not include Northern Ireland.

However, the use of the word «England» to mean the United Kingdom is not acceptable to members of the other constituent countries, especially the Scots and the Welsh.

England and Wales were united administratively, politically and legally by 1543. The crowns of England and Scotland were united in 1603, but these two countries remained separate political entities until the 1707 Act of Union, which formed the Kingdom of Great Britain with a single legislature. From 1801, when Great Britain and Ireland were united, until the formal establishment of the Irish Free

State in 1922, the kingdom was officially named the United Kingdom of Great Britain and Ireland.

The mainland of the island of Great Britain is 974 km at its longest part and 531 km at its widest. However, the highly indented nature of the island's coastline means that nowhere there is a place more than about 120 km from the sea.

The climate of the United Kingdom is mild relative to its latitude, which is the same as that of Labrador in Canada. The mildness is an effect of the warm Gulf Stream. Winter temperatures seldom are below – 10 ºC and summer temperatures rarely higher than 32 ºC. The sea winds also bring plenty of moisture, average annual precipitation is more than 1,000 mm.

The population of the country is more than 56 mln people, but it is one of the world's leading commercial and industrialized nations. In terms of gross national product (GNP) it ranks fifth in the world, with Italy, after the United States, Japan, Germany and France.

Comprehension
3. Here are the answers to the questions. Work out the questions.

1. The only land border is between Northern Ireland and the Republic of Ireland.
2. Britain is nearly 500 km wide and 1000 km long.
3. The names United Kingdom, Great Britain and England are often interchangeable.
4. In 1922 Ireland was partitioned. Northern Ireland remained within Britain. It was the last step in the formation of the United Kingdom.
5. The climate of the UK is favourable for agriculture.
6. Britain has only 1 % of the world's population, but it is the fifth largest trading and banking nation.
7. France and Belgium are the closest continental neighbors.

Vocabulary
4. Match the following words with their corresponding definitions.

a) principality; b) entity; c) latitude; d) precipitation; e)GNP; f) interchangeable; g) legislature

1. Water which falls from the clouds toward the ground, as rain or snow.
2. The position north or south of the equator measured from 0° to 90°.
3. A group of people who have the power to make and change laws.
4. A country ruled by a prince.
5. Able to be exchanged with each other without making any difference or without being noticed.
6. The total value of goods and service produced by a country in one year, including profits made in foreign countries (Abbreviation for Gross National Product).

7. Something which exists apart from other things having its own independent existence.

Reading
5. Read the following text and find the answers to the questions.

1. Is Britain a republic or a kingdom?
2. What is the difference between the House of Commons and the House of Lords?
3. What role does the Queen play in the life of modern Britain?

Text B: How Britain Is Run

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy.

A constitutional monarchy has either a king or a queen – as its Head of State, but the power of the monarch is limited by the country's constitution. In practice, the monarch reigns but does not rule. The legal authority is given to Parliament (the passing of acts), and executive authority (the carrying out of laws) to the government. The British form of government might seem a puzzling notion to many on discovering that Britain does not actually have a written constitution. The rules of the country have developed by all the laws and decrees that have been made over the centuries, by the way these laws have been interpreted in the Law Court in the past and are now reinterpreted from time to time. If there is enough pressure from the public for change, it is comparatively easy to change such a constitution.

Parliament is the most important law-making body of the British people consisting of the House of Commons, the House of Lords and the Sovereign (king or queen). The main purpose of the House of Commons is to make laws of the state by passing various Acts, as well as to discuss current political issues. The House sits for five days each week. Each «sitting» starts in the afternoon and may go on throughout the night. The House sits for about 175 days in the year and has a maximum term of five years.

The House of Lords, the upper house of the British Parliament, consists of over 1000 non-elected members (all peers and peeresses, certain clergy of the Church of England, some judges).The work of the House of Lords is largely complementary to that of the House of Commons, and includes examining and revising bills from the Commons, and discussing important matters which the Commons cannot find time to debate. The House of Lords does not have the same power as the House of Commons. It can pass Bills sent to it from the House of Commons, amend Bills and send them back to the Commons for approval, delay Bills for a limited time, start its own Bills, but it must send them to the Commons for approval.

The Queen is a symbol of Britain. The present Sovereign is Queen Elizabeth II. She is the Centre of much of the nation's ceremonial and by ancient tradition, the leader of society. Royal duties include visiting many parts of the UK each year to

encourage scientific, industrial, artistic and charitable works of national importance, paying state visits to foreign countries.

The UK is governed by the Government – a body of ministers who are responsible for the administration affairs. The ministers are the leading members of the political party which wins a majority of seats in Parliament. The Prime Minister is appointed by the Queen. All other Ministers are appointed by the Queen on the recommendation of the Prime Minister.

Comprehension
6. Match up the following half sentences.

1. Unlike the USA, France and many Commonwealth countries	a) the immunity is not shared by other members of the royal family.
2. The main purpose of the House of Commons is to make laws by passing Acts of Parliament	b) and distinguished men and women who have been made peers and peeresses for their life time.
3. The Speaker of the House of Commons is not a Minister nor a member of any political party	c) the British constitution has not been assembled into a single document.
4. In law the Queen as a private person can do no wrong, she is immune from civil or criminal proceedings	d) men and women over 18 have a vote. They have the right to elect a representative to Parliament. Voting is not compulsory.
5. Parliament consists of three elements the Monarchy, the House of Commons and the House of Lords	e) they meet together only on Occasions of ceremonial significance, such as the state opening of Parliament.
6. The House of Lords consists of 1000 Members. It includes all peers and peeresses who have inherited their titles	f) he is a member of Parliament, representing constituency and the constituents' interests.
7. Britain is a democracy	g) as well as to discuss current political issues

Vocabulary
7. Find words in the text which mean the following.

1. A situation or subject that is being dealt with or considered; a matter.
2. A person who has a high social position and any of a range of titles.
3. A country which has a king or queen.
4. A law or formal decision made by parliament or other group of elected law makers.
5. A system of giving money, food or help free to those who are in need because they are ill, poor or homeless.
6. Someone in a high position, who makes decision and acts according to them.

7. A person or people who have the moral and legal right or ability to control or a group of people with official responsibility for a particular area of activity.

Reading
8. Read and insert the following words in the gaps in the text below.

a) undergraduates; b) part-time; c) core; d) tutorials; e) governors; f) National Curriculum; g) grant; h) full-time; j) charge; k) tutor; l) postgraduates

Text C: How the Education System Works

Everybody has a right to a school place for a child from age 5 to age 16, and a school or college place for him or her from 16 to 18. These places are provided free of __(1)__. Everybody has a duty to make sure that the child goes to school until he or she is 16.

Most pupils go to schools which offer free education, although fee-paying independent schools also have an important role to play. In most schools, the __(2)__ and head teacher are in charge of the way the school is run, but the local council fixes the size of the budget, offers advice and can step if things go wrong. The child is taught the subjects he or she must study under the __(3)__. These are English, maths, science, history, art, music and PE. History, geography, art and music are not compulsory after the age of 14. Pupils will be tested in the __(4)__ subjects of English, maths and science at about the ages 7, 11 and 14.

Education and training should not stop when a student is 16. Young people now have much more choice about education. When they reach 16 they can decide to stay at school, move to a college as __(5)__student or combine __(6)__ study with a job.

Further education in Britain is for people over 16 taking courses at various levels up to the standard required for entry to higher education. Courses are run by further education colleges, many of which also provide higher education courses. Colleges have strong links with universities and these links can enable students to progress from the further education college into an advanced stage of a degree course at university.

Today there are 89 universities in Britain, compared with only 17 in 1945. All British universities are private institutions. Each has its own governing council, including some local business people and local politicians as well as a few academics. Students have to pay fees and living costs, but every student may obtain a personal __(7)__ from local authorities of the place where he lives. This is enough to pay his full costs, including lodging and food but the amount depends on the parents' income. If the parents do not earn much money, their children will receive a full grant which will roughly cover all the expenses. Students studying for first degrees are known as «__(8)__».

They have lectures, there are regular seminars at which one of the students reads a paper he or she has written. The paper is discussed by the tutor and the rest of the group. The students also see a __(9)__ alone to discuss their work and their progress. Such __(10)__ take place once a week.

The Bachelor's degree. After three or four years the students will take their finals. Those who pass exams successfully are given the Bachelor's degree. About 15% of students who start at universities leave without obtaining a degree, some of them after only a year.

The Master's degree. The first __(11)__ degree is normally that of Master. In most universities it is only in the science faculties that any large numbers of students stay to do postgraduate work.

Doctor of Philosophy is the highest degree. It is given for some original research work which is an important contribution to knowledge.

Comprehension

9. Comment on the following sentences.

1. All schools and colleges in the UK are fee-paying.
2. History, geography, art and music are compulsory for all children. It doesn't depend on their age.
3. After the age of 16 all young people have to combine study with a job.
4. After graduating from colleges young people have to pass entrance exams to universities.
5. All British universities are free of charge.
6. The amount of student's grant depends on his academic achievements.
7. After 3 or 4 years all students are given the Bachelor's degree.
8. To get the Master's degree students have to do original research work which contributes much to knowledge.

10. What terms do the following sentences define according to the text?

1. Spending of or using money, time or effort.
2. To stay somewhere, usually paying rent to do so and often for only a short time, such as a few days or weeks.
3. A sum of money given by a government to a person or organization for a special purpose.
4. A group of subjects studied at school, or a particular course of study in one subject.
5. A period of study with a tutor involving a student or a small group.
6. Students who are studying for their first degree at university or college.
7. A group of people elected or chosen to make decisions or give advice on a particular subject.

Reading
11. Read the text and underline the arguments why the UK didn't seek for membership of the European Community.

Text D: Britain and Europe

The idea of European Communities developed in the years following the end of World War II during which much of Europe had been devastated. In 1950 France and Germany suggested that several European countries should combine their coal and steel industries under a shared management. Italy, Belgium, the Netherlands and Luxembourg might even become a «United States of Europe» with no barriers to people, goods, money or services crossing frontiers, a common money system, common laws concerning industry and farming and perhaps some form of overall European Government. Britain did not seek membership of the Community from the beginning. Some of the main reasons were: the UK had strong trade links with other countries in the Commonwealth, which gave access to cheaper food, and strong political links with the USA. It was thought both would be weakened. The international trading traditions created a feeling that the UK was separate from «mainland Europe». A lot of people opposed the idea.

They thought that conceding power to any outside body mean loss of national sovereignty. However in 1961, Britain, together with Denmark and the Republic of Ireland, applied for full membership. Negotiations were broken off in 1963 when France vetoed (blocked) British entry. In 1967 Britain reapplied and France vetoed the British application again. Only in 1972 Britain became a member of the Community. The EC was popularly called «The Common Market». Then it became the European Union (EU).

Many people in Britain are not keen on the EC. They especially dislike the way in which EC law controls the small details of life in Britain. Britain frequently complains about the programme and budget of the EC.

After the USA, the countries of the EC have the richest and widest range of industries in the world. It is one of the great centers of world trading and banking. Trade is much easier between member countries. Companies can make goods to sell to the whole Community rather than just to their own country, and workers from member countries can work freely in any of the other Community countries. The common agricultural policy protects European farmers so that the Community need never depend on imports from overseas. The Community tries to ensure that farmers are guaranteed fair reward for their work. Britain has one of the most efficient agricultural industries in Europe and is a major exporter of agricultural and food products, agrochemicals and machinery. Only about 2 % of the workforce is employed in agriculture. The manufacturing sector plays an important role and Britain excels in pharmaceuticals, electronics, and aerospace.

The service sector (finance, retailing, tourism and business services) is the fastest growing industry. Britain is now the world's ninth largest producer of crude oil, which is the nation's main source of power.

The UK exports oil and manufactured goods such as machinery, electrical and electronic equipment, aerospace equipment and chemicals. Just over half of Britain's exports are to other countries in the European Union.

Comprehension
12. Discuss the following questions in pairs.

1. What was the reason for the formation of European Community?
2. What was the reason for the UK not to be a member of the Community?
3. When did the UK become a member of the European Community?
4. Why aren't many British people keen on «the Common Market»?
5. What are the advantages to be a member of the EC?
6. What are the most developed sectors of industry in the UK?
7. What is the Britain's source of power in the UK?

Vocabulary
13. Match the words with their definitions.

a) reward; b) frontier; c) negotiation; d) community; e) crude; f) to excel;
g) to devastate

1. To be extremely good.
2. To destroy completely.
3. Formal discussion.
4. A border between two countries.
5. Something given in exchange for good behavior or good word.
6. Natural state that has not been treated.
7. People living in one particular area.

Reading
14. Read the text and say why English has become the world language.

Text E: A Language that Came from Nowhere to Conquer the World

The movement of English around the world began with the pioneering voyages to the Americas and Asia, continued with the 19th century colonial developments in Africa and the South Pacific, and took a significant further step when it was adopted in the 20th century as an official or semi-official language by many newly-independent states. English is now the dominant or official language in over 60 countries and it is represented in every continent and in the three major oceans – Atlantic, Indian, and Pacific. It makes the application of the term «world language» a reality. People who speak English fall into one of three groups. Those who have learned it as their native language in the USA, the UK, Canada, Ireland, Australia,

New Zealand and South Africa (320 – 380 million).Those who have learned it as a second language in a society that is mainly bilingual: in more than 70 countries, such as Ghana, Nigeria, India, Singapore (150 – 300 million). And those who are forced to use it for practical purposes – administrative, professional or educational. One person in seven of the population in the world belongs to one of these three groups.

Evidence suggests that English is now the dominant tongue in international politics, banking, the press, new agencies, advertising, broadcasting, the recording industry, movies, travel, science and technology, knowledge management and communications. English is the main language of popular music, home computers and video games. The USA has a dominant economic position; it acts as a magnet for international business and trade, and organizations wishing to develop international market.

Old English, like modern German, French, Russian and Greek, had many infections to show singular and plural, tense, etc., but over the centuries words have been simplified. Verbs now have very few infections. Without infections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example swim, drink, walk, kiss, look, process, smile, record.

We can talk about water to drink and to water the flowers, time to go and to time a race, a paper to read and to paper a bedroom. Adjectives can be used as verbs. We warm our hands in front of a fire, if our clothes are dirtied, they need to be cleaned and dried. Prepositions too are flexible. A sixty-year old man is nearing retirement; we can talk about a round of golf, cards, or drinks. This involves the free admissions of words from other languages and the easy creation of compounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian and Japanese languages are resisting the arrival of English in their vocabulary.

But nothing is entirely predictable in the world of language. At the start of the millennium, it would have been hard to believe that few would know Latin 1000 years later. It takes only a shift in the balance of economic or political power for another language, to move centre stage.

Discussion

1. What form of governing a country can lead to prosperity and progress in different fields?
2. How should a country be governed to become peaceful, politically stable and economically developed?

Project

Collect new stories and make notes about current events in the UK. They could be about politics, personalities, anything. Use newspapers and magazines in the English language and in your own language, TV and radio programmes.

UNIT IV: ENVIRONMENTAL ISSUES

Pre-reading
1. Do the quiz.

Our environment is constantly changing. However, as our environment changes, so does the need to become increasingly aware of the problems that surround it. Here is a quiz to find out how much you know about the environment.

1. What do you call the area that is inhabited by a particular species?	a) habitat; b) environment; c) biosphere
2. What do you call the processing of used materials and their reuse?	a) recycling; b) reusing; c) reprocessing
3. Which layer protects the Earth from ultraviolet radiation?	a) oxygen; b) nitrogen; c) ozone
4. The process by which the Earth's temperature is increased is called…	a)biothermal effect; b) greenhouse effect; c) temperature effect
5. Which of the following is biodegradable?	a) plastic; b) paper; c) glass
6. What is the term for the complete disappearance of a species?	a) termination; b) disappearance; c) extinction
7. Which of these energy sources is renewable?	a) natural gas; b) coal; c) wind
8. What do you call the rain that contains a lot of chemicals and is harmful?	a) monsoon; b) acid rain; c) smog
9. What do you call the substance that pollutes the air, water or soil?	a) pollutant; b) pesticides; c) acid
10. What is the most used renewable energy source in the world?	a) hydro energy; b) solar energy; c) wind energy
11. Which of these animals is not now in danger of becoming extinct?	a) panda bear; b) polar bear; c) grizzly bear
12. Which type of shopping bag is more eco-friendly?	a) paper; b) plastic; c) canvas
13. Global warming will cause an increase of…	a) heat waves; b)hurricanes; c)both
14. Which gas is responsible for global warming?	a) carbon dioxide; b) oxygen; c) hydrogen
15. What are some of the consequences of deforestation?	a) loss of habitats; b) soil erosion; c) both
16. Which of the following is not a fossil fuel?	a) coal; b) wood; c) oil
17. Which of these human activities contributes to global warming the most?	a) using fossil fuels; b) cutting down trees; c) both
18. Which of the following can be recycled?	a) milk cartons; b) plastic bottles; c) both
19. Which of these animals is not yet extinct?	a) dodo; b) auroch; c) tasmanian tiger
20. Rainforest land is most often cleared for…	a) factories; b) pasture; c) farmland

Reading
2. Read the text below and find the answers the questions.

1. What is the greenhouse effect?
2. How does the greenhouse effect contribute to global warming?
3. What human activities contribute to global warming?
4. What are the results of global warming?

Text A: Global Warming Is a Reality

Global warming may be one of the biggest issues in the world today. The lands are less fertile, the water is not as fresh as it used to be, and our sun seems getting hotter and hotter. However, global warming is viewed in two opinions whether it is seriously a big problem or a biggest lie of all time.

So, what is global warming? The rise in the Earth's temperature that we refer to as global warming is most noticeably apparent as a rise in the ocean temperatures of the Earth. Since 1980, the global temperature of the sea and the atmosphere has increased by approximately one degree Fahrenheit. While this may seem like a small amount, the Earth is a fragile interconnected system, and even seemingly small changes can have huge impacts.

Effects of global warming vary depending upon where in the world you live. While global warming may mean increased rainfall for one area, it may mean a drought for another region. One of the global warming interesting facts which may seem confusing is that this phenomenon does not necessarily mean higher temperatures. In some areas of the world the temperatures may become cooler instead, and this can be just as devastating.

The greenhouse effect occurs when sunlight passes through the atmosphere and strikes the Earth. The sun's energy warms the Earth, which is a good thing, as we couldn't survive without it. Like the glass roof of a greenhouse, which prevents heat from leaving, greenhouse gases prevent some of the sun's energy escaping through the Earth's atmosphere.

Due to the burning of large amounts of coal, oil, and natural gas, the amount of greenhouse gases in the atmosphere has dramatically increased over the last three hundred years. For instance, carbon dioxide has increased 30 % in the atmosphere since 1750. Trees remove CO_2 from the air as a part of their natural processes. As people cut down forests, the capacity of trees to remove CO_2 from the air is lowered.

Scientists are concerned that if we continue to burn large amounts of fossil fuels and cut down our forests, an exaggerated greenhouse effect will occur resulting in an increase of the world's surface temperature known as global warming. A warming of only a few degrees can cause a number of environmental problems including the melting of polar ice caps, flooding coastal areas and causing ocean levels to rise.

Despite a lot of evidence, the debate over climate change and global warming continues. Do you believe in global warming?

Comprehension
3. Match up the following half-sentences.

1. In the last century	a) by using their cars less.
2. This rise of temperature	b) making hurricanes more frequent.
3. Factories, power plants and cars have burnt fossil fuels such as oil and coal	c) to reduce the impact of global warming.
4. These greenhouse gases trap heat near the Earth	d) releasing CO_2 and other gases into the atmosphere.
5. According to NASA the extend of Arctic Sea Ice	e) could become more common in warm areas.
6. Continued consumption of energy and fossil fuels	f) the planet's temperature has risen unusually fast.
7. Rising temperatures could mean rising sea levels	g) has declined about 10 % over the last 30 years.
8. Weather patterns could change	h) is known as global warming.
9. Severe droughts	i) could face extinction.
10. Species, unable to adapt to the changing conditions,	j) through a process called the greenhouse effect.
11. Many organizations advocate cutting greenhouse gas emissions	k) which could flood coastal areas around the world.
12. Consumers can help by saving energy around the house and	l) will increase the concentration of greenhouse gases in the atmosphere.

4. Which of the following factors contribute to global warming?

factories, bikes, driving cars, flying planes, smoking, watching TV, cooking, using a computer, reading, watering plants, exercising, having a barbecue, solar panels, deforestation, wind mills, aerosol cans, landfills, power stations, exhaust fumes

5. Which of the following are the results of global warming?

animal extinction, rise of sea levels, price of petrol, lower temperatures, heat waves, floods, deforestation, skin cancer, droughts, damage to the wildlife, smog, hurricanes, temperature rise, lack of oxygen, ozone holes, loss of habitat for animals

Vocabulary
6. Find the words in the text which mean the following.

1. The problem caused by increased quantities of gases in the air.
2. Gradual rise in the Earth's average surface temperature.
3. To be filled or covered with water.
4. Thick layers of ice and snow that cover the North and South Poles.

5. Coal or oil that is formed from the decayed remains of plants or animals.

6. A mixture of gases around the Earth's surface.

7. To get away, to find a way out; to get free.

8. A chemical compound that consists of simple molecules, each of which has one carbon and two oxygen atoms.

Reading
7. Read the text and enumerate the environmental problems mentioned in it.

Text B: Environmental Problems and Solutions

The protection of the environment is now the question of life or death on the Earth. There are many problems which threaten our natural environment. Water and soil pollution, the destruction of the ozone layer, acid rain, global warming, deforestation, oil spills, littering are among the most serious ones.

Every year the world's industry pollutes the atmosphere with millions of tons of dust and other harmful substances. The seas and rivers are poisoned with industrial waste and poisonous chemicals. During many processes poisonous gases (carbon dioxide, for example) are released into the air. These gases destroy the ozone layer of the atmosphere. It is very dangerous, because this ozone layer protects the Earth against the space radiation which can be harmful to both people and wild nature.

Acid rain is found mostly in Europe and North America. These areas of the planet have the most cars and power stations, which produce harmful chemicals. These then go into the air and mix with the water in clouds to produce acid rain. The trouble begins when polluted rain falls as it damages plants and animals. In fact the fish in hundreds of lakes in Europe and North America have almost died out completely because of acid rain. Cities are also suffering from the effects of this powerful form of pollution. Acid rain can slowly eat away the stone on the outside walls of buildings, and historic monuments can be severely damaged.

Many species of animals are endangered because they are losing their natural habitat or their food is contaminated with pesticides which slowly kill them. Many animals suffer from illegal hunting.

Some man-made accidents threaten wildlife and the ecosystem. Although these accidents are relatively rare because of increased safety procedures, accidents still occur, sometimes with devastating effects. Examples include oil spills, radioactive leaks, tanker spills, pipeline bursts.

Water is precious but it is also a scarce resource that needs to be preserved for future generations. Sustainable use of it is therefore vital to enable future life of our planet. Water pollution is a growing problem globally. Large industries including those that make chemicals and plastics dump a large amount of waste into the water. Human waste and rubbish also end up in the oceans and lakes.

The mishandling of hazardous waste materials poses immediate and long-term risks to plants, animals, humans and the environment. Man-made chemicals released into the dirt either by accident or through poor disposal techniques cause soil

contamination. Rupture of underground storage tanks, acid rain, leaching of hazardous waste from landfills, pesticides, and discharge from industrial chemical wastes all can contaminate the soil in which farmers grow crops or graze livestock that people eventually eat.

On the other hand, if the pollution is not stopped we'll die out anyway. We must set up national parks, protect natural habitat of animals, introduce harsher punishments for poaching and reduce demand for fur, ivory etc. We must invent new, waste-free and nature-friendly technologies and encourage industries to use cleaner methods of production. We should educate the public about the importance of recycling and raise public awareness about endangered species. We must develop and produce special water and air purifiers and filters. There is an international organization called Green Peace which fights against pollution and protects our nature. There is a good formula of RRR. It is Reduce, Reuse and Recycle. We can reduce the usage of electricity and drinking water. We must make an effort to recycle such things as plastic bottles, metal, paper, glass.

The topic of environmental problems and their effective solutions is quite complicated and difficult to understand. It is, however, the attitude of human beings towards using the natural resources that is going to influence the environment to a great extent.

Comprehension
8. Find the answer to the questions from the text.

1. What environmental threats are mentioned in the text?
2. What causes them?
3. Why are they dangerous?
4. What should be done to improve the situation?

Vocabulary
9. Match up the words from the text to make common collocations.

global, soil, water, oil, ozone, carbon, acid, power, air, space, safety, pipeline, storage

burst, rain, station, layer, tank, radiation, procedure, contamination, spill, pollution, purifier, warming, dioxide

10. Discuss the following questions in the group.

1. What laws are adopted in Belarus to protect the environment?
2. Are there any educational programmes on TV in Belarus that educate people how to help our planet?
3. People in Belarus are concerned about the environment, aren't they?
4. Are there many environmental groups in Belarus?

Reading
11. Read the text below and fill in the blanks in the text with the correct words from the table. There are some extra words.

consequence	increasing	protect	less	decreasing
slow	place	deforestation	deforested	ago
food	attention	cut	species	fewer
disagreement	part	away	America	facts

Text C: Deforestation

Deforestation used to be something that few people apart from environmentalists talked about, but in the last twenty years or so, it has received increasing __(1)__ from governments and the media, and is now generally considered one of the world's most serious environmental problems.

There is __(2)__ about how much forest has been disappearing, but few people doubt there is much less forest now than there was, say, fifty years ago.

Deforestation leads to the extinction of many __(3)__ of forest animals and the erosion of soil after trees have been removed, but the __(4)__ of deforestation that we hear most about is its contribution to global warming. Trees naturally absorb carbon dioxide (CO_2) from the Earth's atmosphere, so __(5)__ trees mean higher levels of CO_2. Many scientists estimate that about 20 % of global warming is due to __(6)__.

Deforestation is taking place mostly in developing countries in tropical regions of Asia, Central and South __(7)__, Africa. Perhaps the most well-known case is the __(8)__ size of the huge Amazon rainforest in Brazil.

Many people around the world say that developing countries should do more to __(9)__ their forests – although the developing countries could point out that most of the world's developed countries destroyed most of their own forests many centuries __(10)__.

In some cases, deforestation is caused by poor people who want to use the wood for fuel or to clear a small amount of land in order to grow __(11)__ for their families. In many cases, however, it happens because there are large profits to be made – for example, from selling the wood, or from growing crops, or raising animals on the land after the trees are gone. Products from __(12)__ land are often exported, so there is often a link between what people choose to buy in their local stores and what happens to forests in countries thousands of miles __(13)__.

Comprehension
12. Decide if the following statements are True or False? Say why?

1. Deforestation means the natural or intentional restocking of existing forests and woodlands that have been depleted.
2. Particularly hard hit are the rainforests in Australia and North America.

3. Swamps are viewed as the «lungs of the Earth», playing a crucial role in the world's oxygen balance.
4. Reforestation is caused by cutting down or burning of forests to clear land for agriculture, settlements, or other uses.
5. Typically, logging companies bulldoze the forests to extract timber, while landless farmers clear the land for farming and cattle grazing.
6. Coniferous forests are home to 80,000 species of plants and 20 million species of animals, many of which are now threatened with extinction.
7. Forests help protect the soil from erosion; without the protection of trees, exposed topsoil dries up and turns into desert.
8. More trees mean higher levels of CO_2.

Vocabulary
13. Find the words in the text that are the opposites of the words below.

reforestation	small or tiny	to decrease	to import
developed countries	unknown	preservation	to create
rich	to emerge	few	to sell

Reading
14. Read the text and say why the atmospheric level of carbon dioxide is less than it has been calculated?

Text D: Humanity and Greenhouse Warming

Start the car, turn on a light, or do just about anything, and you add carbon dioxide to the atmosphere. If you're an average resident of an industrial country, your contribution adds up to more than 5,5 tons of carbon a year. The coal, oil, and natural gas that drive the industrial world's economy all contain carbon inhaled by plants hundreds of millions of years ago – carbon that now is returning to the atmosphere through smokestacks and exhaust pipes, joining emissions from forest burned to clear land in poorer countries.

Carbon dioxide is foremost in an array of gases from human activity that increase the atmosphere's ability to trap heat. This greenhouse warming of the atmosphere is already taking hold. Melting glaciers, earlier springs, and a steady rise in global average temperature are just some of its harbingers.

Each year humanity dumps roughly 8,8 billion tons of carbon into the atmosphere, 6,5 billion tons from fossil fuels and 1,5 billion from deforestation. But less than half that total, 3,2 billion tons remains in the atmosphere to warm the planet. Where is the missing carbon? It's really a mystery. Forest is apparently not the only place where nature is breathing deep and helping save us from ourselves. Forests, grasslands, and the waters of the oceans must be acting as carbon sinks. They steal back roughly half of the carbon dioxide we emit, slowing its buildup in the

atmosphere and delaying the effects on climate. But the problem is that scientists can't be sure that the process will not be reversed, and as the globe continues to warm, it might even change to a curse if forests and other ecosystems change from carbon sinks to sources, releasing more carbon into the atmosphere than they absorb.

This is not just a matter of intellectual curiosity. Scorching summers, fiercer storms, altered rainfall patterns, and shifting species are some of the milder changes that global warming might bring. And humanity is on course to add more and more to atmospheric carbon dioxide. At that level, all kinds of terrible things could happen, and probably some of them will. Coral reefs could vanish, deserts could spread, currents that ferry heat from the tropics to northern regions could change course, perhaps chilling the British Isles and Scandinavia while the rest of the globe keeps warming.

Tens of billions of tons of carbon a year pass between land and the atmosphere: given off by living things as they breathe and decay and taken up by green plants, which produce oxygen. A similar traffic in carbon, between marine plants and animals, takes place within the waters of the ocean. And nearly a hundred billion tons of carbon diffuses back and forth between ocean and atmosphere.

But these processes are different. Because plants give off oxygen when they absorb carbon dioxide, a plant sink would lead to a corresponding oxygen increase. But when carbon dioxide dissolves in the ocean, no oxygen is added to the atmosphere. Plants prefer taking in gas that contains carbon 12, a lighter form of the carbon atom. The rejected gas, containing carbon 13, builds up in the atmosphere. The ocean, though, does not discriminate, leaving the carbon ratio unchanged. So researchers have come to the conclusion that while the ocean is soaking up almost half the globe's missing carbon – 2 billion tons of it – the sink in the Northern Hemisphere appears to be the work of land plants. Their appetite for carbon dioxide surges and ebbs, but they remove, on average, more than 2 billion tons of carbon a year.

Right now global warming, ironically, may be helping forestall even more warming, by speeding the growth of carbon-absorbing trees in the north. But northern ecosystems could soon turn against us. The trees grow more slowly in warmer years because of moisture stress. Trees are being killed by insects, and are becoming less able to fight off infestation. The vast tracts of dead trees will ultimately send their carbon back to the atmosphere when decay or fire consumes them. If that happened, the boreal forest as we know it would be no more.

Climate experts keep a worried eye also on the permafrost because vast reserves of peat and other carbon-rich organic material are frozen into it – a global trove of carbon estimated at 200 billion tons. For hundreds, perhaps and thousands, of years low temperatures entombed it. Now scientists predict that «if, due to warming in the Arctic, the permafrost warmed up and dried out, most of that carbon could be released». The atmospheric level of carbon dioxide could jump by more than 25 percent above current levels.

Reading
15. Read the text and say how to balance the global level of carbon dioxide?

Text E: Where in Nature Can We Look for Salvation?

So where in nature can we look for salvation? Until recently climate scientists hoped it would come from farther south. In temperate and tropical vegetation, they thought, a negative feedback effect called carbon fertilization might rein in the carbon dioxide rise. Plants need carbon dioxide to grow, and scientists have found that in laboratory chambers well-nourished plants bathed in high-carbon dioxide air show a surge of growth.

So out in the real world, it seemed, plants would grow faster and faster as carbon dioxide built up in the atmosphere, stashing more carbon in their stems, trunks, and roots and helping to slow the atmospheric buildup.

The outlook for an increased ocean sink is no brighter. The North Atlantic and the southern oceans have cold, nutrient-rich waters that welcome carbon dioxide. Carbon dioxide dissolves easily in cold water, and the nutrients foster marine-plant growth that quickly uses up the dissolved carbon dioxide. The traffic mostly goes the other way in warmer, less biologically rich seas.

The global balance is favorable, for now at least. More carbon dioxide dissolves in the oceans than is given off. Researchers' measurements confirm that the oceans take up nearly as much carbon as the regrowing forests: an average of 2 billion tons a year. One-half of the missing carbon is ending up in the ocean. The question is whether this ratio is going to change as global warming raises the temperature of surface waters and carbon dioxide continues to build up in the atmosphere.

The future does not look particularly bright. Carbon dioxide is less soluble in warmer water. What's more, dissolved carbon dioxide can easily slip back into the atmosphere unless it is taken up by a marine plant or combines with a «buffer» molecule of carbonate.

The ocean's supply of carbonate is limited and is replenished only slowly as it is washed into the ocean by rivers that erode carbonate-containing rocks such as limestone. In absorbing those two billion tons of carbon from the atmosphere year after year, the ocean is gradually using up its buffer supply. It is expected that by the end of the century, its carbon appetite will have dropped by 10 percent – and it may ebb much further in the long run.

If nature withdraws its helping hand – if the carbon sinks stop absorbing some of our excess carbon dioxide – we could be facing drastic changes even before 2050, a disaster too swift to avoid. And if the carbon sinks hold out or even grow, we might have extra decades in which to wean the global economy from carbon-emitting energy sources. Perhaps it is time for us to think about creating our own carbon sinks.

Scientists have dreamed up plenty of possibilities: planting new forests, for example. Young forests are hungry for carbon right now because they are growing vigorously. So why not try to keep a forest young indefinitely, by regular thinning?

Every year or every ten years a certain amount of wood might be taken to be used in, say, paper, housing, and furniture. In this way you could make the landscape continue to take up carbon for a long time – indefinitely.

The most fitting end for the carbon that human beings have tapped from the Earth, in coal, oil, and gas, might be to send it back where it came from – into coal seams, old oil and gas fields, or deep, porous rock formations. That might allow humanity to keep burning fossil fuels without dire consequences for climate. Or maybe the future lies in fields of solar panels, armies of giant wind turbines, or a new generation of safe nuclear reactors. No one knows, but we don't have long to dither. The trees are doing their best, but year by year the threat of global disaster is climbing.

Reading
16. Read the text and find the phrases in favour of alternative types of energy.

Text F: Green Answers. Making Clean Energy

Alternative energy is no longer a secret. Most of the world's energy needs are fulfilled by fossil fuels including gas, oil and coal. It cannot be denied, however, that their supply is no longer in a stable state, their prices have gone up and they have been found to cause damage to the environment.

The negative effects of the use of fossil fuels are taking its toll on the Earth and mankind. Pollution mainly from the burning of fossil fuels has long been pointed as a major cause of the Earth's deterioration and man's health problems. Additionally, world prices of fuels don't show signs of going down to its original level forcing man to search for alternative sources of energy.

Alternative energy basically pertains to sources of energy other than those that involve the burning of fossil fuels or splitting of atoms. The Earth has actually a huge supply of it which can be used free of charge and what is great about this is that alternative energy is environment-friendly and renewable.

Today, there are a number of alternative energy forms that are clean to use and cause very little or no harm on nature at all. These are solar energy, wind energy, geothermal energy, hydroelectric energy, tidal energy, nuclear energy and biofuels.

Solar energy

The Earth enjoys a lot of benefits from the sun. Apart from providing sunlight to help people as well as plants and animals grow properly, the sun also provides radiant energy for both simple and more important industrial applications. This makes it an ideal alternative source of energy with less environmental impact.

Did you know that every day the sun radiates, or sends out, an enormous amount of energy? It radiates more energy in one second than people have ever used. Today people use solar energy from solar panels to heat buildings and water, to generate electricity, to power watches, calculators, cars and road signs. The disadvantage is that solar power stations work only well in places where it's sunny all the year round.

Wind energy

The wind is one of the best sources of energy available to man for free. The power of the wind is never harmful to people and the environment. It is one of the oldest and cleanest forms of energy. While it is dependent on the weather and location, wind energy is very helpful in a lot of ways specifically in generating electricity through the use of windmills.

Wind power plants are mostly located in Europe and in the U.S. where government programs have been implemented to support the development of wind power. Germany ranks first in terms of wind power capacity followed by the U.S., Spain and India. Denmark, while sixth in place, produces 20 percent of its electricity from wind. Wind energy is beneficial to man and the Earth because it's not only clean but it does not cause air or water pollution either. The only adverse effect of wind machines is on the population of wild birds.

Geothermal energy

This type of energy comes from the Earth's core where temperatures are high and constant all year round. This is ideally used in home heating systems because of its benefits. It can also be used to generate steam to operate a steam turbine. In Iceland, for example, there is lots of underground water. Geothermal power stations make about 25 % of Iceland electricity.

Compared to the fossil fuels, geothermal energy has greater benefits. Firstly, it is a natural resource and is, therefore, in constant supply and environment friendly. It also has lesser emissions of harmful chemicals making it less hazardous to human health. Additionally, power plants operating through geothermal energy have the ability to go on working during the whole day and night regardless of weather conditions. From an economic standpoint, this form of energy is cost effective and its price is not dependent on the fluctuating levels of fossil fuels.

Hydroelectric energy

This form of energy is very old and also a well developed one. It utilizes the potential energy existing in the water. Basically, this comes from the damming of rivers which helps in generating cheaper electricity. However, it still has a limited capacity for expansion.

Tidal energy

This form of energy is also useful in electricity generation and works in the same manner as that of the conventional hydroelectric dams. The natural motion of tides is used to fill water reservoirs which are then slowly released via turbines that produce electricity.

Nuclear energy

This used to be known as the jewel in the crown among the alternative sources of energy. However, due to the Chernobyl accident, it has received negative feedback. While nuclear fission can be a good source of energy, many people are objecting to its use due to safety reasons. The only hope is nuclear fusion which poses no safety and waste issues. Unfortunately, no solution has been created to develop its potential.

Biofuel

This form of energy can be made from organic matters such as plants, wood and animals. Its main ingredients are ethanol from plant materials and methane from animal wastes. Today, its main use is in the transportation industry as an alternative to gasoline to run land vehicles. While it is commonly used in developed nations, many developing countries are also now using biofuels.

Comprehension
17. Discuss the questions in pairs.

1. What resources can be replaced naturally?
2. What is the problem with fossil fuels?
3. What are the benefits of alternative energy?
4. What do you use electricity for?
5. Name 5 objects that use electricity and 5 objects that don't use electricity.
6. Where can we make the use of solar/wind/hydroelectric energy efficiently?
7. What green answers are appropriate for your country and why?

Vocabulary
18. There is a logical connection among three of the four words in each of the following groups. Which is the odd one, and why?

1) gas, coal, oil, water	6) wind, air, animals, coal
2) wind power, geothermal power, solar power, nuclear power	7) underground steam, ocean tides, ocean waves, rivers
3) rivers, lakes, oceans, ponds	8) turbines, mills, tides, panels
4) refrigerators, bikes, televisions, computers	9) solar panels, wind mills, wave turbines, fossil fuels
5) sun, wind, gas, water	10) hot water, underground steam, heat, waves

Reading
19. Look through the text and find the facts that describe the consequences of the disaster.
Text G: Chernobyl: Decades Later

On April 26, 1986, the most terrible disaster happened at the nuclear power plant near a small Ukrainian town of Chernobyl. The staff of the Chernobyl Nuclear Power Plant was testing the reactor's emergency cooling facility and disaster protection system was deliberately shut off. Forty four seconds later the reactor went out of control. An explosion destroyed a cover slab which weighted 1000 tons. More than 40 types of radionuclides were released into the atmosphere. The total power of the explosion was 100 times greater than the power of the nuclear weapons released on Hiroshima and Nagasaki. The force of the explosion spread contamination over large parts of Belarus, Ukraine and Russia.

According to official reports, 31 people died immediately and 600,000 «liquidators» involved in fire fighting and clean-up operations, were exposed to the high doses of radiation. Based on the official reports, about 8,400,000 people in Belarus, Ukraine and Russia were exposed to the radiation, which is more than the entire population of Austria. About 155,000 sq. km of territories in the three countries were contaminated, which is almost half of the total territory of Italy. Agricultural areas covering nearly 52,000 sq. km, which is more than the size of Denmark, were contaminated with cesium-137 and strontium-90, with 30-year and 28-year half-lives respectively. Nearly 404,000 people were resettled but millions continued to live in the areas where continued exposure to radiation created a range of adverse effects.

According to experts' evaluations, the majority of the radionuclide deposition fell on the Belarusian territory. Almost one third of the territory was hit with the radioactive contamination.

The results of the disaster:

− 23 % of the territory of Belarus was contaminated with long-living radioactive isotopes (4,8 % of the Ukrainian territory and 0,5 % of the Russian territory);

− 2,3 million people were affected;

− 2,640 sq. km of the plough land was prohibited for use;

− 17,300 sq. km of the forestry had dangerous radioactive contamination levels;

− 135,000 people were resettled to non-contaminated areas of Belarus; residents of 415 settlements were evacuated;

− 9 agricultural plants and factories and 54 collective farms were closed; schools, kindergartens, hospitals and other medical establishments in the contaminated regions were closed too. The contaminated areas suffered significantly from the outflow of the qualified specialists;

− according to experts' evaluations, the damage caused by the Chernobyl reactor accident equals to about $ 235 bln;

− in 2011 Chernobyl was officially declared a tourist attraction.

Comprehension
20. Here are the answers to the questions. Work out the questions.

1) on April 26, 1986;
2) because the staff was testing the reactor's emergency cooling facility;
3) over large parts of Belarus, Ukraine and Russia;
4) 600,000 "liquidators" involved in fire fighting and clean-up operations;
5) near 8,400,000 people in Belarus, Ukraine and Russia;
6) 23 % of the territory of Belarus;
7) 2,3 million people;
8) 54 collective farms;
9) in 2011.

Vocabulary
21. Find the words in the text which are defined below.

a) a crisis situation causing great loss of life, damage, or hardship;
b) a person who has special skills or knowledge in some particular field;
c) to forbid by law or rule, to make impossible;
d) to make something impure or unsuitable by contact with something unclean, bad;
e) a group of employees, who do the work of an organization;
f) a movement of large amounts of money or large numbers of people from one place to another;
g) a process in which energy is emitted as particles or waves.
h) a person who lives in a place such as a house or particular area all the time.

22. Do the quiz.

There are a lot of things we can do in our everyday life to take care of the environment. What do you do? Here is a quiz to find out how eco-friendly your life is.

Score one point for every «YES» answer.

№	Questions	Scores
1.	Do you read the list of ingredients on the food you buy?	
2.	Do you take a shower instead of a bath?	
3.	Have you planted at least one tree?	
4.	Do you feed birds in winter?	
5.	Do you insulate your house in winter to save heat?	
6.	Do you switch off the lights if nobody needs them on?	
7.	Does your family use recycled paper?	
8.	If you have ever taken part in «subbotnics», score 5	
9.	For short journeys, do you regularly walk, if you can?	
10.	For long journeys, do you regularly use a bike or public transport?	
11.	If your family has a car, does it run on unleaded petrol?	
12.	If your family doesn't have a car, score 2	
13.	Do you buy ozone-friendly aerosols?	
14.	If you don't buy aerosols at all, score 5	
15.	Do you know any environmental organizations?	
16.	Can you name at least one endangered species?	
17.	Is your home lit by energy saving light bulbs?	
18.	Do you collect paper for recycling?	
19.	If you are a non-smoker, score 3	
20.	Coming back from the picnic, do you take your litter with you?	

23. Analyze the results of the quiz and discuss them in the group.

Discussion

1**.** What dangers are threatening our lives and our planet? Discuss in the group and make a list.

2. Do you believe in climate change? If so, why do you think it is happening? Discuss in the group.

3. Could climate change destroy life on the Earth? Discuss a best-case and a worst-case scenario.

4. Do you think climate change can be stopped? What should be done?

5. «Cutting carbon emissions» is an often used phrase. What does it mean and how can it be achieved?

6. The world is addicted to oil. Are there any alternatives to oil? Make a list of energy sources and their effect on nature.

7. Are governments doing enough to combat climate change? Name some measures that have been taken so far.

8. Do you use environment-friendly products? Have you «gone green»? Give examples.

Project

Write a short summary/essay of your opinions regarding what young people can do to prevent pollution. You may use the following prompts: collect…, stop…, put up…, organize…, plant…, invite…, create…, distribute…, volunteer…, etc.

UNIT V: MY UNIVERSITY

Pre-reading
1. Do the general knowledge quiz.

1. The BSUIR was founded in … on the basis of…. .
a) 1960 … the Radioengeneering Institute;
b) 1964 …….the Polytechnic Institute;
c) 1964 ……..the Radioengeneering College.
2. The term Oxbridge is used to refer to ……. .
a) Oxford;   b) Cambridge;   c) Oxford and Cambridge.
3. The BSUIR consists of …… faculties.
a) 9;   b) 10;   c) 13.
4. About … students in …. specialities are taught at the BSUIR.
a) 10,000……. 28;   b) 15,000……..30;   c) 17,000………35.
5. The academic year at the BSUIR is divided into ….terms. Students are usually assessed at the end of each … .
a) 2 ………. year;   b) 3 ……….. course;   c) 2 ……….. term.

6. The academic year at Oxford and Cambridge is divided into ….. terms. Each term lasts…. weeks.
a) 2…… . 10;   b) 3……. . 8;   c) 4…… . 6.
7. Oxford and Cambridge are …… universities.
a) state;   b) private;   c) federal.
8. After three years of study a university graduate in the UK will leave with a…..
a) Bachelor's Degree;   b) Master's Degree;   c) Doctor's Degree.

Reading
2. Read the text and answer the following questions.

1. What status does the BSUIR have in Belarus?
2. What study facilities does the University offer?
3. What recreation activities are available for the BSUIR students?

Text A: The Belarusian State University of Informatics and Radioelectronics

The Belarusian State University of Informatics and Radioelectronics, the former Radioengineering Institute, was founded in 1964. It was established on the basis of the Polytechnic Institute of the Republic of Belarus and initially had 3 faculties: the Radioengineering Faculty, the Faculty of Automation and Computer Machinery, the General Engineering Faculty for Part-Time Studies.

Today the BSUIR is the leading Belarusian University in the field of computer science, radioelectronics and telecommunications. The University includes 10 faculties, 42 departments, the Institute of Information Technologies, the Research and Development Department. The overall number of students is more than 17,000 including international undergraduate and postgraduate students coming from more than 30 countries of Asia, Africa, Middle East, Latin America, European Union and CIS.

The University offers a great choice of engineering courses along with excellent study and research facilities. It trains engineers in 35 specialities in the field of radioengineering, computer science, microelectronics, telecommunications, automatic control, artificial intelligence, electronic instrument-making, medical electronics and economics.

There are about 1,000 highly qualified members of the academic staff at the University. The teaching staff consists of academicians, Corresponding members of the Belarusian Academy of Sciences, foreign Academies of Sciences, professors, assistant professors, doctors and experienced teachers.

The students study at 10 faculties: the Faculty of Computer-Aided Design; the Faculty of Information Technologies and Control; the Faculty of Radioengineering and Electronics; the Faculty of Computer Systems and Networks; the Faculty of Telecommunication; the Faculty of Engineering and Economics; the Military Faculty; the Faculty of Extra-Mural Training; the Faculty of Continuous and Distance Education; the Faculty of Pre-University Preparation and Occupational Guidance.

Different subjects are taught at the University depending on the faculty and the course. The first-year students study physics, higher mathematics, descriptive geometry, technical drawing, and social sciences. Later they acquire profound knowledge in electronics, cybernetics, computing machinery, etc. Special attention is given to such subjects as impulse technique, analog and digital computers.

Four foreign languages are taught at the University. Two departments teach English, French, German and Spanish to students and post-graduates with an emphasis on understanding and translating scientific and technical literature. Original and modern methods and forms of teaching foreign languages are practiced in a Language Training Center. Five specialities at the University are available also in English.

The course of study lasts four years. The academic year is divided into two terms. Lectures, seminars, laboratory and practical classes make up the majority of teaching time. Students are usually assessed at the end of each semester through a pass-fail system, written and oral examinations, and through a coursework in the form of projects. The students financially covered by the government are granted studentships. Students from other cities lodge in 4 comfortable dormitories with a local net and Internet-access.

The University offers excellent facilities for teaching, learning, research and recreation. A number of computer classes, well-equipped engineering laboratories are at the disposal of the students. There is a large library with 8 reading halls, including the electronic library with Internet access. A local computer net, including more than 4,000 computers with Wi-Fi access, connects all educational buildings. A videoconferencing center and lecture rooms are equipped with up-to-date multimedia means.

The BSUIR today is a large educational and scientific centre of Belarus. The University has the status of a scientific organization and cooperates with more than 100 science organizations and educational institutions from 30 countries. University staff and students take part in various international programs, fulfill scientific research contracts and receive grants of the world top IT companies.

International seminars and conferences for academic staff and students are held at the university on the regular basis and attract the attention of the scientific community worldwide. The first Belarusian IT business incubator was opened in 2010 in the BSUIR to promote the development of the top IT companies. The University presents its latest developments at Belarusian national expositions, as well as at world-famous fairs and exhibitions.

The BSUIR has always been one of the top sporting universities. The University teams regularly win the leading positions of student sports in athletics, basket-ball, and keep-fit activities and compete at a national level. The major forms of physical practice are obligatory classes in physical training, held at all faculties 4 hours a week. The students are free to choose between athletics, soccer, basket-ball, volley-ball, hand-ball, swimming, freestyle wrestling, body-building, shaping, etc. There are all necessary facilities available like a swimming pool, fitness-center, open playgrounds, ski depot, summer camp at the Braslav Lakes.

University life is more than just lectures and exams. The Trade Union offers a wide range of entertainment and support for students. The Student Club organizes evening parties, discos, festivals and social events. The University is proud of its Brass Band, Students' Theatre, Folk group «Gamanina», group of Sport Dances «Tango», and Bard Songs Club.

The BSUIR plays a leading role in training the engineering and scientific staff in the field of computer science and radioelectronics in Belarus. The graduates of the University successfully work in the most science-intensive fields of national economy.

Comprehension
3. *Discuss the questions in pairs.*

1. When was the University founded?
2. What faculties are there at the University now?
3. How many students study at the University?
4. What training programmes does the University offer?
5. What subjects do the students study?
6. How many countries does the University cooperate with?
7. When was the first Belarusian IT business incubator opened?
8. Why is the BSUIR considered to be one of the top sporting universities in the country?

Vocabulary practice
4. Make comparative and superlative forms of the following adjectives and adverbs.

high, late, original, modern, comfortable, large, regularly, successfully

5. Make up your own sentences with these adjectives.

6. Read the following statements and express your opinion.

1. The more you learn the more you know.
2. The more you know the more you forget.
3. The more you forget the less you know.

7. Match up the adjectives and nouns to make a phrase.

Вычислительная наука; автоматическое управление; искусственный интеллект; электронное приборостроение; медицинская электроника; высшая математика; начертательная геометрия; черчение; общественные науки; импульсная техника; цифровые компьютеры; вычислительная техника;

1) computer	a) geometry
2) automatic	b) drawing
3) artificial	c) sciences
4) electronic	d) mathematics
5) medical	e) instrument-making
6) higher	f) technique
7) descriptive	g) science
8) technical	h) control
9) social	i) machinery
10) impulse	j) electronics
11) digital	k) intelligence
12) computing	l) computers

8. In the text find the words and expressions which mean the following:

1. The first of two mentioned persons or things.
2. To set up, found, as an institution or business.
3. A student of a university or college who hasn't completed a four-year course yet.
4. Any means, aid or convenience; a place or office equipped to fulfill a special function.
5. Produced by human art rather than by nature; made in imitation of or as a substitute for something natural.
6. The faculty for part-time students; for those who study in the evenings.
7. To obtain knowledge, to gain something as a skill.
8. To perform as a duty or command; to finish, to come to the end of; satisfy, as the terms of a contract.

9. Discuss in the group.

1. Do you like to study at the University?
2. What does the University give you?
3. What would you like to change at the University?

Reading
10. Read the text and speak on the differences in the process of studying at British universities and at universities of our country.

Text B: Oxbridge

The University of Oxford and the University of Cambridge are the two oldest universities in the English-speaking world. Both were founded more than 800 years ago. The two ancient English state universities have many common features and are often jointly referred to as Oxbridge. Their similarities in having a collegiate structure

and a tutorial (supervision) system have set them apart from other educational institutions. Students are selected on the basis of their results in the national examinations or the special entrance examinations. There are many applicants, and nobody can get a place by paying a fee. Successful candidates are admitted to a specified college of the university.

Undergraduate teaching is centred on the tutorial, where 1−4 students spend an hour with an academic discussing their week's work, usually an essay or problem sheet. Students usually have one or two tutorials a week, and can be taught by academics at any other college – not just their own – as expertise and personnel require. These tutorials are complemented by lectures, classes and seminars, which are organised on a departmental basis.

The academic year is divided into three terms. Within each of these terms, Council determines an eight-week period called Full Term, during which undergraduate teaching takes place. These teaching terms are shorter than those of many other British universities, and the total duration of Full Terms amounts to less than half the year. However undergraduates are also expected to do some academic work during the three holidays (known as the Christmas, Easter and Long Vacations).

The universities are responsible themselves for conducting examinations and conferring degrees. At Oxford the passing of two sets of examinations is a prerequisite for a first degree. The first set of examinations, called either Honour Moderations («Honour Mods») or Preliminary Examinations («Prelims»), are usually held at the end of the first year. The second set of examinations, the Final Honour School («Finals»), is held at the end of the undergraduate course. Successful candidates receive first, upper or lower second-, or third-class honours, or simply a «pass» without honours, based on their performance in Finals. An upper second is the most usual result, and it is a minimum requirement for entry to many postgraduate courses in the UK, while a first is generally prerequisite for graduate study.

The University of Cambridge divides the different kinds of honours bachelor's degree by Tripos ['traipɔs] the three-legged stool candidates once used to sit on when taking oral examinations). Undergraduates are examined at the end of each part (one- or two-year section) of the Tripos, and results receive different classifications for different parts.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take a Master's Degree and then a Doctor's Degree. Research is an important feature of university work.

Comprehension
11. Decide if the following statements are True or False? Say, why?

1. The University of Oxford and the University of Cambridge are often jointly referred to as Oxbridge.
2. Students are admitted to a specified college of the university by paying a fee.
3. Undergraduate teaching is centred on lectures, classes and seminars.

4. The academic year is divided into three terms, with an eight-week period within each of these terms.

5. Undergraduates don't do any academic work during the three holidays (known as the Christmas, Easter and Long Vacations).

6. At Oxford the passing of two sets of examinations is a prerequisite for a first degree.

7. The University of Cambridge divides the different kinds of honours bachelor's degree by Tripos.

8. After three years of study a university graduate will leave with a Master's or a Doctor's Degree.

Vocabulary practice

12. In the text find the words that are the opposite of the words below.

modern, differences, free of charge, postgraduates, unsuccessful, lower, written

13. Which terms do the following sentences define? Match up the following half sentences.

1) A first degree	a) is a minimum requirement for entry to many postgraduate courses in the UK.
2) An upper second	b) is prerequisite for graduate study.
3) A Bachelor's degree	c) is an academic or professional degree that qualifies the holder to teach at the university level in the specific field.
4) A Master's Degree	d) is usually earned for an undergraduate course of study that nominally requires three to five years of study.
5) A Doctor's Degree	e) is awarded upon graduation from a university.

Reading

14. Read the text and compare your University life with those of English and American students. Is it different? In what way?

Text C: Student's Life at English and American Universities

The popular image of student life is of young people with few responsibilities enjoying themselves and doing very little work. This is often not true. Many older people now study at college or university, sometimes on a part-time basis while having a job and looking after a family. These students are often highly motivated and work very hard.

Younger students are often thought to be lazy and careless about money but this situation is changing. In Britain reduced government support for higher education means that students can no longer rely on having their expenses paid for them. Formerly, students received a grant towards their living expenses. Now most can only

get a loan which has to be paid back. In the US students already have to pay for tuition and room and board. Many get a financial aid package which may include grants, scholarships and loans. The fear of having large debts places considerable pressure on students and many take part-time jobs during the term and work full-time in the vacations.

Many students in Britain go to a university away from their home town. They usually live in a hall of residence for their first year, and then move into digs (= a rented room in a private house) or share a house with other students. They may go back home during vacations, but after they graduate most leave home for good. In the US too, many students attend colleges some distance from where their parents live. They may live on campus in one of the halls, or off campus in apartments and houses which they share with housemates. Some students, especially at larger universities, join a fraternity or sorority, a social group usually with its own house near the campus. Fraternities and sororities often have names which are combinations of two or three letters of the Greek alphabet. Some people do not have a good opinion of them because they think that students who are members spend too much time having parties.

In Britain the interests of students are represented by a student's union which liaises with the university on academic matters, arranges social events and provides advice to students. The student union building is usually the centre of student life and has a bar and common room, and often a restaurant and shops. British universities have a wide range of societies, clubs and social activities including sports, drama and politics. One of the highlights (main events) of the year is rag week, a week of parties and fund-raising activities in support of various charities.

Especially in their first year, US students spend a lot of time on social activities. One of the most important celebrations, especially at universities which place a lot of emphasis on sports, is homecoming. Many alumni (former students) return to their alma mater (college) for a weekend in the autumn to watch a football game. During homecoming weekend there are also parties and dances, and usually a parade.

When social activities take up too much time, students skip lectures (miss them) or cut class (AmE) and take incompletes (AmE), which means they have to finish their work after the vacation. In the US this has the effect of lowering their course grades, but most US universities expect this behaviour from students and do little to stop it. Students are thought to be old enough to make their own decisions about how hard they work and to accept the consequences. A few students drop out but the majority tries hard to get good grades and a good degree.

Comprehension
15. Here are the answers to the questions. Work out the questions.

1. Despite the popular image of student life is of young people with few responsibilities enjoying themselves and doing very little work, this is often not true.

2. Younger students are often thought to be lazy and careless about money but this situation is changing.

3. Many students in Britain live in a hall of residence for their first year, and then move into digs.

4. Some people do not have a good opinion of fraternities and sororities.

5. One of the highlights of the year at British universities is a rag week.

6. One of the most important celebrations at American universities is homecoming.

7. Students are thought to be old enough to make their own decisions about how hard they work and to accept the consequences.

Vocabulary practice

16. There are a few examples of American English in the text. Divide the following words into two groups: British English and American English (consult the dictionary, if necessary). The first two are done for you.

British English	American English
trousers	pants

Trousers – pants, gas – petrol, freeway – motorway, a boot – a trunk, candy – sweets, autumn – fall, an apartment – a flat, underground – subway, sidewalk – pavement a lift – an elevator, first floor – ground floor, post – mail, cookies – biscuits, chips – French fries, pharmacy – chemist's, a truck – a lorry, rubbish – garbage, crazy – mad, holiday – vacation, to wait in line – to queue, a mobile phone – a cell phone, a city centre – downtown, a restroom – a toilet, soccer – football , a jumper – a sweater, at five past nine – at five after nine, a cab – a taxi, a tin – a can, a film – a movie, sneakers – trainers, a cooker – a stove, timetable – schedule, a hall of residence – campus.

17. Now read the text about an English student. Write a similar text about an American student, replacing British expressions with their American equivalents.

Nick shares a big flat with three other students. Every morning he gets up at ten past six, puts on a jumper, a pair of trousers and drinks his coffee with some biscuits. Then he checks his post, puts on his trainers and leaves for the University. His flat is on the ground floor, so he doesn't use the lift. The University is situated in the city centre and Nick takes the underground to get there. He spends 5 – 6 hours at the University, depending on his timetable. For lunch he usually has chips and chicken with a cup of tea and some sweets. Nick is mad about football and he has his trainings three times a week. When he gets home he has dinner, takes out the rubbish and then he just walks along the pavement with his friends. They usually watch a nice film before going to bed.

Reading
18. Read the text and say whether you agree with the author of the article.

Text D: How to Survive Your First Year at University

So. You've completed your exams, done well enough and have gained a place at University. Here you are, with everything you own squeezed into a few bags. Now what do you do?

Firstly, make your new home comfortable. You're going to be spending the next year, at least, living there so make it feel like somewhere you actually want to spend time. Just not any «Pulp Fiction» posters. It's a bit of a cliché.

Be sociable. This doesn't mean going out every night, but don't hide yourself in your room all day. Your new flat mates will become your new family. They will be the first people you turn to when you need help, the first people you talk to every morning. Also, you may end up living with these people for several years, even after you've moved out of Halls. Best get on their good side now.

Now, you're at University so I'm assuming you're doing a degree. In order to complete this degree you will have to attend lectures. Of course, it is extremely tempting to miss lectures. Especially when you know lecturers will just put the notes online anyway. But don't.

You may try and convince yourself that you'll keep up online or copy your friend's notes but you won't. Before you know it, it'll be the day before the exam and you'll have one night to catch up on a year's worth of notes. If you had just taken a couple of hours out of your week to attend the lectures you would already have all the notes.

The most important rule in surviving your first year at University is to have fun. Relax. It's the one time of your life where you can eat what you want, go out as much as you want (within reason of course) and do what you want to do.

You'll have freedom, like you've never had it before and it's your responsibility to make the most of it. Of course, gaining your degree is important. But join clubs, make friends, laugh like you've never laughed before. The last thing you want to do is realize you've not made the most of your opportunities whilst they were in front of you.

Since starting University I've made friends of all nationalities and religions, from all different backgrounds. I've had to learn to cook and I've had to learn to stand on my own two feet. And it's been utterly brilliant.

Comprehension
19. Match up the following half sentences.

1. Firstly,	a) you'd already have all the notes.
2. Your new flat mates	b) make your new home comfortable.
3. In order to complete this degree	c) is important.

4. If you'd just taken a couple of hours out of your week to attend the lectures	d) and it's your responsibility to make most of it.
5.You'll have freedom, like you've never had it before	e) you will have to attend lectures.
6. The most important rule in surviving your first year a University	f) realize you've not made the most of your opportunities.
7. The last thing you want to do is	g) will become your new family.
8. Of course, gaining your degree	h) is to have fun.

Vocabulary practice

20. There is a logical connection among four of the five words in each of the following columns. Which is the odd one, and why?

complete	squeeze	assume	tempting	sociable	background
make	press	admit	attractive	talkative	biography
finish	compress	adopt	exciting	communicative	resume
fulfill	extracted	accept	inviting	friendly	curriculum vitae
end	tighten	suspect	courageous	smart	directory

21. Match up the verbs and nouns below to make collocations.

1) to do; 2) to attend; 3) to make; 4) to stand on; 5) to spend; 6) to put; 7) to make
a) the notes; b) friends; c) time; d) lectures; e) one's own two feet; f) a degree;
g) opportunities;

Reading
22. Read the text and say which advice you might follow to survive your first university year.

Text E: A Few Tips That Will Help to Make That First Year Easier for You

Socialize frequently. One thing you will learn through university if you haven't already is that friends won't necessarily come looking for you. Engage with people, converse, ask questions. Do this within reason, of course. If you take an interest in people, people will take an interest in you. It is best to start this in Freshers' Week when everyone is in the same boat and is actively looking for people to be friends with and go out with.

Don't let going out consume you or your money. You're a university student, of course you want to go out! But bear in mind that finances are a factor, and the bars won't disappear. As cheap as drinks in student cities might seem, all of these purchases add up and you risk racking up a debt, or perhaps not being able to afford those necessary purchases such as food and paying bills. Drinking may be a well-

known student activity, but be aware of others available to you, such as the gym, societies, and club meetings.

Develop a sensible coping strategy. Most people that are about to go to University fall into three categories: 1) they can't wait to get away from their parents; 2) they're dreading the day they leave the comfort of their own home; 3) nervous but excited. All of these are perfectly normal and acceptable feelings. Chances are that you will from time-to-time become homesick, especially if something negative happens, such as stress from too much work, a falling-out with a friend, or worries over money. Remember that your parents will be thinking about you as well, and will be more than happy to talk to you should you need any help or advice. Some may find phoning/visiting home regularly more therapeutic in helping them cope away from home, whereas others may find limited contact stops them from feeling homesick. Formulate a sensible strategy that suits you and helps you stay productive and happy. Most of all make sure to keep yourself occupied.

Don't turn nocturnal. This is also very tempting seeing as you won't have a parent nagging you to go to bed at a reasonable hour. By all means you should set your own bedtime, but getting to the stage where you are going to sleep at 6 a.m. and waking up at 4 p.m. is getting a bit too ridiculous. University is fun but difficult; give your body the rest it needs and the rest will follow.

Don't be afraid to bring up an issue or ask for help. University is different in very many ways to school and college. The learning styles are different, the work is harder and you are expected to handle your own learning. In fact, you learn independently a lot more than being lecturer-led. Lecturers will understand that adjusting to things like this take time and patience – so if you don't understand something, ask them. It won't make you look stupid or like you weren't listening – in fact, you'll be the smarter one for making sure you know exactly what's expected of you and how to do it than your class mate who decided to fall asleep during said lecture and not follow it up.

Discussion

1. What are the advantages and disadvantages of studying at a Belarusian University?
2. Convince your friend who doesn't believe in University education that University is the best place to study law, history, computing, etc.
3. Interview your friend about his University experience.
4. Read the following and express your opinion:
– «The beautiful thing about learning is that nobody can take it from you»;
– «Nine tenths of education is encouragement»;
– «There is no royal road to learning»;
– «All things are difficult before they are easy».

Project

Do some research and prepare a report/presentation on the topic «University life: Belarusian vs. British».

UNIT VI: MY FUTURE PROFESSION

Pre-reading
1. Write a dozen words that you think you might find in the text.

Reading
2. Read the text and do the following tasks:

1. How many of the words predicted have you discovered? Find the sentences with the words in the text; read and translate them.
2. Choose and put down key words or phrases for retelling.

Text A: Information Technology in Today's Society

Strictly speaking, Information Technology has been influencing society for thousands of years. But these days it's widely accepted that the forefront of technology lies in digital revolution. Just as machines have extended man's mechanical power and his convenience and comfort, Information Technology is extending man's mind or in other words his intellectual power.

Interest in the digital revolution isn't a technology issue though. It's necessary to notice that in essence it isn't an amendment to the core businesses, ideals, ethics or movements. It simply permits them to perform at a larger scale and rather more expeditiously. The benefits of IT in e-business are actually obvious.

What's the role this technology plays in today's society?

1. Information technology role in our daily life is to make our life easier. It acts as an assistant.

2. It's a medium that allows massive volumes of knowledge to be held on, processed or transferred at a lightning speed.

3. There's a lot of data at hand to create choices, maintain relationships, monitor markets, etc.

4. Social networking websites help people share cultural values and people start to respect each others' culture.

5. Economy, science, technology, banking, transportation, communication, healthcare, education, culture, defense can't do without IT nowadays.

Our world now operates within a digital framework. This is going to require more hands on deck to administer, manage and create technology.

IT training can prepare you for a career in a variety of industries: oil companies, government agencies, manufacturing firms, insurance companies, aviation related companies, construction, hospitality industry, security, healthcare, the fashion industry, government, sports, banking – you name it.

Comprehension
3. In the text, find the appropriate part of the sentences for the given ones (beginnings or endings).

a) − from agricultural revolution to the industrial revolution −;

b − the forefront of information technology;

c) − lies in digital communications;

d) Interest in the digital revolution −;

e) It simply permits them −;

f) It's a medium −;

g) − people start to respect each others' culture;

h) This is going to require −.

Vocabulary

4. In the text, find the synonyms to the given words.

Synonyms	Words from the text
1) cutting edge, head, vanguard	
2) become larger, increase in size	
3) alter, convert, modify , replace	
4) partake in, be involved in	
5) enormous , huge , tremendous	
6) change, alter , convert	
7) kernel, nucleus	
8) popular , up-to-date	
9) numerical	
10) receive, obtain, acquire	
11) reach , stretch	
12) advantage, favour, profit	
13) immediately, instantly	

Speaking

5. Use your key words to describe the role of information technology in today's society.

Text B: Requirements for IT Specialists

Pre-reading

6. Work with your partner: think of and write down the qualities an IT specialist should have (2—3 items).

7. Match up the following words and definitions.

1) increase	a) polite, respectful, or considerate in manner
2) personnel	b) behave towards or deal with in a certain way
3) relevant	c) have a strong effect on someone or something

4) courteous	d) people employed in an organization; human resources; staff
5) impact	e) delegation of power or authority; authorization
6) respect	f) become or make greater in size, amount, or degree
7) empowerment	g) communicate or be involved directly; to act on or in close relation with each other
8) interact	h) admire (someone or something) deeply, as a result of their abilities, qualities, or achievements; esteem
9) treat	i) closely connected or appropriate to the matter in hand; connected , linked
10) competence	j) having the necessary ability, knowledge, or skill to do something successfully
11) competent	k) giving or delegation of power or authority; authorization
12) ethics	l) the ability to do something successfully or efficiently

Reading

8. Read the text, find the sentences with the given words, translate the sentences into Russian.

> create, demand, ethics, increase, outside, personnel, present, relevant, require, respect, treat, unpredictable

The IT profession is respected globally because of the impact Information Technology (IT) has on society. IT is used in solving problems and creating solutions. All sectors of the economy require the services of skilled technical IT personnel. Information technology professionals are responsible for designing, developing, supporting and managing computer hardware, computer software, maintaining, installing, configuring and managing IT systems and networks, including the Internet.

IT is a field that emphasizes knowledge and personal contribution. A career in IT offers not only money, but much more than money. A career is about self-actualization issues – knowledge, empowerment, recognition, opportunity, influence, reputation, and self-reliance. But if immediate results are what you are after, then the IT field might not be what you want. An IT career is more like a marathon than a short sprint.

Most computer related jobs require a bachelor's degree. For some positions, a master's degree is preferred. Relevant skills and experience matter. The way to become an IT professional is studying a degree at university which teaches you the fundamentals first.

At the university you not only get the knowledge but also:

– get the stamp on your résumé (Once they open a certain job, organizations use filters to fill it in appropriately, and one of the filters is the university degree);

– create the network of people (meeting different people increases your possibilities to find a good job; getting in contact with professors, lecturers and the

like might help you to develop professional projects, the university also offers many channels to get in touch with companies and organizations, including the contact of people working inside the HR department.);

– develop the competencies. Apart from the knowledge the university teaches you how to collect, filter, interpret and present information. It also teaches you to communicate clearly, to interact with other people, to take responsibility of your actions, and so on. All those competencies will be useful for the rest of your life regardless of the career you will choose. The knowledge you learn at the university will come and go while competencies stay once you develop them. Knowing what to expect out of something is half way through, so make sure you get it all from your experience at the university.

In IT tomorrow is unpredictable. This is the very field where if *you stand still you will go backwards.* Once you have more information you are in a better position to know what you want. Be resourceful in finding information and keeping yourself up to date. Keep on learning and acquiring knowledge through the Internet, books, training and practice. Read IT journals and the computer sections of most newspapers and magazines. Talk to people on the job – get info on the good and the bad. As the Chinese proverb states, *the stranger that asks questions doesn't get lost.* Visit the workplace, get familiar with and understand the working environments.

Competent IT practitioners are often respected and recognized for their contributions. Becoming respected in IT requires creativity, the ability to handle challenges, to have excellent problem solving skills, a healthy respect for others and an *always-learning* attitude.

The profession is respected but each individual must create his or her own path. You can be highly respected in IT if you manage your relationships well. You need to have very good interpersonal skills and know the value of good teamwork. Do you help and encourage others? You know the stuff, you've got the certs but how courteous are you in making your demands? Will you treat colleagues, clients and employers with respect? Are you considerate and evenhanded in your interactions and working relationships? The way you resolve conflict is also about respect.

9. Answer the questions about the text.

1. Why is the IT profession respected globally? What spheres are more likely to need IT professionals?
2. What are IT specialists usually responsible for?
3. What opportunities does IT field have in store for an individual?
4. How could one make a firm foundation in IT career?
5. What should one do to stay on in the main stream in IT sphere?
6. What characteristics should an IT professional possess?

Vocabulary
10. Find the words or expressions in the text that mean the following.

1	bring (something) into existence; invent or design
2	situated or moving beyond the confines or boundaries of; outdoors
3	need for a particular purpose; , be in need of; demand
4	explain the meaning of (information or actions); decipher, decode
5	show or offer (something) for others to scrutinize or consider
6	the overall structure within which a user, computer, or program operates; the surroundings or conditions in which a person, animal, or plant lives or operates
7	an insistent question or query
8	not able to be predicted; changeable

Discussion
11. Which of the following claims do you agree/disagree with? Give your reasons.

1. The world cannot do without IT.
2. You don't need to have a university degree to become a successful individual; it's just a lucky strike.
3. The knowledge you learn at the university is a good start up in an IT career.
4. Excellent problem solving skills are enough to cultivate the right self-image in the company you work for.
5. Teamwork results depend on the qualities of each of its members.

Text C: How do <u>You</u> Fit in the IT Field?

Pre-reading
12. Match up the words with their corresponding definitions.

1) determine	a) feeling fear or anxiety; frightened
2) provide	b) cause (something) to occur in a particular way or to have a particular nature
3) value	c) the quality or state of being different or diverse; the absence of uniformity or monotony
4) quality	d) a settled way of thinking or feeling about something
5) attitude	e) desire and determination to achieve success
6) ambition	f) the standard of something as measured against other things of a similar kind
7) be afraid of	g) the importance, worth, or usefulness of something; the regard that something is held to deserve
8) appropriate	h) equip or supply someone with (something useful or necessary)
9) variety	i) suitable or proper in the circumstances

Reading
13. Find the sentences with the following words/phrases in the text below; read and translate them. Get prepared to discuss the questions after the text.

attitudes, are you good at, providing, value, variety, quality, appropriate, are you afraid of, ambitions, determining

Is database admin better than programming? Or is programming better than database admin? Give me a break! Get your career on the right track by focusing on issues that matter. No area is best.

The IT space is vast, and self-awareness is a key to knowing which area is appropriate for you. First and foremost, you must answer the Who *Am I* question. Understand yourself. Sincere self-evaluation is a necessity for quality career management. Knowing who <u>you</u> are helps you in determining what you want and don't want in a career, and in providing career direction.

What interests you: ideas, people, or things? Are you more of an *I* or a *WE* person? How do you like to work with data, people and things? What are your likes and dislikes? What do you want? What are you good at? What are you afraid of? What do you need, and what makes you happy? What gives you meaning and satisfaction? What is your fundamental driving force? What's most important to you? What are your abilities, skills, values, hopes, personality, qualities, strengths, weaknesses, attitudes and ambitions? For example, can you work at unusual hours? How do you handle stress – *putting out fires* – and solving problems?

We live in the world of constant change. How comfortable are you with the *beast called lifelong learning*? In IT learning never stops. What is your learning style? How do you learn (thinking and understanding) best? What works for you in terms of seeing, hearing, and doing?

You must do your research and ask around about career opportunities, but the value of your research is dependent on the quality of your self-knowledge. Self-awareness is a combination of past experiences, current thoughts and future ambition. What do you do to make inferences of your past – your memories, experiences, failures, achievements, qualifications, growth?

The people factor is also important. Who are you when it comes to relating to people?

Certifications and IT career opportunities exist in a wide variety of fields including: Engineering, Networking, Programming, Database Administration, Web Development and Research. Each of these fields has unique requirements. The question is: where are **you** and where are **you** going? Don't jump on the bandwagon, but instead look for how your interests and strengths fit in. What are your IT capabilities? What is the level of your IT know-how?

Comprehension

14. Answer the questions about <u>yourself</u> in IT sphere, you may use the expressions and words from the previous exercises.

Vocabulary

15. Find out the meaning of the following expressions; find the sentences with them in the text read and translate these sentences.

1) Give me a break!	5) put out fires
2) Get your career on the right track	6) the «beast called lifelong learning»
3) to make inferences	7) what <u>works</u> for you
4) self-awareness	8) jump on the bandwagon

Writing

16. Write a short summary of your opinion concerning your vocational fitness, i.e. How do <u>you</u> fit in the IT field?

Text D: Possible Careers in IT

Reading

17. Look through the articles; choose the one that fits your choice best and prepare a presentation about your future profession. It should include the following items:

A. Information technology in today's society.
B. Requirements for IT specialists.
C. How *you* fit in the IT field.
D. The way you see your future profession.

Information Technology (IT) is a broad term that includes all aspects of managing and processing information and related technologies. IT is a field which is comparatively young in comparison with other fields. The professionals of this field are young and enthusiastic and dynamic.

IT has basically two potential zones to work upon. They are the hardware and the software. Hardware includes the maintenance aspects of physical components of computers. Software on the other hand is designing programs in the way of step by step instructions which help companies and other organizations recruiting and dealing with large number of people. While choosing a computer engineer's position one should focus on job descriptions rather than job titles. Most probable career paths options in software are presented below:

A Computer Engineer Career

A computer engineer's job is different from that of a computer hardware engineer. Hardware experts design the actual computers. A computer software

engineer develops tests and evaluates software to make computers operational. Computer engineers may also be responsible for constructing and managing an organization's computer system. Most computer engineers work as part of a tech team in an office or laboratory environment. Computer engineers design and develop a wide range of software including business applications, network control systems, operating systems, middle-ware and games. Computer engineers start by analyzing user needs. Then engineers develop, design and test software to meet those needs. The process involves detailed flowcharts, diagrams, documents and instructions referred to as algorithms. Conversion of algorithms is typically done by computer programmers.

Computer engineers are divided into two categories. Computer <u>applications software</u> engineers analyze users' needs to design applications software or specialized utility programs. Computer <u>systems software</u> engineers coordinate construction of an organization's computer systems and handle maintenance and expansion.

Computer applications software engineers work with various programming languages based on the purpose of the program and where it runs. Some engineers develop package computer applications while others develop completely customized applications for specific organizations and even develop databases.

Marketing, sales, technical resources, logistical and technical support are all possible career options for computer systems software engineers. Quite a number of systems software engineers work for companies that create and install the computer systems for other businesses and organizations.

After computer engineers and system analysts design software programs, computer programmers write them. Programmers also work on updating, modifying, expanding and repairing existing programs. Often programmers work closely with computer engineers to boost productivity through enhanced technology.

Most computer engineer jobs require a bachelor's degree. For some positions, a master's degree is preferred. College majors for computer engineers include computer science, mathematics, software engineering, computer information systems. Employers prefer to hire computer engineers who are familiar with the latest technology.

Computer engineers must have certain skills to be employable. Computer engineers need strong analytical skills and the ability to remain focused on multiple tasks at once. Many computer engineers work with clients and must express complex ideas in simple terms. Creativity and ingenuity are important skills for computer engineers designing new software programs. Computer engineers should work well with technical analysis and abstract concepts. Business skills make it possible for computer engineers to advance to management positions.

A Systems Analyst

A systems analyst uses computers and related systems to design new IT solutions, modify, enhance or adapt existing systems and integrate new features or

improvements, all with the aim of improving business efficiency and productivity. They must possess a high level of technical expertise and clear insights into current business practices.

They examine existing IT systems and business models; analyze systems requirements; undertake product development; implement, configure and test feasible solutions.

The analyst acts as liaison between the client and the developers. They conduct a cost analysis and agree the timeframe to implement the proposed solution. They specify and shape the system requirements and operations, the user interface and output and present the proposal to the client. They work closely with the client team, including commercial managers and software developers, during both the report and implementation phase.

It is vital to look closely at job descriptions rather than job titles e.g. analysts may be known as systems or business analysts and the trend is currently towards including the term *solutions* in the job title.

An Information Systems Manager

An information systems manager is responsible for the computer systems within a company.

They oversee installation; ensure back up systems operate effectively; purchase hardware and software; provide the ICT technology infrastructures for an organization; contribute to organizational policy regarding quality standards and strategic planning.

Information systems managers work in every size of organization in the industry and the service sector, usually with a staff of technicians, programmers and database administrators reporting to them. You'll need experience in the sector, in areas like technical support or operations, before becoming a manager.

Information systems managers are responsible for the implementation of technology within an organization and direct the work of systems and business analysts, developers, support specialists and other computer-related workers.

The post holder will usually be an experienced worker with technical expertise coupled with an understanding of business and management principles. Duties might require an understanding of the capabilities and constraints of technology and resource implications in terms of budgets, as well as the training and recruitment of specialist staff.

Although the title of information systems manager is becoming more common in the ICT sector, job titles may vary. For example, you might be a: service delivery manager; functional manager; systems manager.

A Database Administrator (DBA)

A database administrator (DBA) is responsible for the performance, integrity and security of a database. They will also be involved in the planning and

development of the database as well as troubleshooting any issues on behalf of the users. A DBA makes sure that databases have the following qualities: data remains consistent across the database; data is clearly defined; users access data concurrently, in a form that suits their needs; there is provision for data security and recovery control (all data is retrievable in an emergency).

DBA roles vary depending on the type of database, the processes they administer and the capabilities of the DBMS in use.

Web Designers

Web designers plan, create and code web pages, using both non-technical and technical skills to produce websites that fit the customer's requirements. They are involved in the technical and graphical aspects of pages, producing not just the look of the website but determining how it works as well. Web designers might also be responsible for the maintenance of an existing site.

The term web developer is sometimes used interchangeably with web designer, but this can be confusing. Web developing is a more specialist role, focusing on the back-end development of a website and will incorporate, among other things, the creation of highly complex search functions.

The recent growth in touchscreen phones and tablet devices has dictated a new way of designing websites, with the web designer needing to ensure that web pages are responsive no matter the type of device a viewer is using. Therefore the need to test websites at different stages of design on a variety of different devices has become an important aspect of the job.

Applications Developers

Applications developers translate software requirements into workable programming code and maintain and develop programs for use in business. Most will specialize in a specific development field – such as mobile phone applications, accounting software, office suites or graphics software – and will have in-depth knowledge of at least one computer language.

The work of an applications developer differs with a systems developer in that systems software allows a computer to actually run. Users interface with the applications software, which is served by the systems software. Applications, or *apps*, can be written for a particular system, such as Windows or Android, or across numerous platforms, including computers and mobile devices.

Job titles and specific duties may vary between organizations but the role usually involves writing specifications and designing, building, testing, implementing and sometimes supporting applications using programming languages and development tools. Applications developers work in a wide range of business sectors, including finance and the public sector. They often work as part of a team with other IT professionals, such as software engineers and systems analysts, and write programs according to their specifications.

18. Read the following international words and give Russian equivalents.

economy, economics, economist, economize, auditing, auditor, company, firm department, qualified, specialist, organization, finance, statistics, budget, identify, function, future, cash, analysis, tax, financial, minimize, efficiently, ministry, management, marketing, banking, money, manager, association, business, calculation, operate, operator

19. Look through the articles and prepare an essay on your future profession. It should include the following items:

1. The tasks the economists deal with.
2. The way to become a qualified professional.
3. The most common career path for an economist.

Text E: Economics. My Speciality

An economist is one of the most popular occupations on the labor market. Economists are working in all areas of the economy. The task of an economist is to use the new economic activity efficiently.

Business, organization, firm or company cannot operate without economists, accountants, managers, financiers, auditors. Economists are required wherever it is necessary to plan, calculate and control the company business activity, cash flows, income and expenditure of funds, to analyze the results of the enterprise, to determine its profitability.

I study at the Faculty of Engineering and Economics of the BSUIR. It trains highly qualified specialists with deep knowledge in economics, organization and management of production, accountancy, the analysis of economic activity, etc., combined with the skills of professional IT specialists. We study general and special subjects, including accounting, statistics, management, marketing, information technology in marketing, finance, budget, engineering computer graphics, internet marketing and e-commerce, macroeconomics, microeconomics, fundamentals of economics, mathematical methods and models making marketing decisions, basics of algorithms and programming, theory of probability and mathematical statistics, etc.

Accounting is the process of identifying, collecting, measuring and reporting information on business activity.

Finance is the function in a business that is responsible for acquiring funds for a firm and managing funds within a firm (for example, preparing budgets, doing cash flow analyses) and planning for the expenditures of funds on such assets as plant, equipment and machinery. Most organisations have a manager in charge of financial operations. His duties are: planning, budgeting, obtaining funds, controlling funds (funds management), auditing, managing taxes and advising top management on

financial matters. The graduates of the economic department will work at different accounting offices, departments, banks, ministries, etc.

What Do Marketers Do?

The Role of a Marketer is to understand consumer behaviour and recognise market opportunities so that the organisation can adapt and stay competitive. Marketers make up part of the management team in an organisation and each individual marketing job is unique to each company and its structure. Marketing is a constantly changing environment and is «putting the right product in the right place, at the right price, at the right time».

Marketer's primary focus is the marketing strategy. This is a process of model to allow a company or organisation to focus limited resources on the best opportunities to increase sales of products or services and thereby achieve a sustainable competitive advantage. Or, in other words, it is to use the technology of the «Marketing Mix», a marketing tool made up of the four P's: Product, Price, Place and Promotion. To be effective each of these critical elements require considerable amount of strategy, planning and research.

There are two types of marketing professionals. The first type spends most of their time doing things to promote and sell their company's brand. They may commission designers and advertising and media agencies, make brochures, web pages and other promotional material or organise promotion events. They also use marketing science to research consumer behaviour by, for example, collating and reporting on figures from sales and market research.

The other type of marketing professional makes informed marketing decisions and budget allocations. They design marketplace experiments and market research, analyse data and will constantly learn which marketing strategies work better than others in which situations.

Marketers confront various challenges in both local and international markets. Challenges for marketers include economic forces, technological forces and communication barriers.

What is the Role of Logistics in the Organization?

Logistics is critical to the success of every organization. Once considered an unimportant, behind-the-scenes operational activity, logistics is now recognized as a strategic tool for creating customer value and loyalty. The main focus of the job is to minimize expenditures on the way from the producer to the consumer.

The demand for logistics managers at all levels is excellent. Logistics is a field with more positions than graduates each year. Senior logistics management talent is also in short supply. As logistics managers' roles and value have grown, the need for well-educated, talented professionals with a diverse array of skills has emerged.

The increasing importance of analytical, strategic, and technological activities makes logistics an attractive career to more people. Another factor which contributes

to the increasing importance of logistics is the value that organizations are placing on diversity today. Successful organizations realize that diversity gives them an edge in the highly competitive global marketplace.

What is the Most Common Career Path in Logistics?

The scope of opportunities for logistics professionals is expanding. Logistics managers are involved in boundary and organization-spanning teams, strategic planning, alliance building, and a host of other activities that directly impact the success of their organizations worldwide. Because these roles are expanding, a career in logistics management can lead in many directions – including to the top of the company!

No single career path dominates logistics management. In fact there are hundreds of potential career paths. Your career path will be largely influenced by your skills, interests, and personal decisions. It will also be impacted by the size, type, geographic scope, and organizational structure of the firm that you choose to work for.

A broad base of business skills, knowledge of the logistics process, and relevant internship/work experience will give you ample opportunity to begin your career with a manufacturer, retailer, third party logistics firm, or other organization. You will likely begin as a management trainee, analyst, or first line supervisor. As you demonstrate your managerial capabilities, you can progress to logistics positions of greater responsibility. You may also decide to gain experience in other parts of the organization. One key to your success in this field is flexibility. You will work with people throughout your company – logistics, manufacturing, and marketing.

Depending on the size of your company, your initial responsibilities may deal with one or more logistics functions. Some positions will require you to specialize in a specific area of logistics. There are numerous opportunities and career paths in this field – it is up to you to seek them out and develop the appropriate skills to be successful.

Where Do New Logistics Managers Get Started?

There are many potential starting points for a successful career in logistics. You can begin your career in many types of organizations, in numerous logistics activities, and virtually any location in the world depending on your skills and interests. Manufacturers and merchandisers offer excellent employment opportunities for new logistics managers. The opportunities, training and assignments are varied. Some manufacturers and merchandisers have formal training programs while others use on-the-job training to prepare new logistics managers. Initial assignments may be in logistics operations, logistics planning and analysis, or manufacturing operations.

Quite a number of job positions in logistics require a bachelor's degree. So the way to become a prospective professional in the sphere is studying a degree at university which teaches you the fundamentals first. A specialist in logistics has to be

competent in different fields of knowledge: e.g. management, economics, basics of psychology, law, means of transportation, technical documentation, etc. Besides, one has to be able to interact with different people – colleagues, clients and employers – efficiently. University is a successful way to start an attractive career.

Project

Look through the tips and prepare your job CV and a letter of application.

Text F: Curriculum Vitae (CV)

Nowadays, employers tend to receive thousands of applications for a job as soon as it is advertised on the job market. Therefore it is vital that your letter should stand out from the thousands of CVs and letters that people are going to send.

The first impression is always the most important one; therefore you need a good and well-structured CV in order to attract the employers' attention. Here are a couple of tips about how to write a good CV when applying for a job in the UK or in Ireland.

Presentation. An employer has very little time to spend on your application. The most important thing is that your CV is clear. Your CV has to be word processed. It immediately shows that you can work on word processors. The CV should be between one or two pages long.

Don't be scared to space it out, never condense everything onto one page otherwise it will look messy. Since most employers have very little time to spend on each CV, they tend to skim read what you have written. It is therefore better to start by what is most important and work your way downwards from what is important to what is not so vital.

A Curriculum Vitae (example)

Personal details

Full name: PIRES, FRANCISCO Manuel Prego de Ochôa e Azevedo

Nationality: Portuguese (born in Lourenzo Marques, Mozambique)

DOB: 17:12:62

Marital status: Married

Address: Rua Augusto Gil, 41 – 4460-211 Senhora da Hora, Porto, Portugal

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Profile

My career has led me to specialize increasingly in the management of complex multi-cultural projects and their staffs at international levels. I have experience in: strategic forward-planning; operating within the tight financial disciplines imposed by ambitious budgets which I have helped to plan; methodical administration to deadlines (not to speak of crisis management where necessary); and the application of modern leadership methods (through staff motivation and involvement in both decision-making and target-setting, clarity in communication, and easy personal inter-relations). My own cosmopolitan background and analytical interests in other cultures, together with a command of several European languages, have also left me confident in handling negotiations that require the reconciliation of different national approaches to otherwise common problems.

Skills Base:

1. Familiarity with the artistic and the commercial worlds, the culture of government, and European regulations.
2. Tested management techniques in both continental and British contexts.
3. Proven leadership and human management skills.
4. Budget design and monitoring.
5. Time-efficient, systematic working methodology.
6. Rapid adaptability to new problem-solving and new locations.

Languages: Portuguese, English, Spanish, French, and Italian

IT: Word, Excel, Windows
Clean driving license

The Letter of Application

The letter of application can be as important as the CV in that it often provides the first direct contact between a candidate and an employer. If this letter is not well written and presented, it will make a poor impression. The letter of application normally contains four paragraphs in which you should:

− confirm what you wish to apply and say where you learned the job;

− say why you are interested in the position and relate your interests to those of the company;

− show that you can contribute to the job by highlighting your most relevant skills and experience;

− indicate that your willingness to attend an interview (and possibly say when you would be free to attend).

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Nathalie Baudoin
Patagonia Gmbh
Reitmorstrasse 50
8000 Munich 22
Germany

Dear Ms Baudoin,

I am writing to apply for the position which was advertised last month in The Independent.

Although I am presently employed by a non-profit making organization, it has always been my intention to work in a commercial environment. I would particularly welcome the chance to work for your company as I have long admired both the quality of the products that it provides and its position as a defender of environmental causes. As you will notice on my enclosed CV, the job you are offering suits both my personal and professional interests.

My work experience has familiarized me with many of the challenges involved in public relations today. I am sure that this together with my understanding of the needs and expectations of sport and mature enthusiasts would be extremely relevant to the position. Moreover, as my mother is German, I am fluent in this language and would definitely enjoy working in a German-speaking environment.

I would be pleased to discuss my curriculum vitae with you in more detail at an interview. In the meantime, please do not hesitate to contact me if you require further information. I look forward to hearing from you.

Yours sincerely
Fiona Scott
8th January 2016

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Учебное издание

Ладыженко Марина Владимировна
Карпик Людмила Станиславовна
Максимчук Раиса Тихоновна и др.

РАЗВИТИЕ НАВЫКОВ УСТНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

TOPICAL MATERIALS FOR CREATIVE PRESENTATION

ПОСОБИЕ

Редактор   Е.*С. Чайкоская*
Компьютерная правка, оригинал–макет *А.А. Лысеня*