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Кафедра иностранных языков №2

Методическая разработка
по развитию навыков устной речи на английском языке
для студентов 1-2-го курсов
ИЭФ, ФКСиС и ФИТУ
дневной формы обучения

TOPICAL MATERIALS FOR CREATIVE PRESENTATIONS

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М 54 **Методическая** разработка по развитию навыков устной речи на
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Методическая разработка содержит оригинальные тексты по устным темам.
Предназначена для развития навыков устной речи на английском языке у студентов
1-2 курсов ИЭФ, ФКСиС и ФИТУ.

Цель разработки — способствовать развитию навыков говорения на
английском языке и активизировать лексический минимум. Каждая тема
представлена комплексом речевых упражнений и типовыми ситуациями.

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СОДЕРЖАНИЕ

UNIT 1. Student's Profile.....	4
UNIT 2. Youth Problems.....	12
UNIT 3. My University	17
UNIT 4. English as a world language.....	24
UNIT 5. Belarus.....	30
UNIT 6. Ecological problems.....	43
UNIT 7. Careers in you Technologies.....	52
UNIT 8. Specialities in Engineering Economics.....	58

UNIT 1. Student's Profile

Pre-reading

1. Read the title of the unit and say what it is about.
2. Try to predict which sentences best describe student's profile.
3. Write 5-7 questions you are sure will be answered in the text.
4. What do you think a typical day for students is? What about you? Look at the activities below and fill in the time you spend in each activity. **Sleep...; exercise...; work...; watch TV...; study...; do housework... .**

5. How does student's life differ from other people's life. Match the occupation with the texts:

- a) student b) waiter c) businessman d) postman

- 1) I start work at nine. I finish at about seven. I often work late, and I sometimes work at home too. I usually have lunch in a restaurant because my company pays. I always wear smart clothes like a suit, to work. I go to work by train. I never go by car there's too much traffic.
- 2) My job is an evening job. I start at six o'clock in the evening and finish at about two o'clock in the morning. I have a break at about ten and I always eat in the kitchen. I wear a uniform, of course.
- 3) I go in when there are classes. They sometimes start at nine. Sometimes at ten. I usually have lunch in the cafeteria, but some days I don't have lunch. In the evening I often work in the library. I go to everywhere by bicycle. I usually wear casual clothes like jeans.
- 4) I start early – at five o'clock in the morning and I usually finish at about one o'clock in the afternoon, so I always have lunch at home. I wear a uniform at work.

6. Interview your partner and write his answers in the grid.

get up	
have breakfast	
go to the university	
start the university	
finish the university	
come home	
have dinner	
go to bed	

Reading

1. Read the text and underline the words you still don't know.
2. Look through the text and find the sections which contain the answers to your questions.

STUDENT'S PROFILE

I am a first-year student of the Belarusian State University of Informatics and Radioelectronics. I study full-time. I passed my entrance examinations in July and was admitted to the University.

On weekdays the alarm-clock wakes me up at 6.30 and my working day begins. I am not an early riser, that is why it is very difficult for me to get out of bed, especially in winter. I switch on my tape-recorder and do my morning exercises. Twice a week I go jogging in the park near home before breakfast. Then I go to the bathroom, take a warm shower, clean my teeth and shave. After that I go to my bedroom to get dressed. Usually my mother makes breakfast for me. But when she is away on business or just doesn't have to get up early, I make breakfast myself. My breakfast is light and quick. I usually have a cup of tea or coffee with some sandwiches and jam. While having breakfast, I listen to the latest news on the radio.

I leave for the university at 7.30 and go to the nearest underground station. The University is situated in the center of the city in P. Brovka street. It only takes me about 20 minutes to get there so I am always in time for the first lecture. I don't want to waste my time on the train. I've got a small CD-player I listen to music.

I take Programming. My classes begin at 8 o'clock. I have a quite varied timetable, but on a normal day I have two or three lectures, then I attend practical classes, labs and seminars. The classes are over at 3 o'clock. I work hard at my classes and after that I have lunch at the student's canteen and spend 2 or 3 hours at the library.

Every day I look through the notes of the lectures. I always take notes of all lectures, which is helpful when I get ready for my seminars and labs works.

At the moment it's a bit hard because studying here is very different from school. At school they used to tell you what to do and when to do it, but here you have more freedom. I am not used to that so I often leave my essays to the last minute. Then I have to work right through the night, which is something I have never done before.

I come home at about 6 p.m. and wait for my parents. We have dinner together. Then we sit in the living room, drink tea, listen to music, watch TV or just talk.

During the term I am usually busy studying, but I have time for some things other than work. I mean, in the afternoon I go swimming. I have my training in the swimming -pool twice a week. In the evenings I go out with friends or play computer games.

As a rule I go to bed at about 11. Sometimes I am so tired that I fall asleep at once.

And still I always look forward to my next working day because I enjoy my life.

Post-reading

1. Answer the following questions:

- 1) Do you get up early? Is it easy for you to get up early?
- 2) Do you wake up yourself or does an alarm -clock wake you up?
- 3) Do you do morning exercises? Do you do morning exercises to music?
- 4) Which do you prefer: a cold or hot shower in the morning?
- 5) How long does it take you to get dressed?
- 6) What do you usually have for breakfast?
- 7) Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you?
- 8) When do you usually leave the house?
- 9) What do you usually do on your way to the university?
- 10) When do you usually have lunch?
- 11) Do you ever have a nap in the afternoon?
- 12) What time do you come home?
- 13) How do you spend evenings?
- 14) What time do you usually go to bed?

2. George had problems with studying, so he wrote to a magazine problem page for advice. Find out what his study problems are and tell your partner about four of them.

Dear Marjorie

I'm having problems with my studies at school. I find it difficult to get down to work in the evenings and I can't concentrate on anything at the moment. I spend most of my time listening to records or watching TV instead of doing my homework. The other students in my class are much better than I am and I have difficulty in keeping up with them. I sometimes have problems with following the lessons as well. I can't always take down the important things my teacher says because I write so slowly. She has told me that I'm falling behind with my studies. I'm not good at writing essays and I usually hand in my homework late because I put off doing it until the last minute. So I often have to invent silly excuses to explain why I haven't done the work. I'm sure I'm not going to get through my final exams in June. I scraped through the mock exams last February with 54% - all the other students passed with flying colours. I'm now so far behind that I don't know how I'm going to catch up with them. My teacher spent some

time going through my homework with me but she found so many mistakes that I felt even more depressed.

What do you suggest I do?

Yours desperately
George

3. Work in pairs. Do you have any of the following study problems? If you do, discuss them with your partner.

In class	Outside class
It's difficult to concentrate. You can't follow the lesson. You don't like the subject. Other students are much better than you. Other problems (What?)	You have nowhere quiet to study. You lack self-discipline. It's difficult to begin studying. You don't have enough time. Other problems (What?)

4. Work in group. Underline the multi-word verbs in the letter and try to work out what they mean.

4.1. Match the multi-word verbs in A with the definitions in B.

1. to get down to doing something 2. to keep up with someone/something 3. to take something down 4. to fall behind (with something) 5. to hand something in 6. to put something off 7. to get through (something) 8. to scrape through (something) 9. to catch up (with someone/something) 10. to go through something	a. to be behind with something, not at the level expected b. to start work on something c. to postpone, to decide to do something at a later date d. to pass an exam or test e. to check that something is correct, to examine something f. to reach the same standard or position as someone else g. to give something to someone in a position of authority h. to remain at the same standard or position as someone else i. to record in writing what someone is saying j. to pass an exam but with a very low grade
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4.2. Ask your partner the questions below. Try to use the multi-word verbs from this unit in your questions and answers.

A How are you getting on with your studies?

B At the moment I'm falling behind a little, so I'll have to work harder to catch up with the rest of the class.

- a. How are you getting on with your studies?
- b. What things do you write down in lessons?
- c. Do you always do your homework immediately?
- d. How do you check there are no mistakes in your work before you give it to your teacher?
- e. How do you think you will do in your future exams?

4.3. Fill in the gaps below.

to have difficulty in _____ (doing) something

to have problems with _____ (doing) something

to concentrate on _____ (doing) something

to be good/quite good at _____ (doing) something

4.4. Use the phrases in the boxes above to write some sentences about yourself. Then discuss them with your partner. Find out how many things you have in common.

A I'm good at using computers and learning languages. What are you good at?

B I'm quite good at using computers, but I have problems with learning languages. I have difficulty in remembering the grammar rules!

Speaking	Work with your partner. Take turns to use rolecards A and B. Give yourself time to prepare your role and think about the multi-word verbs and expressions you might use.
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<p>Rolecard A</p> <p>You have the following problems with your studies:</p> <ul style="list-style-type: none"> - difficulty in starting to study - problems with doing homework - the level of the other students in your class - lack of progress 	<p>Rolecard B</p> <p>Your partner is going to tell you about his or her problems with studying. Give as much helpful advice as you can. When giving advice, you can say:</p> <p>Have you tried . . . + ing?</p> <p>Why don't you try... + ing?</p>
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<ul style="list-style-type: none"> - worries about the exams in June - any other problems <p>Talk to your partner and ask for advice. You can decide to accept the advice that he or she gives:</p> <p>Yes, that's a good idea. Or you can reject it: That's easier said than done.</p>	
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Pre-reading

Express your feelings about the following pastimes. The expression given in the boxes are just suggestions.

going to discuss
meeting new people
learning a new language
shopping
having parties
driving
cooking
travelling
writing letters
gardening
reading cartoon magazines
meeting relatives

I am particularly fond of...
I can't stand ...
I quite fancy...(doing)
I object to...
I hate...
I'm fed up with...
I can't afford to...
I adore...(doing)
I'd love to...
I am dying to...
I'm keen on (doing)...
I'm mad about...

Reading

Read the text and answer the questions.

HOBBIES

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste you are lucky because your life becomes more interesting.

Hobbies are divided into four large classes: doing things, making things, collecting things, and learning things.

The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball.

Gardening is one of the oldest of man's hobbies. It is a well-known fact that the English are very fond of gardening and growing flowers, especially roses.

Both grown-ups and children are fond of playing different computer games. This is a relatively new hobby but it is becoming more and more popular.

Making things includes drawing, painting, making sculpture, designing costumes, handicrafts. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill. Some hobbyists write music or play musical instruments. President Bill Clinton, for example, plays the saxophone.

Almost everyone collects something at some period in his life: stamps, coins, match-boxes, books, records, postcards, toys, watches. Some collections have no real value. Others become so large and so valuable that they are housed in museums and galleries. Many world-famous collections started a in small way with one or two items. People with a good deal of money often collect paintings, rare books and other art objects. Often such private collections are given to museums, libraries and public galleries so that others might take pleasure in seeing them.

No matter what kind of hobby a person has, he always has the opportunity of learning from it. By reading about the things he is interested in, he is adding to what he knows. Learning things can be the most exciting aspect of a hobby.

I would like to tell you about my friend's hobby. Nick is my best friend and three months ago he bought a compact disc player and decided to collect compact discs. He is fond of listening to music. He has a good ear and likes jazz very much. Besides jazz, Nick also likes rock music, pop music, classical music. He doesn't like techno, metal and rap. He himself says that he likes any good music. Now Nick collects compact discs of his favourite groups and singers, he carefully studies the information printed on disc booklets. He also tries to find out everything about singers he likes. That's why he reads a lot of specialized magazines and never misses MTV shoes (he thinks he must keep up with the news in the world of music). He even writes letters to some fan-clubs in other countries, so he has to brush up his English. He never misses a concert of his favourite group (if they come to our city). He brings his compact discs to the concert and asks the singers for their autographs.

Post-reading questions

1. Do you have a lot of free time?
2. What else do you do besides going to school?
3. Do you play any musical instruments?
4. Are you fond of listening to music?
5. What kind of music do you prefer?
6. Have you ever collected anything?
7. What is your hobby?
8. What is your best friend's hobby?
9. Which of your friends collects stamps (records, compact discs, etc)?
10. How do you usually spend your leisure time?
11. What do you do for fun?
12. How do you spend your weekends?

Sometimes people's hobbies turn into a life passion, become an all-absorbing interest of the whole life. Do they always bring satisfaction and pleasure? Read the story that follows and note down in your notebook the main ideas of it.

RECREATION: AMERICAN STYLE

A "hobby" is usually something that a person does alone. But American (and British) families sometimes like to do things together, too. Some American families have quite a lot of money to spend on their recreation. They can all enjoy their holiday home or their boat somewhere in the country away from home.

Americans love to get out of town into the wild, and many go for holidays or long weekends into the thirty-five fabulous national parks. These magnificent areas of countryside include tropical forests, high mountains, dry deserts, long sandy coasts, grassy prairies and wooded mountains full of wild animals.

The idea of these parks, which cover 1% of the whole area of the USA, is to make "a great breathing place for the national lungs" and to keep different parts of the land as they were before man arrived. There are camping places in the national parks as well as museums, boat trips and evening campfire meetings.

Americans really enjoy new "gadgets", especially new ways of travelling. In the winter, the woods are full of "snowmobiles" (cars with skis in the front). In the summer they ride their "dune buggies" across the sands or take to the sky in hang-gliders.

But Americans do not only spend their free time having fun. They are interested in culture, too. Millions take part-time courses in writing, painting and music and at the weekends the museums, art galleries and concert halls are full.

Speaking

1. Discuss with your partner what Americans have in common with the people of your country and how they differ.

1) Have a conversation between a bored teenager and his elder brother (sister) who is trying to interest him (her) in some worthwhile hobby.

2) Exchange instructions with your friend on how to do your favourite hobby.

3) Discuss in a group what hobbies now you regret not taking up when you were younger. Speak about the hobbies that you gave up too soon.

4) It appears that boys and girls from early childhood take up different hobbies.

5) Is there any reason why both girls and boys shouldn't be actively interested in the same pastimes?

6) "It is the busiest man who has time to spare". Say how the proverb deals with the problem of private time. Discuss the proverb with your partner. Give examples of something you have read or experienced that shows the truth of this proverb.

7) Discuss in a group what activities you will encourage your children to enjoy. Are there any you will discourage them from? If yes, why?

2. Everyone has something to enjoy in his life. Many people are experts at some spare time interests. Read a conversation about life's simple pleasures. Which ones do you find strange? Why?

LIFE'S SIMPLE PLEASURES

A: Do you have any simple pleasures that you enjoy?

B: Oh, for me, one of the simplest and most pleasurable activities is making bread. Because I love the slowness of it, and I love the feeling of the dough. And I love the fact that you have to wait. The bread takes its own time. And I love the smell.

A: What about you?

C: Well, there is nothing quite like building a brick wall.

A: Oh, you're a builder!

C: No, I'm not. But it is very simple. It's very straight-forward. When you build a wall and it's straight, it's one of the greatest pleasures on earth, I think.

A: Well, my simple pleasure is waking up at 8 o'clock and knowing that I don't actually have to get up until 9.30 and going back to sleep. That's a joy!

3. Work in groups. Try to interview as many people as possible about what they see as their pleasures in life.

Project Work

Prepare a profile of yourself. First make notes about the subject you are taking at University, your language skills, other skills, work experience, interests, hobbies and what you plan to do in the future.

UNIT 2. Youth Problems

Pre-reading task

Read the title of the text and say what the text is about.

Reading

Read the texts and say how many of the predictions in the text were the same as yours.

THE YOUNGER GENERATION KNOWS BEST

Old people are always saying that young are not what they were. The same comment is made from generation to generation and it's always true. It has never been truer than it is today. The younger are better educated. They have a lot more money to spend and enjoy more freedom. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of the elders. Events which the older generation remembers vividly are nothing more than past history. This is as it should be. Every new generation is different from the one that preceded it. Today the difference is very marked indeed.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned or threatened. And this is precisely what the young are doing. They are questioning the assumptions of their elders and disturbing their complacency. They take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity. Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work best if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear drab grey suits and convict haircuts? If we turn our minds to more serious matters, who said that human differences can best be solved through conventional politics or by violent means? Why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more material possessions? Can anything be right with the ratrace? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. Today, the situation might be reversed. The old – if they are prepared to admit it – could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not 'sinful'. Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your leisure; to shed restricting inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb: the constant threat of complete annihilation. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it?

1. Read the text and find the sections which contain the answers to the true/false sentences.

- 1) the young are worse educated
- 2) no one new generation is different from the one that preceded it
- 3) what the young reject more than anything is conformity
- 4) traditionally, the young have not turned to their elders for guidance
- 5) the old can learn nothing from their children
- 6) enjoyment is not a principle one could apply to all aspects of life and is always sinful.

2. Look through the text and give the main idea of it. Choose the sentence of the given 4 to express the main idea.

- 1) the young should be grateful to older generation
- 2) every generation is different
- 3) the older generation is too soft and kind with the young
- 4) live in the present, not the past or the future.

Speaking

Discuss in pairs the advantages and disadvantages of being young nowadays. Give your arguments and counter-arguments.

Pre-reading task

You are going to read about the maladies of the 21st century.

- What do you think are the main maladies?
- Why are they dangerous?

Reading

1. Read the text to see how close your predictions were.

MALADIES OF THE 21st CENTURY

We entered the 21st century with such maladies as heart and vascular system diseases, environmental diseases, cancer, AIDS (Acquired Immune Deficiency Syndrome). The risk factors causing these diseases are poor environment (especially after Chernobyl disaster), constant stress and bad habits. We witness more and more cases when people suffer from such environmental diseases as food allergies, chronic fatigue syndrome, asthma, thyroid gland. They all have a huge impact on the quality of life, darken our prospects for future. Alcohol, drugs, smoking, AIDS have also become the reality of our life, especially among young and middle-aged people.

2. Read the text and note down:
 - a) the reasons for smoking;
 - b) harmful consequences of smoking.

SMOKING

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

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

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

Gases in cigarette smoke increase your blood pressure and pulse rate. This can contribute to heart disease. Smokers as twice as non-smokers are likely to have heart trouble.

If you've ever watched an adult try to give up smoking, you know how hard it can be. It's easier, healthier and cheaper never to start.

3. Read the text and note down the facts about the danger caused by alcohol. Find some sentences proving it.

ALCOHOL

Another poison of many young people is alcohol. Remember, alcohol is a drug. It can make you sick, and you can become addicted to it. It's a very common form of drug abuse among teenagers. Don't let anyone at a party pressure you into drinking if you don't want to, especially if you're legally under age.

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

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

When alcohol reaches your brain, you may immediately feel more relaxed and light-hearted. You may feel you can do crazy things. But after two or three drinks,

your actions are clumsy and your speech is slurred. If you over-drink, you might suffer from double vision and loss of balance, even fall unconscious, hangover.

4. Read the text and note down the examples, showing the effect of drugs on a human being.

DRUGS

In fact, all medicines are drugs. You take drugs for your headache or your asthma. But you need to remember that not all drugs are medicines. Alcohol is a drug, and nicotine is a drug. There are many drugs that do you no good at all.

There's nothing wrong with medicinal drugs if they're used properly. The trouble is, some people use them wrongly and make themselves ill. Most of the drugs are illegal, but some are ordinary medical substances that people use in the wrong way.

People take drugs because they think they make them feel better. Young people are often introduced to drug taking by their friends.

Many users take drugs to escape from a life that may seem too hard to bear. Drugs may seem the only answer, but they are no answer at all. They simply make the problem worse.

Depending on the type and strength of the drug, all drug-abusers are in danger of developing side effects. Drugs can bring on confusion and frightening hallucinations and cause unbalanced emotions or more serious mental disorders.

5. Read the text and discuss the questions:

- 1) What does the AIDS virus attack?
- 2) Does AIDS kill people?
- 3) Have people found a cure for AIDS?
- 4) How can the virus be passed on?
- 5) How can one avoid being infected?

AIDS

AIDS is a sickness that attacks the body's natural system against disease. AIDS itself doesn't kill, but because the body's defense system is damaged, the patient has a reduced ability to fight off many other diseases, including flu or the common cold.

So far there is no cure for AIDS. We know that AIDS is caused by a virus which invades healthy cells, including the white blood cells that are part of our defense system. The virus takes control of the healthy cells' genetic material and forces the cell to make a copy of the virus. The cell then dies and the multiplied virus moves on to invade and kill other healthy cells.

The AIDS virus can be passed on sexually or by sharing needles used to inject drugs. It also can be passed in blood products or from a pregnant woman with AIDS to her baby.

Many stories about the spread of AIDS are false. One cannot get AIDS by working with someone who's got it, or by going to the same school, or by touching objects belonging to or touched by an infected person. Nobody caring for an AIDS patient has developed AIDS and, since there is no cure for it at present, be as helpful and understanding as possible to those suffering from this terrible disease.

Comprehension check

1. Are the statements true or false? If they are false give the correct information:

- a) Alcohol is a mild poison.
- b) Passive smoking is not dangerous.
- c) Not all drugs are illegal.
- d) Smoking is banned in all public places.
- e) Many users take drugs to escape from life.
- f) AIDS virus can be passed on by touching objects belonging to an infected person?

2. Here are some answers about hard habits. Ask the questions:

- a) Why _____? Because their friends pressure them to do so.
- b) What _____? A chemical called nicotine causes addiction.
- c) When _____? Absorption is slower if there's food in the stomach.
- d) How _____? You may feel you can do crazy things.
- e) Why _____? People take drugs because they think they make them been better.
- f) What _____? AIDS is a sickness that attacks the body's natural system against disease.

Speaking

1. Discuss in group. Express your attitude towards the habits you have learnt from the text and prove your arguments.
2. Speak on the topic: "Young generation and its problems".

UNIT 3. My University

Pre-reading

Speak about some rules you have to follow to survive your first university year.

Reading

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

HOW TO SURVIVE YOUR FIRST UNIVERSITY YEAR

Andrew England offers a simple guide

As universities sparkle back into life, an influx of naive new students eagerly awaits the boozing partying good times that are expected to go hand in hand with the three or four years of study that lie ahead.

«The best years of your life,» so the worn-out cliché would have you believe, and after my expensive first year, I tend to agree. But and it is a big but – it is far too easy to fall into the trap of believing that the first year, often a foundation year, and not part of the degree, is going to be a breeze. This perception, buoyed by boastful tales from postgraduates about how little work they did, can easily lead to a too relaxed approach, poor attendance and finally panic. The realisation that failure could be imminent and the awful prospect of retakes can make the final weeks a harrowing period.

Even if you are not complacent, there are numerous reasons for missing the occasional lecture or seminar. The hangover is the classic. After a night in some grotty night-club which charitably allows you to drink to excess at knockdown student prices, a hot stuffy lecture theatre can appear a daunting prospect in the early afternoon.

Embarrassing memories of the night before, which vaguely filter through a thumping head, can also act as a deterrent. How do you face that poor girl who suffered at the hands of your slobbering sweaty drunken advances?

Boredom studying modules that appear to have no relevance to your eventual degree can also create problems of motivation. On my course, it was methodology which was quite simply a nightmare. My friends and I still have little understanding of it. Unfortunately, it still has to be passed and to those who failed, methodology, with its boring lectures, was the greatest stumbling block.

The thing to remember is that when exams eventually come around you do need notes to revise from. Other people's notes *are* notoriously hard to make sense of, and suddenly you have huge regrets about missing that vital lecture.

It is also important not to forget that *in* certain subjects you are awarded a mark towards your final assessment for seminar performances, it means that just by having a reasonable attendance record you can gain a crucial percentage that may make the difference between success and failure.

Attendance can be invaluable. A friend of mine, who is studying engineering at the University of the West of England, has a weakness with maths and, consequently, just failed a retake. However, as a result of his good participation during the course, he was given another chance and allowed to continue. He is no boring bookworm and thoroughly enjoyed his first taste of university life.

He went on to complete his second year and is now working for the Vauxhall touring car team in his placement year, The hard work paid off and an ambition to work for a top motor-racing team is being realised.

At the other end of the scale, another friend who took a very relaxed approach to his first year failed and had to pay his own fees to be able to retake the year. Leopards don't often change their spots. He failed the year again and is prematurely confronting the job market fully aware that he is solely responsible for his predicament.

First-year failure leads to the indignity of having to go through the whole induction course again with those «annoying school leavers» you should have left behind. An extra year's debt, and an extra year's study while your friends are enjoying graduation. It is something to be avoided.

You must and will enjoy your time at university and remember extracurricular activities on your CV are as important to an employer as the degree you leave with. Achieving the compromise between work and play is the successful rout to take.

2. Answer the questions. Write down numbers that show your fear (1 – no fear at all... 10 – total panic), count up your total score (the lowest total – the highest fear). Can you say why you are frightened? Think of a few steps to help people with their problems.

Are you afraid of ...

- 1) Problems with doing homework/laboratory work?
- 2) Worries about the exams?
- 3) Low level of your knowledge?
- 4) Lack of progress?
- 5) Debts?
- 6) Tutors?
- 7) Problems with learning English?

3. Read the text given below and answer the questions. Speak on the differences in the systems of higher education at British universities and at universities of our country.

LECTURING AND ASSESSMENT IN HERIOT-WATT UNIVERSITY (EDINBURGH, SCOTLAND)

All of the courses given in the University at undergraduate level rely on lectures given in fifty-minutes periods throughout the three terms in the early years of the courses. Each subject will normally have at least two lecture hours per week with an additional tutorial hour. The latter can consist of small groups with one tutor, or larger groups with several tutors, for example, in mathematics tutorials.

Additionally for many of the science and engineering subjects one or more afternoons per week may be devoted to laboratory work, at which experiments are conducted to back up lectures.

Most subjects are assessed at the end of each term in the first year of a course although the end of session examination contributes most to final achievement. Final examinations are normally held in May of the final year.

It should be noted that each student has a mentor or a tutor who keeps an eye on his progress throughout his university career. He is available to advise the student who experiences difficulties with his academic studies.

Questions:

- 1) How many terms does the academic year at Heriot-Watt consist of?
- 2) How long does a lecture last?
- 3) What other classes do University students have in each subject besides lectures?
- 4) How and when are many of the subjects assessed?
- 5) When are final examinations normally held?
- 6) What are the duties of a tutor?
- 7) What is the difference between the systems of lecturing and assessment at Heriot-Watt University and at yours?

4. Read the text "Oxford". Find out the answers to the questions:

- 1) On what basis are Oxford students selected and why is it said that teaching at Oxford is "pleasantly informal and personal"?
- 2) What is so dreadful about "Finals"?
- 3) How is the research done by Oxford post-graduates?

OXFORD

What is it like, being a student at Oxford? Like all British universities, Oxford is a state university, not private one. Students are selected on the basis of their results in the national examinations or the special Oxford entrance examination. 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: that will be their home for the next three years (the normal period for an undergraduate degree), and for longer if they are admitted to study for a post-graduate degree. They will be mostly taught by tutors from their own college.

Teaching is pleasantly informal and personal; a typical under-graduate (apart from those in the natural sciences who spend all day in the laboratories) will spend an hour a week with his or her "tutor", perhaps in the company of one other student. Each of them will have written an essay for the tutor, which serves as the basis-for discussion, argument, the exposition of ideas and academic methods. At the end of

the hour the students go away with new essay title and a list of books that might be helpful in preparing for the essay.

Other kinds of teaching such as lectures and seminars are normally optional: popular lecturers can attract audiences from several faculties, while others may find themselves speaking to two or three loyal students, or maybe to none at all. So in theory, if you are good at reading, thinking and writing quickly, you can spend five days out of seven being idle: sleeping, taking part in sports, in student clubs, in acting and singing, in arguing, drinking, having parties. In practice, most students at Oxford are enthusiastic about the academic life, and many of the more conscientious ones work for days at each essay, sometimes sitting up through the night with a wet towel round their heads.

At the end of three years, all students face a dreadful ordeal, "Finals", the final examinations. The victims are obliged to dress up for the occasion in black and white, an old-fashioned ritual that may help to calm the nerves. They crowd into the huge, bleak examination building and sit for three hours writing what they hope is beautiful prose on half-remembered or strangely forgotten subjects. In the afternoon they assemble for another three hours of writing. After four or five days of this torture they emerge, blinking, into the sunlight, and stagger off for the biggest party of them all.

Postgraduates (often just called graduates) are mostly busy with research for their dissertations, and they spend days in their college libraries or in the richly endowed, fourth hundred-year-old Bodleian library.

5. Match the definitions below with one of the words given

1) Someone in charge of a school.

2) Someone who is still at university studying for their first degree.

3) Someone who has successfully completed their first degree.

4) Someone responsible for courses in a private school.

5) Someone in the same class as you at school.

6) Someone who teaches at a college or university.

7) *Someone responsible for teaching a small group of students.*

8) Someone with the highest academic position in a university.

tutor

lecturer

professor

Undergraduate

classmate

Head teacher

Director of studies

graduate

6. Read the following text and find English equivalents of the following words and word combinations in it: радиотехника; преподавательский состав; лабораторное оборудование; жизненная необходимость; возможности; стипендия; курс обучения; изучение иностранных языков; большое внимание; степень; выполнять исследования, в заключение, семестр, общежитие.

THE BELARUSIAN STATE UNIVERSITY OF INFORMATICS AND RADIOELECTRONICS

The Belarusian State University of Informatics and Radioelectronics, the former Minsk Radioengineering Institute, was founded in 1964. In 1964 2,5 thousand students began studies at two faculties, those of radioengineering and automatics and computer science separated from the Belarusian Polytechnic Institute.

Today this University trains engineers in 24 specialities and 26 specializations in the field of computer science, microelectronics, radioengineering, communication, computeraided systems of information processing, electronic instrument-making, broadcasting, medical electronics, economics.

The overall number of students is more than 10 thousand. The teaching staff consists of academicians, Corresponding members of the Belarusian Academy of sciences, two full members of New York Academy of Science, professors, assistant professors and experienced teachers.

The students study at 9 faculties; the Faculty of Radioengineering and Electronics; the Faculty of Information Technologies and Control; the Faculty of Computer Systems and Networks; the Faculty of Telecommunication; the Economic Faculty, the Faculty of Computer-aided Design; the Military Faculty and The Correspondence Faculty; the Faculty of Professional orientation. The University has all the necessary facilities for teaching. A number of computer classes are equipped with modern computers owing to the support of world-known companies, such as PHILIPS, INTEL, IBM and their Belarusian partners.

A large library with reading halls is at the disposal of the students.

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, 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, theoretical fundamentals of electroengineering.

Four foreign languages are taught at the University. Professionally-oriented teaching of English, German, French and Spanish is carried on by two departments with the use of advanced teaching methods and introducing intensive technique.

The University presents its latest developments at Belarusian national expositions as well as at world-famous fairs and exhibitions in Germany, China, India, Iran, Egypt, Vietnam, United Arab Emirates, Syria.

Over 1300 professors and students of the University went abroad on exchange programs, and over 270 of them went on scientific probation.

The course study at University lasts five years. The academic year is divided into two terms. The students financially covered by the government are granted studentships. Students from other cities lodge in the halls of residence of total capacity of 2100 people.

The University teams regularly win the leading positions of student sports in athletics and keep-fit activities. Belarusian best athletes had their trainings in the gymnasiums of the University, among them the Olympic Champion, basketball player I. Edeshko and vice-chairman of the National Olympic Committee of Belarus, three times Olympic Champion, seven times World Champion A. Medved. The major form 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 swimming pool, fitness – center, open playgrounds, ski depot, summer camp at the Braslav Lakes.

The Student Club of the University organizes parties, discos, festivals of amateur art. The University takes special pride in its brass band, vocal group “Tutashiee”, the ballet dance group, the group of acrobatic rock-n-roll, the bard song club, etc.

7. Answer the following questions:

- 1) When was the Minsk Radioengineering Institute founded?
- 2) How many students study at the University?
- 3) What faculties are there at the University?
- 4) What subjects are taught at the University?
- 5) How long does the course of study last?
- 6) When are terminal exams held?
- 7) Where do the students from different cities lodge?
- 8) What does the students Club organize?
- 9) Does the University have the right to be proud of the graduates? Why?
- 10) In what way is the University’s cooperation with foreign colleagues realized?
- 11) Where does the University present its latest developments?

Post-reading

1. Pair-work

- 1) Convince your friend who doesn’t believe in University education that University is the best place to study law, history, computing...
- 2) Interview your friend about his University experience.
- 3) Your friend believes that teaching will soon be done by computers. Challenge the statement that a teacher can’t be replaced by machines.

UNIT 4. English as a world language

Pre-reading

1. Discussion Point

Answer the questions using the list on p. 30:

- 1) Which language in the world is spoken by most people?
- 2) Which language has the largest vocabulary?
- 3) Which is the oldest written language?
- 4) Which sub-continent has the largest number of languages?
- 5) Which language has no irregular verbs?
- 6) Which language has the most letters in its alphabet?
- 7) In which language is the largest encyclopedia printed?

Is it ... Spanish - Cambodian – English – Egyptian – Esperanto - Mandarin Chinese – Indian ?

2. Work in pairs. Do you think the following statements are true or false?

- 8) English was already an important world language four hundred years ago.
- 9) It is mainly because of the United States that English has become a world language.
- 10) One person out of seven in the world speaks perfect English.
- 11) There are few inflections in modern English.
- 12) In English, many words can be used as nouns.
- 13) English has borrowed words from many other languages.
- 14) One-third of the world's population speaks English.
- 15) German is a promising language in the world.
- 16) In the future, all other languages will probably die out.

Reading

1. Scanning. Read the article on “English as a World Language”. Find out the answers to the true/false statements.

ENGLISH AS A WORLD LANGUAGE

English is one of the major languages in the world. In Shakespeare's time, though, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. The exporting of English began in the seventeenth century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, that has given the English language its present standing in the world.

People who speak English fall into one of three groups:

- those who have learned it as their native language in the US, Canada, Great Britain, Ireland, Australia, New Zealand and South Africa;
- 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 and Vanuatu;
- and those who are forced to use it for a practical purpose – administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

Although estimates vary greatly, some 1.5 bln are thought to be competent communicators in English. That's a quarter of the world's population.

So, can English be a global language when three out of four people don't use it? Given the areas of world influence where it has become to have a pivotal role, the answer has to be yes. Evidence suggests that English is now the dominant tongue in international politics, banking, the press, news agencies, advertising, broadcasting, the recording industry, movies, travel, science and technology, knowledge management and communications. No other language has achieved such a widespread profile – or is likely to in the foreseeable future.

Other languages have an important international presence, of course. Both Mandarin Chinese and Spanish have more mother-tongue speakers than English, according to a 1999 survey. Although there is uncertainty about statistics, Spanish is growing faster than any other language, especially in the Americas.

The reason for the global status of English has nothing to do with its number of first-language speakers. Three times as many people speak it as a second or foreign language, and this ratio is increasing.

Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, etc., but over the centuries words have been simplified. Verbs now have very few inflections. Without inflections, 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 admission 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.

Standard English is the chief force, existing as an international reality in print, and available as a tool for national and international communication. Its position is being reinforced by new technologies. Satellite television is beaming standard English down into previously unreachable parts of the world, thereby fostering greater levels of mutual intelligibility. And the Internet currently has a predominantly (80%) English voice – though this figure is falling as other languages come online.

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 1,000 years later. It takes only a shift in the balance of economic or political power for another language, to move centre stage.

2. Read the text in more depth and write down the key sentences for retelling.

Post-reading

1. Read some amazing facts about English today, fill in the gaps with suitable numbers.

1) One billion people speak English today. That's ... of the world's population.

2) ... million people speak English as their first language. For the other 600 million it's either a second language or a foreign language.

3) The number of Chinese people learning English today is bigger than the population of the USA.

4) There are more than ... words in the Oxford English Dictionary.

5) ... % of all information in the world's computers is in English.

6) Nearly ... % of all the companies in Europe communicate with each other in English.

7) English is just one of over ... languages in the world today.

8) ... % of all international letters and telexes are in English.

9) ... % of all English vocabulary comes from other languages.

10) When the American spaceship "Voyager" began its journey in ... it carried a gold disc. On the disc there were messages in ... languages. Before all of them there was a message from the Secretary General of the United Nations — in English.

11) It is said that William Shakespeare used about ... words in his works.

12) An average English-speaking person uses several thousands of words; a poorly educated person can do with as little as... words in his everyday life.

- | | | | | | |
|----------|-----------|--------|--------|----------|------------|
| a) 1,000 | b) 29,000 | c) 400 | d) 55 | e) 15% | f) 500,000 |
| g) 80% | h) 1977 | i) 50% | j) 80% | k) 3,000 | i) 75% |

2. Read and say why English has become an international language of scientific publishing.

SCIENTIFIC PUBLISHING

English is now the international currency of science and technology. Yet it has not always been so. The renaissance of British science in the 17th century put English-language science publications such as the “Philosophical Transactions” instituted by the Royal Society 1665, at the forefront of the world scientific community. But the position was soon lost to German, which became the dominant international language of science until World War I. The growing role of the US then ensured that English became, once again, the global language of experiment and discovery.

Journals in many countries have shifted, since World War II, from publishing in their national language to publishing in English. Gibbs (1995) describes how the Mexican medical journal “Archivos de Investigacion Medica” shifted to English: first publishing abstracts in English, then providing English translations of all articles, finally hiring an American editor, accepting articles only in English and changing its name to “Archives of Medical Research”.

This language shift is common elsewhere. A study in the early 1980s showed nearly two-thirds of publications of French scientists were in English. All contributions in 1950 to the “Zeitschrift fur Tierpsychologie” were in German, but by 1984 95% were in English. The journal was renamed “Ethology” two years later.

3. Read the article and match suitable topic sentences with the paragraphs of the text.

- a) *lawyers must be trained to understand legal agreements written in English*
- b) *lingua franca provides joint ventures with internationally recognised terms, obligations and rights*
- c) *a newly established company headquartered in any country of the world needs specialist with the skills in the local language*
- d) *joint ventures tend to use English as an international language*
- e) *importing and exporting processes of a joint venture requires English-speaking personnel*
- f) *a transnational corporation uses English for external trade*

WHY ECONOMIC DEVELOPMENT ENCOURAGES ENGLISH

1. Although an incoming company may not be headquartered in an English-speaking country, it will typically establish a joint venture with a local concern. Joint ventures (e.g. Sino-Swiss and German) tend to adopt English as their “lingua franca”¹, which promotes a local need for training in English.
2. Establishment of joint ventures requires legal documents and memoranda of understanding. International legal agreements are written in English because there exists international consensus about the meaning of terms, obligations and rights. This activity may create a demand for specialist English language training for lawyers -- the case in China where new courses are being established.
3. A newly established company will be in most cases involved in international trade –importing raw materials and exporting finished goods. This will create a need for back-office workers, sales and marketing staff with skills in English.
4. Technology transfer is closely associated with English, largely because most transfer is sourced by a transnational corporation (TNC) which either is English speaking or which uses English for external trade. Technology transfer is not restricted to the enterprise itself, but may extend to associated infrastructure expansion such as airports, railways and telecommunications. In central China, engineers in local steel factories learn English so that they can install and maintain plant brought from Germany and Italy. The predominance of English in technology transfer reflects the role of TNCs more than the fact that much leading-edge technology derives from the US.
5. Establishing joint ventures creates incoming demands from international visitors who require supporting services, such as hotels and tourist facilities. The staff of secondary enterprises also require training in English for these visitors.
6. Jobs in the new enterprises may be better paid and more attractive than those in the public sector. English qualifications may become an entry necessity, or have perceived value in access to jobs – even if the job itself does not require English.

4. Read and say what languages compete for the title of the “lingua franca” in Europe.

ENGLISH IN BUSINESS

1. International trade is often a complex cross-boarder business: goods are taken from one country, refined or given added value by a second, sold to a third, repackaged, resold and so on. Such multilateral trade brings with it greater reliance on lingua francas.

¹ ”Lingua franca” – language used between people whose main languages are different. It may originally be made up of parts of several languages.

2. In Europe there is growing evidence that English has become the major business lingua franca. A study conducted in 1988 for the Danish Council of Trade and Industry reported that English is used by Danish companies in over 80% of international business contacts and communications. A more recent investigation in small and medium-sized businesses in peripheral areas of Europe found that although English is probably the most used language of business across Europe, German is used extensively in particular areas, especially for informal communication:

“German is, understandably, in more widespread use than English in European regions bordering on Germany, thereby undermining a common misperception of English as the sole lingua franca of international business. This is apparent in the Dutch and Danish samples, where German is ahead of English in the use of oral-aural skills, though this order is reversed for reading and writing.”

3. However, the use of German and French is almost exclusively confined to trade within Europe: German companies generally use English for trade outside the European Union. This is apparent from recommendations made by German Chambers of Commerce to members on which languages should be used for trade with each country in the world. English is recommended as the sole language for 64 countries. German is recommended as the exclusive language of trade only with one country – Austria – though German is suggested as a co-language for up to 25 countries, including Holland, Denmark and those in eastern Europe. French is recommended for 25 countries and Spanish-- for 17. English is thus the preferred, but not the sole, language of external trade for European countries. Japan and the US also use English widely for their international trade.

5. Read the article again and say what these numbers refer to in the text.

a) 80	b) 64	c) 1	d) 25	e) 25	f) 17
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CONCLUSION

Say why English is a world language. Use the following questions:

1. When did the English language begin to serve as the international language?
2. What contributed to the development of English as a world language?
3. Why did people begin to speak English more widely after World War II?
4. Do you personally feel that you need English? What are your reasons?
5. What language do you think might be used as a lingua franca if not English?

KEYS

1. Discussion point

- 1) Mandarin Chinese is spoken by 700,000 people (70% of the population of China). English is the most widespread, with 400 mln speakers.
- 2) English has the largest vocabulary with approximately 500,000 words and 300,000 technical terms.
- 3) The oldest written language is Egyptian, which is 5,000 years old.
- 4) India has the most languages, with 845.
- 5) There are no irregular verbs in Esperanto, an artificial language invented in 1887.
- 6) Cambodian has 72 letters.
- 7) The largest encyclopedia is printed in Spanish.

2. Amazing facts

1-e, 2-c, 3-..., 4-f, 5-j, 6-i, 7-k, 8-l, 9-g, 10-h, d, 11-b, 12-a.

UNIT 5. Belarus

1. What do you know ab.

2. Read the text given below and try to complement it with the facts known to you.

FROM THE HISTORY OF BELARUS

Belaya Rus. The term «Belaya Rus» was for the first time used in the 12th century. Up to the 15th century it was also common in north-east Rus. Lands which are the Republic's territory today were originally called «Belaya Rus» in the 14th century and the name stuck to these lands.

The origin of the name, however, has so far never been precise. Some researchers put it down to the white colour of local peasants' everyday linen clothes and to their fair hair. Others associate it with the direct meaning of the word «belyi» which stands for «clean, non-occupied, free, and independent». They presume that old Rus's lands which had not been captured neither by the Mongols and Tatars nor by Lithuania were called «Belaya Rus» in those early days. Still others maintain that «Belaya Rus» was the land inhabited by Christians unlike «Chernya (black) Rus» where pagans lived. There are also other versions of the name's origin.

The history of Belarus goes back to antiquity. In the Middle Ages the territory of present day Belarus was populated by Eastern Slavic tribes. The ancestors of the Belarusians were the Krivichi, Radimichi and Dregovich. They lived in the basins of the Dnieper and the Zapadnaya Dvina rivers where they hunted, fished and farmed.

In the 6th - 8th centuries they lived through the disintegration of the tribal society and the emergence of feudalism. The development of arable farming led to the collapse of the kinship communities based on territorial and economic relations. The tribes began to develop external relations. There was a need in a united state, and it appeared at the beginning of the 9th century. It was Kievskaya Rus -the home of three fraternal peoples - the Russians, the Ukrainians and the Belarusians. Feudal wars and foreign invasions plundered these lands.

In the second half of the 13th century the Grand Duchy of Lithuania annexed Belarus. In 1569 Rzecz Pospolita was formed with the aim to struggle against the Principality of Moscow. Later, at the end of the 17th century the Belarusian people were placed in bondage to the Polish feudal lords who exploited them cruelly. It was also invaded by the troops of the Swedish King Charles XII. In 1708 the Russian troops under the command of Peter the Great routed the Swedish troops which were crossing Belarus to join Charles's army. It was a prologue to the famous battle of Poltava which stopped the Swedish intervention. At the end of the 18th century Belarus was annexed by Russia.

In 1812 Belarus was invaded by Napoleon. A few months later the French were defeated and driven westwards. To commemorate that event and to celebrate the centenary of the war with Napoleon the citizens of Vitebsk erected a monument which stands 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. In 1922 it became a member of the former USSR. This act had a decisive impact on the development of its economy and culture.

In 1939 Western Belarus, occupied since 1921 by Poland, joined Byelorussia. By the end of the thirties a great number of large and small plants and factories were 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.

In 1941 the Germans ran into heavy resistance of the Belarusian people. Belarus is known as the partisan republic as already in summer 1941 more than 100 partisan groups were formed (the first of them were organized by our national heroes V.Korzh, F. Pavlovsky and M.Shmyryov).

World War II brought to the country innumerable losses. More than 2 million people or nearly every fourth of the entire population of the country died in the war. Numerous Belarusian villages and towns were burned to ashes. But Belarus has restored its cities and rebuilt its economy.

Belarus proclaimed its sovereignty on July 27, 1991. And since then the Republic of Belarus has taken its place in Eastern Europe as a new independent state.

2. Work in pairs. Find out from your partners:

- what they know about the origin of name 'Belaija Rus';
- who inhabited Belarus in the Middle Ages;

- what they know about the ancestors of the Belarusians;
- what events took place on the territory of Belarus in the first half of the 20 th century;
- when Belarus became an independent state.

3. What do you know about Belarus?

1) write down some associations coming to your mind when you hear the word 'Belarus';

2) compare your ideas with a partner.

4. Read the text and check your ideas.

COUNTRY IN THE HEART OF EUROPE

The Republic of Belarus (the short name is Belarus) was founded on January 1, 1919. It was included in the body of the USSR beginning with December 30 1922. On July 27 1990 the Supreme Soviet of the Republic of Belarus adopted the Declaration of state sovereignty of the Republic of Belarus. The Declaration clearly defines its goal: to make republic the neutral state and its territory – a non-nuclear zone.

After the World War II Belarus became one of the founders of the United Nations Organization. Now it has economic and political relations with 120 countries in the world.

Belarus is the presidential republic. The state power in the Republic is realized in three structures – legislative, executive and judicial. The President of the Republic of Belarus is the head of the state. The executive body is the Soviet of Ministers of the Republic of Belarus, headed by the Prime-minister. Local government and self government are carried out through local deputy Soviets, executive and managing bodies, bodies of self-government.

Belarus is situated in the eastern part of the European continent. It covers an area of 207,600 square kilometers. According to size, Belarus takes the 13-th place in Europe. The distance from North to South is 560 kilometres (350 miles), from East to West – 650 (403 miles). In the North and East it borders on Russia, in the south-East – on the Ukraine, in the West – on Poland and in the North-West—on Latvia and Lithuania. The borders of Belarus are primarily land-borders, only partially they match with rivers: the Boug – on the Polish border, the Dnieper – on the Ukrainian border and the Sozh – on the Russian border.

The capital of Belarus is the city of Minsk. The distance from Minsk to Vilnius is 215 kilometres, to Warsaw is 500 kilometres, to Moscow – 700 kilometres, to Berlin – 1060 kilometres, to Vienna – 1300 kilometres.

Our native land is remarkably beautiful with its blue lakes and ribbons of rivers edged with thick forests, with its endless expanses of fields, meadows and swamp, with its varied flora and fauna. There are about 3000 rivers flowing over the territory

of Belarus. All the rivers of our republic belong to two sea-basins of the Black and Baltic Seas. The longest rivers are the Dnieper, the Neman, the Western Boug and the Western Dvina.

The republic has over 10 000 lakes. The largest of them are the Naroch, the Osveyskoye and the Drisvyaty.

About 40 per cent of the territory of Belarus is forest land with predominance of coniferous forest. Picturesque mixed forests of fur, oak, birch and aspen are also common. Marshes constitute 13 per cent of our territory and have very important climatic and hydrologic meaning. We have 4 national parks – among them Belovezhskaya Pushcha National Park (founded in 1939 as a reserve. UNESCO recorded it as a world heritage; its area is 957 sq. km.), Braslavskiye Ozyora National Park, Prip'yatsky National Park and Narochanski National Park.

At present the fauna of Belarus includes more than 31 thousand species. Among mammals the most numerous are hedgehog, mole, common field mouse, pine marten, red deer, boar, among the birds are chaffinch, tit, oriole and goldfinch; among reptiles – sand lizard and grass snake. Less frequent are such species as lynx, mink, ermine, weasel and bats. The population of brown bear, badger and aurochs reduced. They have been recorded in the Red Book of Belarus.

The nature of Belarus has suffered much from the nuclear disaster that took place in Chernobyl in 1986. 20 per cent of the farmland was affected by radioactive pollution. The radiation has spoiled much of our soil and air, rivers and lakes. Besides, it has badly affected the health of people and the climate. A lot is being done to decrease the consequences of the disaster but still more is to be done.

Our republic is not rich in natural resources. Its area includes deposits of oil (rather small), coal, iron ores, nonferrous metal ores, dolomites, potassium and rock salts. Explored commercial reserves of rock salt at Mozyr, Davydov and Starobin deposits exceed 22 bln tons, i.e. they are practically inexhaustible.

Huge are the deposits of peat, refractory clay, sand for glass production, different raw materials for construction. A prospective resource of sapropel, reserves of which, according to preliminary data are estimated at 2 bln cu.m.

Belarus also possesses unique reserves of mineral waters for drinking and balneological purposes.

Belarus exports mainly potassium salts and timber.

The climate is moderately continental, wet, the average temperature in January –6 degrees C (20F) and in July +18 (64 F).

The overall population of the Republic is 10 million people. The main ethnic groups are: Belarusians – 78%, Russians – 13%, Polish – 4%, Ukrainians – 3%, Jews – 1%, other – 1%. Approximately 69% of the population are urban. The average family – 3.2 people, the average life expectancy is 71 years (women – 76 years, men – 66 years).

Traditionally, there exist both Christian confessions in Belarus (Orthodoxy, Catholicism, Old Belief, Protestantism) and non-Christian ones (Islam and Judaism).

The state languages are Belarusian and Russian.

Belarus has 6 regions with centres in Minsk (about 2 mln residents), Brest (277,000), Vitebsk (365,00), Grodno (278,000), Mogilev (363,00) and Gomel (509,000)

One can count 118 districts and 102 towns in the republic, including 12 cities with population over 100,000 people and more.

The most developed industries of the republic are: machine building, metal-processing, chemical and petrochemical industries, wood-processing, manufacturing of glass and porcelain as well as light, food and pharmaceutical industries.

Today Belarus produces motors, tractors, bicycles, trucks, chemical fibres, TV-sets, electrical instruments, automatic production lines, watches, household refrigerators.

The medical and microbiological industry of the country is represented by enterprises producing diagnostic and veterinary drugs, as well as ferments for food processing and protein forage additives to cattle breeding.

The light industry production embraces a wide range of items: flax, fiber, cotton fabrics, woolen and silk fabrics, carpets, knitted products, fur and fur items, leather footwear, etc. 84 big companies are incorporated into the structure of the Belarusian concern Bellegprom, engaged in manufacturing and marketing light industry goods. Commodities are exported to such countries as Germany, Italy, USA, Holland, Great Britain, Lithuania.

Agriculture of Belarus is known for its dairy and beef farming, pig raising, growing potatoes, wheat, rye, barley, flax, sugarbeets, vegetables and fruit.

Today the structure of the cultivated area in the Republic of Belarus is changing in view of the developing market supply and demand for appropriate types of foodstuff.

The cattle breeding facilities – the main branch of agriculture – are well developed and based on industrial technologies.

The territorial distribution of dairy – meat forms and store cattle facilities are more or less uniform in the Republic of Belarus.

The poultry industry due to the introduction of industrial technologies, is not inferior to that in advanced countries.

The food-processing industry is one of the major branches of the national economy and includes over 20 sub-industries.

Belarus has a developed transport infrastructure including railways, motorways, waterways (as well as oil and gas pipelines). Its territory is crossed by major roads connecting the former USSR states with European countries.

Our state possesses a network of airports with air-lines to more than 100 cities and towns of the CIS; the international airport Minsk-2 operates regular flights to cities and towns of Europe and North America.

The first place belongs to railway transport – 90% of freight and 57% of passengers is transported by rail.

Belarusians are one of the most peace-loving nations in the world, toleration, industry and hospitality are their inalienable qualities. However, due to its geographical position Belarus was the arena where stronger neighbours sorted their

relations out;iffs of feudal lords, forced introduction of Christianity, raids of crusaders, Mongols and Tatars, alternative inclusion into the Great Lithuanian Principality, Rzecz-Pospolita and Russian empire – Belarusian land remembers thousands of bloody battles, fierce fights and wars. The wars remained in history, - castles and palaces remind us about the stormy past of Belarus.

At the beginning of the 20th century in Belarus there were a lot of beautiful parks, county estates, castles, churches and cathedrals closely linked with Belarusian history. Nowadays their reconstruction has started. It has a great significance for the revival of national self-consciousness of Belarusians. Nesvizh, Mir and Lida Castles are among them. Not visiting worldwide famous Nesvizh Castle (XVI century) when staying in Belarus will be a regret. It combines medieval architectural features, styles of late Renaissance, the Baroque and original stylish research of local masters. Nesvizh Castle was founded on a hill on the right bank of the Usha river with water level risen by means of a dam. Being circled with water the castle was in fact an island as the only road to it led through a long wooden bridge which could be easily disassembled in case of danger.

Mir Castle (situated 30 km away from Nesvizh) built in the first quarter of XVI century is called “the most fascinating medieval flower”, - it is the combination of late Renaissance and Gothic styles. A lot of tourists visit these castles as well as those situated in Zaslavl, Snov, Polotsk, Grodno, Pinsk and the bigger cities of the republic.

People say a castle cannot be built on sand. However, it was sand that Lida Castle was built on. In spite of its insteedy base the castle has been standing for 7 centuries. The castle protected its hosts throughout dangerous medieval epoch of intestine fights, resisted assaults of crusaders and raids of Tatars. Even after having been destroyed by the Swedes during North War the castle sheltered rebels headed by Tadeusz Kosciuszka.

We are proud of the famous people who made up the glory of our country: T. Kostiuszko, F. Skaryna, Evfrosinia Polotskaya, V.Bykov, P.Masherov, M.Savitskiy, Z.Shemelyov, Z.Azgur, - the list is far from being complete.

1. Read the text and get ready to speak about Ignat Dameika:

It is a well-known fact that in the 19th century a lot of outstanding people of Belarus had to leave their native land because of the political situation. One of them was Ignat Dameika, a member of the philamat’s secret society and a participant of the revolt of 1830. This son of Belarusian land made a great contribution to different branches of human knowledge: mineralogy, physics, chemistry, metallurgy, geography, botany, geology, pedagogy, ethnography and zoology.

He discovered rich deposits of silver and copper. He wrote 130 scientific works which were translated into French, Russian, German, English and other languages.

UNESCO announced 2002 the year of Ignat Dameika.

Ignat Dameika was born in 1802 in Medvedka village not far from Mir (now it is Karelitsky region). In 1816 he graduated from Shchuchin college and entered the University of Vilno. Here he made friends with Yan Chachot, Tomash Zanam and Adam Mitskevich.

He took an active part in the revolt of 1830 but when it was put down Adam Mitskevich and Ignat Dameika had to go to Paris. In 1836 Ignat Dameika finished Gon's school and he was invited to Chile to teach chemistry and mineralogy in Kokimba. Later on he became a professor at the University of Chile.

The government of Chile asked Dameika to work out the school reform. Due to his efforts education in Chile became more democratic and accessible.

Ignat Dameika was the founder of mineralogy in Chile. He introduced the metric system of measuring, wrote a textbook on physics and mineralogy, opened a local museum of ethnography. He had lived in Chile for 46 years. He missed his Motherland greatly and only in 1884 Dameika had a chance to visit his native land.

Ignat Dameika died in 1889 in Santiago.

Dameika was declared a national hero by the government of Chile. They also instituted a medal in his honour. In Santiago you can see Dameika's museum.

2. Answer the questions:

- 1) What was Ignat Dameika?
- 2) What was Dameika's contribution to the world of science?
- 3) What year is announced the year of Dameika?
- 4) Where and when was he born?
- 5) What did Dameika do in Kokimba?
- 6) How long did he live in Chile?
- 7) Did he manage to visit his Motherland?

3. Note-taking and discussion.

Choose one of the most famous writers, painters or musicians in your country and write some notes about him/her.

Discuss your notes with a partner.

Look through the text and add some facts about the education in our republic. Discuss them with your partners.

Belarus is a country with a high education level. In Belarus there are 40 higher educational establishments including Universities, 149 specialized comprehensive educational establishments, 51 thousand various schools including primary and secondary ones. Among the secondary schools there are grammar schools, lyceums and colleges. The number of students in Belarus is 338,000. There are 343 students per 10,000.

Our contemporaries working in science, education, literature, art, music follow the traditions of the great compatriots (and develop them). It can be said that Belarus in the country of science, the country of students.

The Republic of Belarus has entered the 21st century with a developed system of education as evidenced by the macroindicators such as adult literacy rate (99,8 and ratio of employed population who received basic, general secondary or vocational education (98:). Belarus' leading place among the CIS participating states is largely accounted for by its educational potential.

The Human Development Report compiled by a team of independent international experts to the UNDP order says that in focusing great attention on education Belarus could, in 2003, join the group of countries with a high human development index and reach the 53rd place in a global rating scale (in 2002 it took the 56th place), thus leaving behind all the other CIS countries including Russia (56th place).

In 2004 Belarusian schoolchildren were awarded 17 medals in international contests in biology, mathematics, physics and chemistry – 3 gold medals, 7 – silver and 7 bronze medals. In 2005 the students of the Belarusian State University were the first in the world in solving mathematical problems at the international contest.

Look through the text and name some more remarkable events in the cultural life of our republic.

CULTURAL LIFE OF BELARUS

The culture of any nation, its cultural environment defines its level of development. Now a lot is being done in Belarus to revive material and spiritual culture of the nation by the government as well as by the wide public circles. This includes cultural traditions, environment, public relations, material and cultural valuables that are traditional to the Belarusian lifestyle. When we are speaking about our culture we should mention the Belarusian theatre which has a long history. It goes back to rituals and public merry-making which were part of folk festivities and performances of ancient skomorokhs and puppeteers of the Batleika theatre. Moreover the Belarusian batleika, a folk theatre, greatly influenced the Russian theatre. The art of ballet became known in the second half of the eighteenth century. The richest Belarusian and Polish feudal lords such as the Radzivils, Oginskis, Sapiegas had drama theatres, chapels of singers, choirs and ballet schools at their palaces. The Belarusian ballet has played a significant role in the development of cultural life of the country.

Alongside with the classical operas by P.Chaikovski, D.Verdy, R.Vagner and others, operas by Belarusian composers are staged. Nowadays Belarusian legends have come to life on the opera stage. And “*King Stakh's Wild Hunt*” by V.Solton is a vivid example.

The Belarusian Bolshoi Theatre was founded in 1938 and first it was named the National Academy of Opera and Ballet. In 1964 it was awarded the name “Academic” for the “high performing standards and varied repertoire”

After the war the repertoire began to change gradually towards the classics. It is the third best ballet theatre in the former USSR after the Bolshoi Theatre in Maskow and Mariinsky in St.Petersburg and its fame has extended considerably abroad as well. The Yanka Kupala Belarusian State Academic Theatre, formerly the Minsk Municipal Theatre, is a real pride of our people. It was erected during the Governorship of the Russian Prince Trubetskoi in 1890. In 1920 it became the Belarusian State Theatre and staged the first performance of Kupala’s ”*Pavlinka*”.

In 1944 it was named after Yanka Kupala. All the performances are given in the Belarusian language and many of them are full of real Belarusian humour, vitality and optimism (“*Pavlinka*”, “*Marry Now – Never Cry Later*”, etc.) The plays by the famous foreign playwrights Molier, Shakespeare, Lope de Vega, F.Shiller, H.Losen, translated into Belarusian, are popular with the public as well.

The Maxim Gorki Russian Drama Theatre stages masterpieces of Russian classical drama and plays by English, American, French and German playwrights.

Today the Republic has 17 professional theatres. Besides those mentioned above, these are the Theatre of Musical Comedy, the Puppet Theatre for Young Spectators, regional theatres in Gomel, Grodno, Brest, Mogilev, etc.

Circus art is developing in the Republic on the basis of the Minsk and Gomel circuses. The National Circus of Belarus in Minsk was built in 1959. Shows by jugglers, acrobats, and clowns with performing animals had been standard entertainments in the castles of noblemen and at city fairs and markets since medieval times.

Cultural life in our country is marked by the trend to develop national traditions. One of the most important events of our cultural life is “Slavyanski Bazaar” opened in Vitebsk on July, 15, 1992. It is the International Art Festival which is held annually. The idea of the event was to gather the best performers from different countries and to demonstrate again and again that genuine art has no borders. Promising young performers from the USA, France, Great Britain, Bulgaria, Slovakia, Macedonia, Poland, Slovenia, Turkey, Georgia, Moldova, Latvia, Lithuania, Estonia and other countries take part in this festival. The programme of “Slavyansky Bazaar” is varied. There are concerts of pop stars, contests of young singers, concerts of children’s ensembles, the International contest of beauty “Miss Slavyanka”, folk songs concerts, the days of the national culture, the holiday of ballet, “Pevcheskoye Pole” (The Field of Singers), “Jazz Club”, “Disco Bazaar”, “Literary Sitting-Room”, exhibitions of famous and young artists, photo exhibitions, “The Town of Masters”, etc.

The main concert ground – the amphitheatre of Vitebsk – is richly decorated with fine national ornaments and the emblem of the festival (the cornflower) and it serves as a fantastic background for all the performers.

“Slavyansky Bazaar” demonstrates friendship of different nations (first of all, the Slavonic peoples), their desire to live in peace and communicate with each other in the language of art.

1. Work in groups. Find out from your partners:

- if they have ever been present at the opening ceremony of “Slavyansky Bazaar”;
- what they think about the programme of the festival;
- what concerts of “Slavyansky Bazaar” they usually visit/watch on TV.

2. Prove that:

- people from many countries arrive at “Slavyansky Bazaar”;
- people prefer being present at live concerts to watching this festival on TV;
- the programme of the festival caters to all tastes.

3. Imagine that:

- your American friend has come to visit you. You are watching TV and he sees the advertisement about “Slavyansky Bazaar”. He asks you to tell him about this festival. Role-play a dialogue with your partner.

MINSK

Minsk is the capital of Belarus. Its history goes back to the XI century. More than 900 hundred years ago on the banks of the Nemiga and Svisloch rivers there appeared the city of Minsk or Mensk as it was called at that time. Minsk was first mentioned as a town in the Principality of Polotsk in a chronicle in 1067. Minsk has a great and eventful history. It has lived through many hardships, it was burnt and ruined many times but every time it was rebuilt. Lovely in all seasons of the year and nowadays Minsk is a big growing city.

The most striking impression of old Minsk can be given by a tour to the historical centre of the city. The historical centre consists of Verkhniy gorod, Rakovskoye and Troyetskoye predmestie.

Verkhniy gorod is the present Svobody Square and the blocks of old buildings limited by the river Svisloch from east, by the streets Romanovskaya Sloboda and Gorodskoy Val from west, by the street Niemiga from north and by the street Internatsionalnaya from south.

Rakovskoye predmestie is the area of streets Rakovskaya, Vitebskaya, Osvobozhdenia, Dimitrova and Zamkovaya. By the way the oldest part of the city – so-called Minskoye zamchishche is situated in the territory of Rakovskoye predmestie.

Independence avenue is the highway of Belarusian capital. Its length is more than 11 kilometres.

During the Great Patriotic War Minsk was almost completely ruined and many architects and builders even thought it was impossible to restore the city. But with the help of the people from other Soviet republics it was built anew. Nowadays Minsk is the largest industrial center of Belarus. Over one fourth of the country's industrial personnel is employed by its over 150 factories. $\frac{3}{4}$ of industrial output of the Minsk region and $\frac{1}{4}$ of industrial output of Belarus is produced in the city. The leading role in Minsk industries belongs to mechanical engineering

There are 20 universities and 24 colleges operating in the city. The Belarusian Academy of Sciences is situated here. Cultural institutions are represented by 9 museums, 11 theaters, a circus, 6 concert halls a TV-station and a botanic garden.

Victory Square (up to 1954 called 'Kruglaya') is a sacred place in Minsk. The 40 metres high monument was erected here in honour of the Victory over fascist Germany and in the memory of partisans and soldiers who perished in the Great Patriotic War. The Eternal Flame was set at the foot of the monument on July 3, 1961.

Minsk has a developed public network system including buses, trolley-buses, trams and Metro. The daily service runs from 5-30 a.m. till 1-00 a.m.

Minsk Metro is clean and comfortable – now it has 23 stations.

1. Read the text again and speak on the following aspects: official name; area population; language; currency; largest city; capital; political structure; head of Government; head of State; main sources of income

Which piece of information is not in the text? Can you provide it?

2. Find these things in the text:

- a) facts that show the structure of the population
- b) type of climate Belarus has
- c) things that show the favourable geographical situation of the republic
- d) the most developed industries
- e) things that tourists might see in Belarus (in Minsk; in your native town)

3. Percentages and numbers

- a) find these numbers in the text: 500; 40%; 10 000 000; 1067; 120; 2 000 000; 207,600; 78%.
- b) Complete the sentences from the text:

The Republic of Belarus was founded ...

The head of the state is ...

Belarus covers an area ...

It is situated ...

The climate is ...

The main ethnic groups are ...
 The state languages in our republic...
 Belarus is one of the founders of ...
 Our republic has a developed ...
 Today Belarus produces ...
 Our state possesses a network of ...
 Agriculture of Belarus is known for ...
 Now it has economic and political relations with ...

4. Discussion points

- a) What do you think is the most interesting piece of information about Belarus on these pages? What important things are left out?
- b) Many people have their favourite places in their native towns – what about you? Why do you like this place (street, square, etc.)?
- c) What places in Belarus would you like to visit? Give your reasons.
- d) If you decided to make a tour to the historical centre of Minsk, which route would you take? (You have = 2 hours at your disposal for the walk) – Verkhniy Gorod, Troyetskoe or Rakovskoe predmestiye (or others).
- e) Which – in your opinion – is the most impressive building in Minsk?
- f) What has been done and is being done to restore the historical places of our capital?
- g) Let us consider the values of representatives of different nations (traditions, cultural life, traits of character, attitude to others, etc.). For example

British values	Scandinavian values
(as seen by people of other nations) individualism traditionalism moderation respect for others	Modesty individualism attachment to nature concept of 'just enough' respect for children

What are – in your opinion – Belarusian values?

5. Writing

Use the information from the table in ex.2. Write a paragraph about Belarus. Start like this: the official name of Belarus Its area is ...

6. Reading

a) complete the text with these words:

to found	huge	significant	centre
sovereignty	source	government	trade
to border	inhabited	administrative	manufacture
temperate	population	cultural	historical
area	recent	developed	famous

HOLIDAYS AND TRADITIONS IN BELARUS

There are several holidays that are celebrated all over the world. Besides there are the holidays which are national only.

Among Them are “Kalyady” and “Kupalle”

Catholics celebrate ”Kalyady” from December, 25 to January, 6. As for Orthodox Christians and the old calendar, the mysterious time of the year comes a bit later – it continues from January, 7 to January, 19. People say that “Kalyady” is God’s holiday. In Russia, all these days and nights from Christmas till Epiphany are called “Svyatki” (Sacred Evenings) and in Belarus – “Kalyady”. It is a jolly time when people are enjoying themselves.

During “Kalyady” groups of merry young boys and girls in smart clothes go from house in Belarusian villages and towns.

Each person in the processions of «Kalyadouschchiki» (carol-singers) has a role according to his character and temperament: one of them bears the star, others sing carols, amateur musicians play the accordion or beat the tambourine, amateur actors are disguised as Goats, Bears, Storks, Horses, Gypsies and Old Men. Hosts and hostesses usually treat them to delicious things and thank them for well-wishing and carol-singing.

«Kalyady» is the time when three ritual suppers are cooked in every Belarusian home. They are called «Kalyadnaya Kuttzya». Our forefathers believed that «Kytzya» (a sort of porridge («kasha»)) made from barley) was sacred food which could save and protect people's lives. So «Kuttzya» was a symbol of immortality and eternity of life.

The pagan holiday of «Kalyady» coincided later with Christmas, which was celebrated by Christians. The main purpose of «Kalyady» is to get rid of everything bad in one's life and to begin a new life cycle with joy and optimism.

1. Answer the questions:

1) When do Belarusians celebrate «Kalyady»? 2. What are the typical entertainments during «Kalyady»? 3. What do amateur actors wear? 4. How are three ritual suppers at «Kalyady» called? 5. What is the main purpose of «Kalyady»?

2) Work in groups. Find out

- what they know about the origin of this holiday;
- what is prepared for ritual suppers and why;
- whether they take part in «Kalyady» and what they do during this holiday.

Nowadays, since most Belarusians belong to the Orthodox Church, the holiday is celebrated on the night of July, 7 in accordance with the Orthodox calendar and is called «Kupalle». We must admit that it is one of the most mysterious holidays in Belarus.

According to the legend God Yarila is marrying the Earth on this day. That's why a lot of customs and traditions are associated with love. Girls gather flowers and weave coronets which they wear at the holiday and then, at dawn, they throw their coronets into the river and let them float downstream. The boy who fishes the coronet out of the water will be that girl's intended. It is the best time to gather herbs for medicine and love potions. At night, young and old light bonfires not far from their village or town and perform traditional dances, sing folk songs and jump over the fire. Jumping over the fire when it is burning low, as well as bathing (usually naked) in a river or lake are supposed to be the acts of purification. One of the culminating moments of the event is the search for a magic fern-flower in the forest. As the old legend says this flower blossoms only once a year, on «Kupalle», and the one who is lucky to find it will master the language of grass, trees, birds and animals and be happy for the rest of his life.

As for our Motherland, people of Belarus mark and celebrate; The New Year Day. On this day we see off the old year and meet the new year. Children and grown-ups always wait for this holiday. It is traditionally family holiday. All members of the family try to gather together at home to have a N.Y. party. On N.Y. Eve everything is rush and bustle. The cities are decorated with coloured lights across the streets. The trees are decorated with tinsel and a lot of toys and coloured lights. Children usually decorate their flats with pictures, flags, paper snow flakes. Everyone is very busy on these days. We help our parents about the house, clean the flat, do shopping and help mother to prepare (cook) delicious dishes for New Y. Supper. At 12 o'clock we are at the table and when the clock strikes we will congratulate each other with N.Y. and wish be happy, healthy, wealthy. We hope our wishes be fulfilled during the coming year.

UNIT 6. Ecological problems

Pre-reading task

1. Give your own environmental definitions to the following terms:
“green” and “brown”.
2. Read the correct ones and check if you are right.
Green – someone ecologically intelligent.
Brown – someone not environmentally aware, the opposite of being green.
3. Read the following questionnaire and try to answer the questions.

HOW GREEN ARE YOU?

<p><i>There is more to being green than recycling your newspapers and using unleaded fuel. Here is a chance to test your ecological intelligence</i></p> <p>1. Which uses the most energy?</p> <p>a a fridge b a cooker or stove c a washing machine</p> <p>2. What is the best way to make cars <i>ecologically safer</i>?</p> <p>a buying a car with a catalytic converter b using unleaded petrol c buying a more <i>fuel-efficient</i> car</p> <p>3. Which of the following does not damage human health?</p> <p>a aspirin b roast beef c excessive intake of vitamin C</p> <p>4. Which uses the most water in the home?</p> <p>a the toilet b the bath c the washing machine d the dishwasher</p>	<p>5. Which of these statements about '<i>ozone friendly</i>' aerosol cans is true?</p> <p>a they contain no <i>ozone-damaging</i> propellants b they are <i>biodegradable</i> c they are <i>recyclable</i></p> <p>6. Which is the best way of improving the quality of drinking water?</p> <p>a buying bottled water b collecting rainwater c lobbying for a dual water supply d boiling tap water</p> <p>7. Which is the best way to dispose of waste?</p> <p>a burning it in incinerators that generate energy b recycling c composting</p> <p>8. Which is the most <i>environment-friendly</i> form of energy?</p> <p>a nuclear power b coal c gas d oil</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4. Explain the adjectives in italics from ex. 3 and put them in the two boxes below.

good	bad

Ecovocabulary

1. Match the words with their appropriate definition:

- | | |
|--------------------|-----------------------------------------------------------|
| a) recycling | 1. making dirty, impure or diseased |
| b) the ozone layer | 2. become liquid as a result of being taken into a liquid |
| c) fertilizers | 3. no longer in existence |

- | | |
|------------------|-------------------------------------------------------------------------------|
| d) flood | 4. unwanted, unnecessary |
| e) waste | 5. cause loss of value |
| f) extinct | 6. the processing of used objects so that they can be used again |
| g) to dissolve | 7. chemicals which farmers use to stop diseases and make plants grow quicker. |
| h) contamination | 8. a thin layer of gas high above the surface of the earth |
| i) to damage | 9. great quantity of water in a place that is usually dry |

2. Divide the words given in the box between the following entries:

air pollution	global warming	deforestation
congestion	contamination	water pollution

damage to the wildlife; depletion of the ozone layer; oil spills; exhaust fumes; temperature rise; traffic jams; pesticides; lack of oxygen; dumping, smoke from factories; cutting down rainforests; aerosol cans; the greenhouse effect; rubbish dumps; sewage; chemical fertilizers; power stations; smog; acid rains

Reading

Ecoproblems

1. Read the text and answer the questions.

GLOBAL WARMING AND THE GREENHOUSE EFFECT

Scientists say the temperature of the earth could rise by 3° C over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the North and South Poles begins to melt and sea levels rise.

Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gases in the atmosphere trap the sun's heat, and this is slowly making the earth warmer.

A greenhouse becomes hot for the same reason. Its glass lets the sun's heat pass through, then stops some of it from leaving. That's why scientists call the problem of Earth's rising temperature "The Greenhouse Effect".

Pollution sends 4 main 'greenhouse gases' into the atmosphere. These are:

- 1) Carbon dioxide (CO₂)
- 2) CFCs (Chloro-fluoro-carbons)
- 3) Methane
- 4) Nitrous Oxide

CO₂ - The most important greenhouse gas, CO₂, causes half of the problem. Nearly 6 billion tonnes of it enters the atmosphere every year. How? From the burning of fossil fuels (coal, gas and oil). An extra 1.5 billion tonnes every year comes from the burning of rainforest trees. This makes the problem worse in another way, too. Normally, trees absorb CO₂. Today there are fewer and fewer trees. That means more and more CO₂. In fact 50% of all carbon burned since 1850 is still in the atmosphere. CFCs - These gases are in...

...*Aerosols* (Britain alone used 800 million aerosols in 1988).

...*Refrigerators* (the CFCs are in the liquids which keep fridges cold).

...*Plastic boxes* (for hamburgers, pizzas, etc).

CFC molecules are very dangerous. Each one can trap 10.000 times more heat than a molecule of CO₂. And they don't just stay in the air - they destroy it. Because of CFCs the top level of the atmosphere (the ozone) is now getting thinner.

Methane and Nitrous Oxide - these gases come from...

... fertilizers

... cows stomachs

... rubbish

Most scientists agree that the Greenhouse Effect will add between 1.9°-4° to the Earth's temperature by 2030 (It's already 1/2° hotter than in 1900). This will change the weather everywhere. For example, the ice at the North and South Poles will start to melt. And when that happens the level of the sea will rise. If it rises one metre by 2030 there will be serious floods in many countries. Eighteen million people will lose their homes in Bangladesh and 8 million in Egypt. A rise in sea level will have other effects, too. Holland, for example, already spends more on seawalls (as a %) than America spends on military defence. Experts think that in 50 years, the Greenhouse Effect will cost 3% of every country's money each year. Then there's the problem of food. When the climate changes there will be less food in the world. At the moment, areas like the mid-west of America and central Russia grow a lot of wheat. In the future that may change when the USA and the countries of the CIS become too dry for farming. Other countries (like Canada and Sweden) will become wetter, but that won't help. The soil there isn't as rich. It won't be possible to grow the same amount of food as before.

- 1) What may global warming result in?
- 2) Why is the problem of Earth's rising temperature called "The Greenhouse effect"?
- 3) Why is it happening?
- 4) Where do 4 main "greenhouse gases" come from?
- 5) What will it do?

2. Read the text and put in the given words:

poor, species, absorb, desert, cut down, extinct, soil, areas

DEFORESTATION

Rainforests help to control global warming because they ... carbon dioxide. In recent years, large have been destroyed, as the trees are for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere.

Many rainforests grow on soils and when they are cut down or burned, the ... is washed away in the tropical rains, so that the area may turn to Many plant and animal ... that live there could become

3. Read the text and do the exercises given below.

THE ANIMALS WE MIGHT LOSE FOREVER

1. Disaster did not strike the tiger until a post-war demand for hardwood triggered a massive onslaught on tropical forests. Vast areas, which had stood for 60 million years, disappeared at the rate of 50 acres a minute. Deprived of shelter and prey, the tiger was doomed. In 1972, its population had dropped from 40,000 to less than 2,000 in 40 years. It's now doubled on WWF reserves.

2. The blue whale, the largest animal ever to have lived on earth - reaching lengths of 100 feet and weighing up to 150 tons. The whale was exploited as a source of meat, fats and oils. Its food-sieving plates (baleen) were used to make whalebone corsets. Despite repeated warnings from scientists, whalers continued to slaughter blue whales until their number was one thirtieth of its original level.

3. Wild black rhinos have become the ultimate symbol of threatened African wildlife. Thirty years ago there were more than 100,000 of them. Today they have dwindled to fewer than 4,000. In Kenya, Zambia and Zimbabwe, poaching rhino horn is still the way to a fortune.

4. There used to be 300 species of elephant - today there are just the African and Indian. In Africa, where an estimated 75,000 still survive, 10,000 a year are shot

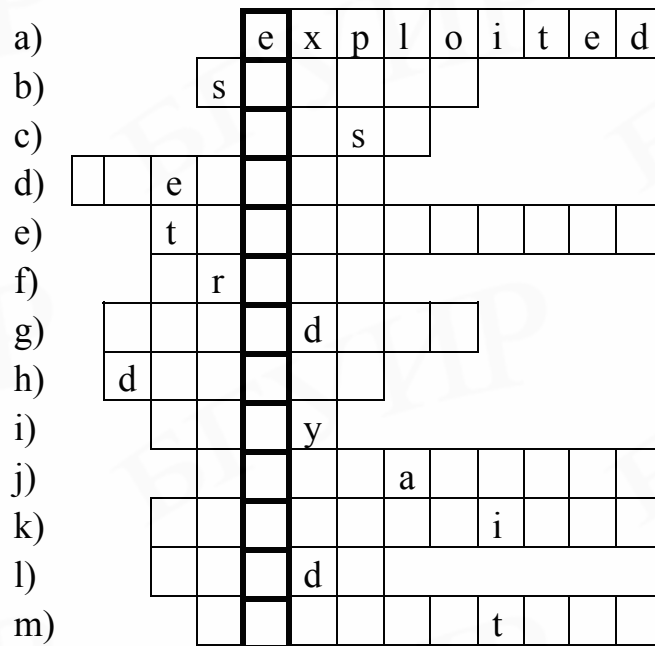
by poachers for their tusks. The trade has a street value of \$1 billion. Herds return to the best places to find crops and gardens and are killed by farmers.

5. Emblem of the World Wildlife Fund, the giant panda faced extinction by the end of the century until, ironically, man stepped in. For it was man's destruction of the forest which had left the pandas in small, isolated pockets. Leopards occasionally kill the younger ones, and pandas can be accidentally snared in the traps set to snare musk deer. Occasionally giant pandas are shot: their skins are prized as trophies, or used as rugs and wall hangings.

- 1) Find out the following information as quickly as you can:
 - a) What first started the disappearance of tigers, and why?
 - b) What is the largest animal in the world?
 - c) Why was the blue whale hunted?
 - d) What is the reason for poaching rhino horn?
 - e) What parts of elephants does ivory come from?
 - f) How many species of elephant did there use to be ?
 - g) Why are giant pandas shot?
 - h) What causes the giant panda extinction ?

2) Complete the gaps in this word puzzle with words from the text which match the definitions given (the paragraph number is given). If you complete it correctly you will make a word connected to the topic to fit in the box (it begins with e).

- a) used(unfairly) for profit (para 2)
- b) caught in a trap (para 5)
- c) very big (para 1)
- d) a group of animals of the same kind that can breed together (para 4)
- e) in danger (para 3)
- f) plants produced by farmers (para 4)
- g) less in quantity (para 3)
- h) sure to die (para 1)
- i) an animal that is hunted and eaten by other animals (para 1)
- j) fierce attack (para 1)
- k) state of being no longer in existence (para 5)
- l) buying and selling of goods (para 4)
- m) killing on a big scale (para 2).



4. Look through the information and discuss the role of the ozone layer and the problem it faces.

THE OZONE LAYER

The ozone layer is a layer of gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation, which can damage our skins and cause cancer. Scientists have recently discovered holes in the ozone layer, caused by substances called CFCs (chlorofluorocarbons).

CFCs are used in refrigerators, aerosol cans and in the manufacture of some plastic products. Some companies now make aerosols that do not contain CFCs, and these are often marked 'ozone-friendly'.

5. Think over the environmental effect after the Chernobyl explosion. Then read the text and express your opinion on the facts given in it.

CHERNOBYL CATASTROPHE

The whole world is aware of the tragedy happened in Ukraine on the 26th of April 1986.

As the result of the explosion of the failed reactor a huge amount of radioactive substances was released into the atmosphere. Later on they left the large fall-out "spots" on the ground surface.

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

After the Chernobyl accident Belarus has become the zone of the ecological disaster. The situation got worse because radioactive contamination coincided with the formerly existing zones of high chemical pollution. 260,000 hectares of

agricultural lands are forbidden to use for farming purposes. Thousands of hectares of forests are contaminated with radioactive elements. The Chernobyl catastrophe has affected the destinies of millions of people. The radioactive contamination of the ecosystems has created the conditions for making it impossible to conduct the agricultural production and manage forestry in the normal way for many decades.

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

The Green Answers

Work in groups. Discuss the following ways of solving ecological problems.

1. ALTERNATIVE ENERGY

Most of the energy we use today comes from coal, oil and gas. But these will not last forever, and burning them is slowly harming the atmosphere. We need to look for other ways of supplying energy:

a) Solar Power

1. We can use it directly.

Many modern buildings have big windows which face south. These collect solar power directly. In fact some buildings in North America and Scandinavia get 100% of their energy from the sun.

2. We can collect it on Earth.

Another way to collect the sun's power is with solar panels. These absorb and store energy on sunny days. But there are two problems with solar panels on Earth. They're expensive. They don't work very well on cloudy days.

3. We can collect it in space.

One answer to the problems of clouds is to collect solar power in space. The idea is expensive, but simple. Satellites with huge solar panels collect the sun's energy. Then they send it back to Earth. A series of satellites like this will be able to work for 24 hours a day.

b) Wave Power

25% of the world's electricity already comes from dams and rivers. Now, scientists are learning how to use the sea's power, too. What they're doing is

collecting the energy contained in waves. At the moment wave machines are small and expensive. They don't produce much electricity, either. But in the future they will be bigger and cheaper. One day scientists think they will produce between 25% and 30% of our electricity.

c) Wind Power

Several 'wind farms' already exist in Britain and other European countries. Each farm is a group of machines which turn wind power into electricity.

The problem at the moment is money. It's very expensive to develop and build wind farms. That's because they have to be in high places near the coast or on islands. This makes their electricity expensive, too. But in the future, electricity from fossil fuels and nuclear power will begin to cost more and more. Perhaps then wind farms won't look so expensive after all.

So, will energy from the sun, the wind, the sea, under the ground take the place of fossil fuels and nuclear energy completely? The answer is probably no, but natural energy will become more and more important. That's because:

- It will become cheaper
- It will be better for the environment
- It will make it possible to conserve fossil fuels
- It will be safer than nuclear power.

d) Geo-Thermal Power

As well as solar, wind and wave power, there are other kinds of natural energy, too. One is from the hot rocks and water at the centre of the Earth. This kind of 'geo-thermal' energy already heats thousands of buildings in Iceland, Hungary, Japan and New Zealand. (In fact, 60% of Iceland's energy comes from under the ground.)

2. RECYCLING

Recycling is the processing of used objects and materials so that they can be used again. About 50% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage to the countryside.

Glass, paper and aluminium cans can all be recycled very easily. Many towns have bottle banks and can banks where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greetings cards are now produced using recycled paper.

Recycling	... saves trees.
	... saves energy.
	... saves money.
	... cuts pollution.

3. WE CAN'T STOP THE GREENHOUSE EFFECT, BUT WE CAN SLOW IT DOWN

There are several ways to do this:

1. **Conserve Fossil Fuels** - Some countries have already begun. Each person in Japan, for example, uses only 50% as much coal, gas and oil as the average American.
2. **Conserve Rainforests** - The Earth needs more trees, not fewer. South American, Asian and African countries must protect their rainforests, not cut them down.
3. **Use Natural Energy** - 20% of the world's energy already comes from the sun, sea and wind. To slow down the Greenhouse Effect, that number must rise to 50% in the next 20 years.
4. **Ban CFCs** - This is beginning to happen. Many companies have already banned CFCs.

Post-reading

Pair-work

Look through the entire information in Unit 6. According to these facts complete the dialogue.

- What do you think of the ecological situation in your place?
 - ...
- And what does the greatest harm to ...
 - ... Do you agree with me here?
- ... But I am not so pessimistic as you are.
 - ... You just don't think much of this problem.
- That's true.

UNIT 7. Careers in you Technologies

Pre-reading

Make a list of the latest achievements in the field of IT. Compare your ideas with the groupmates.

Reading

1. Read the text and decide on the best title for it.

When you are preparing for a computer career, keep one thing in mind: change, not continuity, is the norm. Throughout the ages, mankind has always managed to

find the technology to achieve its goals. Whatever our personal views on the future might be, most of what is impossible today will no doubt become commonplace at some time in the future. New technological developments will give new opportunities, create new kinds of jobs—and make old ones obsolete. The scientific and technical revolution is sweeping the world.

Today, hardware and software technologies allow people to work and play together in interactive and immersive 3-dimensional environments. Technology is also offering us new ways of exploring both the real world and the ‘virtual’ world of Cyberspace. Technology is reducing the need for travel and transportation, enabling us to gather information from anywhere in the world within minutes, to cut down on the use of material resources and allowing us to perform many activities simultaneously. Time and space are becoming compressed as communication networks bring us closer together and enable the formation of ‘virtual communities’ where, for instance, colleagues around the world work together via their computers in shifts. This can result in an uninterrupted 24-hour activity.

Consider computer information systems (CIS) professionals. Twenty years ago, they worked in a central computing facility, where they wrote programs or designed systems. When the microcomputer came along, these professionals had to decentralize. Nowadays instead of writing programs, CIS professionals installed software packages, customized those packages to work best for the user, and acted as resident computer experts for the user.

2. Read the text and match each type of specialists with the appropriate sphere of work. What specialists are in bigger demand in our workforce market today?

NEW CAREER PATHS

Evolving technology has created new career opportunities in addition to altering traditional jobs. The microcomputer explosion has resulted in new jobs in repairing microcomputers, installing them, building communication links between them, and helping people when they have difficulties using them. The Internet has opened up new career opportunities such as Webmaster and network research specialist.

customer support technicians
Webmaster
network research specialists
microcomputer specialists
telecommunications specialists

a) These specialists often work with end users, helping them purchase, install, and use their computers. They can also implement security and backup procedures.

b) Many computer software and hardware makers have help lines that people can call when they have a trouble. The people who work on these help lines are in great demand.

c) These specialists have found a growing job market. Now those companies have all these microcomputers on their desks, management is looking for ways to connect the computers with each other, as well as with minicomputer and mainframe computer systems. These people's job is to establish all the capabilities of communication within a company. Many companies that make international connections need these specialists' help.

d) The Internet is becoming an important path for a company to communicate with potential and current customers. This type of specialists is responsible for the visual layout, the written content, the links to other locations, and often the techniques to follow up on the customer's inquiry. Companies with large Internet business may have a staff of several such employees.

e) These people, also called information brokers, will conduct your research on the Internet and other online services and then write a report on the results. With online services growing at such a rapid pace and with so much information available, these specialists are filling an emerging need. Most of them currently work as independent contractors, but large companies, especially in the medical field, may be employing these specialists soon.

3. Read through different categories of computer careers and list their main distinctive features.

CATEGORIES OF COMPUTER CAREERS

Traditionally, computer careers are divided into three areas: computer information systems, computer science, and computer engineering. These careers differ in the nature of the job, education required, and typical career path.

Computer Information Systems (CIS)

Careers in the **computer information systems (CIS)** field involve jobs in the information systems department of an organization. The focus is on designing computer systems that will control the organization's information, process its data, support its procedures, and then keep the systems working smoothly.

CIS professionals typically major in business with a speciality in computers, programming, and systems analysis. Generally, a bachelor's degree is expected; however, some entry-level positions may require only an associate's degree and some experience or aptitude for programming. The entry-level position, with a speciality in CIS, is programmer. From programmer, three paths are often available: senior programmer and supervising programmer, systems analyst and project leader, and user liaison. The top management positions, such as chief information officer (CIO), are usually filled by CIS professionals within a company because they know the firm's business best.

Computer Science

Computer scientists develop systems software and personal productivity software. The focus is on the relationship of hardware and software, as well as on developing software that makes the best use of hardware while enabling users to accomplish their jobs. Traditionally, computer scientists developed operating systems, database management systems, language translators, and artificial intelligence programs. Today, there are also opportunities in developing software packages that solve productivity problems. Opportunities are also available in developing software packages that increase productivity, such as word processing programs and communications programs. Applications outside business, such as medical applications or special computer graphics, are more likely to be developed by computer scientists than by CIS specialists.

At most colleges and universities, computer science programs grew out of mathematics programs. The training is highly technical and usually involves several semesters of higher mathematics such as calculus, as well as training in several programming languages and theoretical topics such as programming language structure and artificial intelligence.

Careers in computer science are less likely to lead to management positions, but such careers have more levels of expertise than CIS careers. The opportunities for promotion are in lead programmer, designer, or project leader in developing new systems. Senior computer scientists are highly paid, a fact that reflects the value of the special talent needed in this area.

Computer Engineering

A computer engineer designs new computers and peripheral hardware. CIS and computer science careers are software-oriented, whereas computer engineers are hardware-oriented. Like all engineers, computer engineers use programming, but software development is not the primary thrust of their jobs.

Engineering is divided into many areas of specialization. Computer engineering and electrical engineering are the two fields most pertinent to the computer industry. Computer engineers develop hardware systems, and electrical engineers specialize in designing electronic circuitry (including microprocessors). Project leader and design leader are typical promotion paths for computer engineers. In an engineering-oriented company, managers often rise from the engineering staff as well.

4. Divide the following qualifications between the categories listed above and prove your choice:

computer-control engineer; system engineer; engineer-programmer; mathematician system programmer.

5. Think and suggest ways in which computer professionals can keep up with constant innovations in the computer field.

6. Do you think people in computer-related careers differ somehow from the general population? If yes, in what way?

7. Read the following information to see how close your suggestions are.

A LIFETIME OF LEARNING

The biggest challenge to anyone in a computer-oriented career is to keep up with the rapid advancement of technology. Studies of personalities in various professions have found that people in computer-related careers are noticeably different from the general population. These people are more interested in learning new things than in having more responsibilities. Having this interest is an advantage because there is always something new to learn in computers.

Using an on-line information service is one way for users to learn about new advances in technology and associated career opportunities. Many on-line information services provide databases with career information. A growing number of people are using these databases.

The most common ways to keep up with the new technology are to take seminars, access on-line services, read computer periodicals, attend conferences, and shows, and join a professional association.

Seminars

Computer-related seminars, usually lasting from one day to one week, are widely available. Typically, they are presented by the developer of a new hardware or software product or by a company specializing in training in a new technology. Most companies recognize the value of sending their staff to these seminars.

More extensive training may be required. Many colleges, universities, and training institutes offer a series of courses leading to a certificate. One example is the Novell Certificate, which was designed by Novell (a network software company) and is licensed by Novell to institutions which show that their staffs have necessary training and equipment to train students in their software. Other software manufacturers offer certificate programs through institutions.

On-line Services

The Internet and other on-line services have information concerning the latest breakthroughs in technology. When you need to be up-to-the-minute, accessing on-line services is the easiest and fastest way to get the information you have to know.

Computer Magazines, Newspapers, and Journals

Many computer magazines, newspapers, and journals are published weekly, monthly, or quarterly. Some, such as *ComputerWorld*, cover the entire spectrum of computer issues. Others, such as *PCWorld*, *Datamation*, and *InfoSystems*, are aimed at a specific part of the computer industry—for example, microcomputers,

technology management, or office automation. Over a hundred of these periodicals are now in print. If you have a particular area of interest, you can probably find a periodical that covers the newest and best happenings in that area.

Conferences and Shows

One way to keep in touch with your profession is to attend conferences and trade shows. Trade shows are annual meetings in which computer product manufacturers, designers, and dealers showcase their products. COMDEX, for example, is an annual event held in various locations around the world. With over 1,500 exhibitors and over 150,000 attendees at a COMDEX show, several companies "roll out" their newest products. Besides displays and brochures about various products, many workshops and product demonstrations are offered at COMDEX. Trade shows can serve as a crash course in what is happening in the area of computer technology that interests you.

Professional Organizations

Joining one of the many professional associations can help you keep up with your area of interest, as well as provide valuable contacts for your career. Some associations have local chapters, and most offer publications, seminars, training, and conferences for members. Here are some of the most important organizations:

Association for Computing Machinery (ACM). Focusing on computer science, this organization features many special-interest groups (SIGs) in such areas as databases, artificial intelligence, microcomputers, and computer graphics.

Data Processing Management Association (DPMA). This is the premier organization for CIS personnel and managers.

Institute of Electrical and Electronic Engineers (IEEE). This is the premier professional society for computer engineers.

Critical thinking

Answer the following questions:

1. What is the difference between a career in CIS and a career in computer science?
2. How does computer engineering differ from computer science?
3. How does the typical computer professional adjust to the constant change in the computer industry?
4. List some computer-related professional organizations and their areas of focus.
5. What are the negative effects that computers are having on general employment?
6. What are three new career opportunities in the computer industry? What is the major focus of each of these?

7. List the most common ways for a computer professional to keep up with new technology.

8. How do the educational requirements for the three traditional computer careers differ? How are they similar?

9. What are the differences between the job of a telecommunications specialist and database administrator?

UNIT 8. Specialities in Engineering Economics

Reading

1. Read the text to get the gist of it.

WHAT IS ECONOMICS

One of the things that young people discover as they grow older is that you can't have everything. You are reminded of it every time you go shopping. Although there are a lot of goods on sale you have to limit your selection to one or two. Everyone goes through life having to make choices.

Every business, every government must pick up and choose from among the things they would like to have because they can't have everything. Every year the most important political debates focus on questions about spending taxpayers' money. Neither individuals, nor societies can have all the things they would like to have.

Economic issues have occupied people's minds throughout the ages. Economists notice that there is no restriction to the amount or kinds of things people wish to purchase. But still there is a limit to the resources used to produce goods and services available to satisfy people's wishes and needs. In other words when a nation's resources are completely employed, the only way to increase the production of one thing will be reducing production of something else.

In the process of making choices people, governments will try to economize, to get the most from what they have. Taking this fact into account we can define economics as the social science that reveals and analyses how society chooses from among scarce resources to satisfy its needs. In other words economics is the science that deals with production, distribution and consumption of commodities, while economy is a careful or thrifty use or management of resources, such as income, materials or labour.

Why should we study economics? There are several very good reasons, all of which involve us. Some of them have to do with us as individuals, some with us as earners or as spenders, some with us as citizens and finally as future economists. As members of the society we live in, there is no escaping economics. The food we eat, the dwelling we live in, the clothes we wear and the way we spend our leisure time are all affected by economic forces. Economic forces also influence decisions in the world of business. In

fact one common definition of economics is "the study of how people make living". The more you get informed of the subject, the better career decisions you'll be able to make.

Economics will also be helpful in performing your responsibilities as a citizen in a democracy. As a voter you'll be asked to express your opinion on many subjects involving economic issues. The study of economics will help us to deal with such subjects intelligently.

We have seen that economics deals with the problems of scarcity and choice faced by societies and nations throughout history, but the development of modern economics began in the 17th century. Since that time economists have developed methods for studying and explaining how individuals, businesses and nations use their available economic resources. Large corporations use economists to study the ways they manage businesses and to suggest methods for making more efficient use of their employees, equipment, factories and other resources. Governments also employ economists to study economic problems as well as way to solve them.

Economics is a social science concerned with the production, distribution, exchange, and consumption of goods and services. Economists focus on the way in which individuals, groups, business enterprises, and governments seek to achieve efficiently any economic objective they select.

Standard economics can be divided into two major fields. The first, price theory or microeconomics, explains how the interplay of supply and demand in competitive markets creates a multitude of individual prices, wage rates, profit margins, and rental changes. Microeconomics assumes that people behave rationally. Consumers try to spend their income in ways that give them as much pleasure as possible. As economists say, they maximize utility. For their part, entrepreneurs seek as much profit as they can extract from their operations.

The second field, macroeconomics, deals with is modern explanations of national income and employment. Macroeconomics dates from the book, *The General Theory of Employment, Interest, and Money* (1935), by the British economist John Maynard Keynes. His explanation of prosperity and depression centers on the total or aggregate demand for goods and services by consumers, business investors, and governments. Because, according to Keynes, inadequate aggregate demand increases unemployment, the indicated cure is either more investment by businesses or more spending and consequently larger budget deficits by government.

2. Agree or disagree with the following statements:

- 1) Nowadays all young people know they can have everything.
- 2) Every year politicians argue on how to spend their taxpayers money.
- 3) Economics is a political science as it reveals and analyses the government policy.
- 4) One of the common definitions of economics is "the study now people make money".
- 5) We have seen that economics deals with the problems of scarcity and choice.

3. Read the text and answer the questions:

- 1) What do people discover when they grow older?
- 2) What definitions can we give to the term “economics”?
- 3) Why should we study economics?
- 4) Where can we apply our knowledge of economics?
- 5) What major fields can be standard economics divided into?
- 6) What is macroeconomics?

4. Match the words with the definitions below.

Purchase, scarce, commodity, income, manage, employ, demand

- 1) An article or raw material that can be bought and sold
- 2) Buy, obtain or achieve at some cost.
- 3) The desire of consumers for a commodity.
- 4) Hard to find, rare.
- 5) The money or other assets received periodically or in a year.
- 6) Use the services of a person in return for payment.
- 7) Regulate, be in charge of business.

Speaking

1. Speak on:

- 1) The definition of economics.
- 2) The reasons to study economics.
- 3) The role of economics in the development of modern societies.
- 4) The importance of microeconomics and macroeconomics.

Pre-reading task

Marketing brainteasers

1. Which terms are defined below?

Take the first letter of each to find the missing word. (This may then help you remember the terms in future)

- 1) The business function that keeps an organization focused upon its customers wants and needs.
- 2) The specific goals or targets a firm sets itself.
- 3) The medium-long term plan for meeting those goals.
- 4) Short-term actions in response to specific opportunities or threats.

Reading

1. Read the text and discuss the questions.
 - 1) What is a brand?
 - 2) What is important in firm's marketing strategy?
 - 3) What approaches are used by firms to develop branding?
 - 4) How is brand created?

A BRAND

A brand is the name given by a business to one or more of its products. Branding gives products an identity that distinguishes them from similar products by rival firms. It helps to generate brand loyalty, encouraging customers to regularly purchase particular products. The demand for a product with strong brand loyalty tends to become less price sensitive, meaning that price can be increased without losing much demand. Selecting a brand name is therefore a very important part of a firm's marketing strategy.

Organizations can use a number of different approaches to branding:

Individual or multiple branding, where businesses use a range of brand names for a variety of products. For example, Procter & Gamble relies on this branding policy for its range of fragrances, including Hugo Boss, Old Spice and Giorgio Beverley Hills. Such branding allows the firm to develop brands for particular market segments.

Corporate or overall family branding, where all the firm's products are branded with the same name. Virgin, Kraft, Heinz, Microsoft and Ford employ this approach. This type of branding means that the promotion of one item will promote other products within the family. It can increase consumer confidence in the entire range, so increasing sales and profits.

-A mixture of corporate and individual branding, where products are given individual brand names but the corporate brand name is also prominent, e.g. Nestle and Walls.

How is a brand created?

A brand name should be snappy, to remember, unique and convey appropriate images or values. In addition, popular brands are often supported by advertising catch phrases, such as 'A Mars a day helps you work, rest and play'.

Most organizations employ specialist identity and naming consultants to handle this creative process. Brand Guardians is one such company, and has named (among others) Baars' Maidwell margarine and Pillsbury Toaster Pockets. According to its director of intellectual property, the name is the first and greatest expression of the brand.

2. Find key words phrases and the topic sentences to express the general meaning of each paragraph.

3. Using the information obtained from the paragraphs make an outline of the text.

Speaking

Speak about the importance of brand in a firm's marketing strategy.

Reading

1. Read the text for general comprehension.

MANAGEMENT INFORMATION SYSTEMS (MIS) SPECIALIST

Definition: MIS specialists oversee the deployment of computing and information services in large companies or organizations. The profession combines knowledge of data processing with an understanding of the information needs of organizations.

The work of the MIS specialist is a fairly recent development. As computers—especially personal computers (PCs) – became more widely available in the 1980s, astute business managers quickly saw how the flow of information from these new devices could prove critical to the corporation.

Tons of data have always been available; traditionally, large staffs of middle managers (accountants, group managers, financial analysts) were needed to sift through these mountains of data to extract the necessary information for top management. During the economic downturn of the early 1980s, when significant downsizing of corporate staffs began, the installed base of computers and telecommunications equipment suddenly made it possible for upper management to handle the data sifting process more directly. Today, with the economy growing steadily, faster information delivery creates opportunities for businesses, even those far removed from “data processing” as the source of their income. With billions of dollars invested in computer and communications technology, highly sophisticated managers are needed to keep the data flowing.

Enter the MIS specialist. MIS experts need to be familiar with all facets of the computer world: micros, minis, mainframes, peripheral devices like printers, databases, application software, and communications networks. To this daunting array add telecommunications technology: private-branch exchanges (PBX's), satellites, and fiber-optic links. And this technological expertise must be combined with knowledge about business functions information needs: accounting, strategic planning, research, and production processes, for example.

MIS departments are still in a state of flux; given the adjustments they have to make to rapidly changing technology, this instability is likely to continue for years to come. Currently, entry-level positions carry titles such as **database administrator**, **junior systems analyst**, or **documentation specialist**. Some companies set up their

MIS departments strictly to handle computer hardware; others integrate computers and telecommunications and handle software applications.

In business services, such as banking, insurance, and marketing, MIS involves a heavy dose of telecommunications. The banking industry's big push into automatic teller machines, which hook customers into their accounts without human (read, bank teller) intercession, is creating whole new types of banking services. Wall Street firms (and, indirectly, banks themselves) are enabling stock buyers to put through their orders in an electronic instant. All these customer services also create the opportunity to conduct nearly instantaneous market research – start an advertising campaign for a new financial service on Monday and by Friday you will know whether the program works as it needs alteration.

MIS is undergoing tremendous growth and change. Students who want to enter this dynamic profession can do so through computer science, information science, or MIS programs themselves. But count on a steady dose of retraining and extended study to keep up with the fast-paced technology.

Speaking

1. Interview your friend who works part time in the laboratory of the Faculty of Computer Systems and Networks and ask him about his working conditions and his responsibilities.

2. Interview your American friend who is a young manager in the IBM Corporation about his education, career opportunities and his responsibilities.

KEYS

What is Economics

1) Commodity; 2) Purchase, 3) Demand, 4) Scarce, 5) Income, 6) Employ, 7) Manage

Marketing brainteasers

- a) Marketing
- b) Objective
- c) Strategy
- d) Tactics

answer - most

Учебное издание

МЕТОДИЧЕСКАЯ РАЗРАБОТКА
по развитию навыков устной речи на английском языке
для студентов 1-2-го курсов ИЭФ,
ФКСиС и ФИТУ дневной формы обучения

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