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REPUBLIC OF BELARUS**

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UNIVERSITY OF THE ORDER OF PEOPLES’ FRIENDSHIP”**

CHAIR OF FOREIGN LANGUAGES

“BELARUS IN BRIEF”

**ENGLISH STUDY GUIDE FOR THE FIRST-YEAR
OVERSEAS MEDICAL STUDENTS**

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The English study guide "Belarus in Brief" is designed for the first-year overseas medical students.

The aim of this guide is to help the overseas students to adapt to Belarusian environment and get acquainted with the history, natural resources, the main towns and cities, population, traditions, education and political life of Belarus. It consists of four units, supplementary texts and literature references.

This guide may be used at practical classes as well as for independent study.

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PREFACE

The English study guide "Belarus in Brief" consists of 4 units: "The Republic of Belarus (general information)", "Administrative and territorial structure of the Republic of Belarus", "Population of the Republic of Belarus", "The Constitution of the Republic of Belarus".

Each unit contains a list of active words with concise explanations and examples, which highlight key terms and concepts and help the students to use the vocabulary in context; international words with their Russian equivalents for comparison; grammar rules and exercises to practise them; text with pre-text and after-text exercises; topics for discussion and a mini-quiz. Some units are preceded by a "Lead-in" part containing thought-provoking questions on the topic. They are intended to challenge the students' thinking about certain problems. To arouse interest of the students and make the process of learning more exciting and just for fun each unit contains "Jokes, laughs and smiles" part and essays on the topic of special interest to be written by the students.

The texts presented in the guide are easy to read because the level of difficulty has been controlled carefully to correspond to the actual abilities of students to understand some new and unknown notions explained in pre-text exercises. Each text is complemented by a mini-quiz of multiple choice questions that helps to check students' understanding of the main content of the text.

The main grammar topics which are introduced in the study guide are "Degrees of comparison of adjectives and adverbs", "The category of Voice. The use of Active and Passive voice", "Non-finite forms of the verb", "Functions of Participle I and Participle II."

The "Grammar" part of every unit contains grammar rules and patterns supplemented by tables to which the students may turn for reference while doing grammar exercises. Various exercises enable the students to distinguish different grammar forms and use them properly in separate sentences and mini-texts. Vocabulary employed in exercises is taken from the "Vocabulary learning" part and is based on the topic of the unit.

The main part of the guide is followed by supplementary texts and newspaper articles to which interested students can refer for additional information.

The authors hope that this guide will provide overseas students with firm foundation for understanding the realities of everyday life in the Republic of Belarus and that the simple-to-complex material organization approach and interesting texts for reading and discussing will inspire the curiosity of the students.

Unit One: The Republic of Belarus (general information).

Grammar: Degrees of comparison of adjectives and adverbs.

Rules.

There are three degrees of comparison: **positive, comparative, and superlative**. The superlative is generally used with the definite article. Ways of formation may be synthetic, analytic, and suppletive (irregular). The synthetic way is by adding the inflection **-er, -est**, as *fine – finer – finest*. This means is found with monosyllabic and some disyllabic adjectives in which the stress falls on last syllable:

- 1) short – shorter – shortest
polite – politer – politest
profound – profounder – profoundest
- 2) in which the second syllable is the syllabic [1]:
noble- nobler – noblest
- 3) with adjectives in **-er, -y, -some, -ow**:
tender – tenderer – tenderest
happy – happier – happiest
handsome – handsomer – handsomest
narrow – narrower – narrowest

Adverbs that are identical in form with adjectives take inflections following the same spelling and phonetic rules as for adjectives:

early – earlier – earliest
late – later – latest
hard – harder – hardest
slow – slower – slowest

Several adverbs ending in **-ly** (*quickly, loudly*) form comparatives according to the same pattern, dropping their adverb-forming suffix. These adverbs acquired the form in **-ly** only recently and retained the older forms of the comparative and superlative:

quickly – quicker – quickest
loudly – louder – loudest

Polysyllabic adjectives form their degrees of comparison analytically, by means of **more** and **most**:

difficult – more difficult – most difficult
curious – more curious – most curious

Most disyllabic adverbs in **-ly** and all polysyllabic ones form the comparative and superlative analytically, by means of **more** and **most**:

wisely – *more wisely* – *most wisely*
softly – *more softly* – *most softly*
deeply – *more deeply* – *most deeply*

The adverb *often* occurs with both types of comparison:

often { *oftener*
 { *more often*

Several adjectives and adverbs form their degrees of comparison by means of suppletive forms (irregularly):

good (well) – better – best
bad – worse – worst
little – less – least
many / much – more – most

near - nearer – the nearest (about distance)
 nearer – the next (about order)

late - later – the latest (about time)
 latter – the last (about order)

far - farther – farthest (with reference to distance)
 further – furthest (with reference to distance,
 abstract notions and in figurative use)

old - older – oldest (with reference to age)
 elder – eldest (with reference to the sequence of
 brothers and sisters, used only attributively).

Adjectival compounds can be inflected in two ways, either the first element is inflected (if it is an adjective or adverb), or comparison is with **more** and **most**, for example:

| | | | | |
|--------------|---|-------------------|---|-------------------|
| well-known | - | better-known | - | best-known |
| kind-hearted | - | more kind-hearted | - | most kind-hearted |

The following adjectives generally do not form degrees of comparison:

1. Limiting qualitative adjectives which single out or determine the type of things or persons, such as: *previous, middle, left, childless, medical, dead, etc.*
2. Relative adjectives (which are also limiting in their meaning) such as: *woollen, wooden, flaxen, earthen, ashen.*
3. Adjectives with comparative and superlative meaning (the so-called gradables) which are of Latin origin: *former, inner, upper, junior, senior, prior, superior, etc.* (originally with comparative meaning), and *minimal, optimal, proximal, etc.* (originally with superlative meaning).
With most of them the comparative meaning has been lost and they are used as positive forms (*the inner wall, the upper lip, superior quality, minimal losses*).
4. Adjectives already denoting some gradation of quality, such as *darkish, greenish, etc.*

Most of the adverbs, however, stand outside the degrees of comparison:

pronominal adverbs denoting place and time
(*here, somewhere, there, sometimes, when*),
denoting manner
(*somehow, thus*), and
adverbs of manner denoting gradation
(*minimally, optimally, proximally*).

Equal comparatives. An equal comparison indicates that the two entities are (or not if negative) exactly the same. The following rule generally applies to this type of comparison.

$$\text{subject} + \text{verb} + \text{as} + \left\{ \begin{array}{l} \text{adjective} \\ \text{adverb} \end{array} \right\} + \text{as} + \left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$$

NOTE: Sometimes you may see **so** instead of **as** before the adjective or a adverb in negative comparisons.

My book is as interesting as yours. (adjective)
 His car runs as fast as a race car. (adverb)
 John sings as well as his sister. (adverb)
 Their house is as big as that one. (adjective)
 His job is not as (so) difficult as mine. (adjective)

Unequal comparatives. This type of comparative implies that the entities are comparable in a greater or lesser degree.

John's grades are higher than his sister's. (adjective)
 He speaks Spanish more fluently than I. (adverb)
 He visits his family less frequently than she does. (adverb)

Unequal comparisons can be further intensified by adding *much* or *far* before the comparative form.

Multiple number comparatives. Number multiples can include: *half*, *twice*, *three times*, *four times*, etc. Study the following rule.

subject + verb + number multiple + as + $\left\{ \begin{array}{c} \text{much} \\ \text{many} \end{array} \right\} + (\text{noun}) + \text{as} + \left\{ \begin{array}{c} \text{noun} \\ \text{pronoun} \end{array} \right\}$

This encyclopedia costs twice as much as the other one.
 Jerome has half as many records as I had last year.

Double comparatives. These sentences begin with a comparative construction, and thus the second clause must also begin with a comparative.

The sooner you take your medicine, the better you will feel.
The sooner you leave, the earlier you will arrive at your destination.
The more you study, the smarter you will become.
The more he slept, the more irritable he became.

It is also possible to compare two or three entities without using *than*. In this case the expression *of the two* or *of the three* will usually appear some place in the sentence.

Harvey is the smarter of the two boys.
Of the two landscapes that you have shown me, this one is the more picturesque.
 John is the tallest boy in the family.
 Deana is the shortest of the three sisters.

Sometimes you can use two comparatives together. For example: *harder and harder*, *more and more*, *more and more difficult*. We use this structure to say that something is changing continuously:

- It's becoming harder and harder to find a job.
- Your English is improving. It's getting better and better.
- These days more and more people are learning English.

Exercises.

Exercise 1. Give comparatives and superlatives of the following adjectives and adverbs:

short, small, much, favorable, significant, important, high, efficient, good-natured, bad, common, well-known, old, far, kind-hearted, little, comfortable, polite, happy, dry, near, big.

Exercise 2. Match the adjectives on the left with their definitions on the right:

| | |
|------------|--|
| 1. further | a) after some time |
| 2. farther | b) the second of two things or persons already mentioned |
| 3. last | c) the smallest |
| 4. latter | d) coming immediately after, in space or in order |
| 5. elder | e) additional |
| 6. nearer | f) at a greater distance |
| 7. next | g) least good |
| 8. least | h) coming after all others in time or order |
| 9. later | i) senior of members of the family |
| 10. worst | j) closer |

Exercise 3. Make up sentences according to the model:

| | |
|---------------|---|
| Model: | Minsk (becoming) beautiful – Minsk is becoming more and more beautiful. People (living) long – People are living longer and longer. |
|---------------|---|

1. life (becoming) hard;
2. nights in winter (becoming) long;
3. going abroad (becoming) popular;
4. their voices (growing) faint;

5. her heart (beating) hard;
6. crime (becoming) common;
7. computers (becoming) popular;
8. factories (employing/ few/)workers;
9. the light in the rooms (becoming) dim;
10. his breath (becoming) vigorous;
11. his health (getting) bad.

Exercise 4. Complete the following phraseological units using suitable words from the right-hand column. Use them in sentences of your own.

| | |
|------------------------|-------------------|
| 1. as cunning as ... | 1. a razor |
| 2. as green as ... | 2. an eel |
| 3. as obstinate as ... | 3. a sheet |
| 4. as poor as ... | 4. an owl/old owl |
| 5. as slippery as ... | 5. grass |
| 6. as sure as ... | 6. a bee |
| 7. as white as ... | 7. two peas |
| 8. as wise as ... | 8. a church-mouse |
| 9. as busy as ... | 9. a fox |
| 10. as sharp as ... | 10. eggs is eggs |
| 11. as like as ... | 11. a donkey |

Exercise 5. A. Make up sentences according to the model.

| | |
|---------------|--|
| Model: | He is (twice/old) she is. – <i>He is twice as old as she is.</i> |
|---------------|--|

1. He is not (half/clever) I thought. 2. It took her (three times/long) she expected. 3. She is not going to marry a man who is (twice/old) she is. 4. He can lift a box (three times/heavy) that one. 5. The new stadium is (several times/large) the old one. 6. He does it (two times/quickly) she does. 7. Petrol is (several times/expensive) it was two years ago. 8. Her new flat is (three times/large) her old one. 9. Grapes in autumn are (several times/cheap) they are in winter. 10. He spends (twice/much) we do.

B. Change the sentences according to the model.

| | |
|---------------|--|
| Model: | This book costs 4 dollars and that one costs 2 dollars. – <i>This book costs twice as much as that one.</i> |
|---------------|--|

1. Nick has 8 discs and I have 24 discs. 2. This TV model costs \$700 and that one \$350. 3. It took me 40 minutes and her 10 minutes to get there. 4. I earn \$2000 dollars and she earns \$1000. 5. This room is 12m² and that one is 24².

Exercise 6. Open the brackets and give the correct forms of the comparative construction:

| | |
|---------------|--|
| Model: | (Much) you read, (well) you will know Russian – <u>The more</u> you read, <u>the better</u> you will know Russian. |
|---------------|--|

1. (Cold) the weather gets, (sick) you will I feel.
2. (Much) haste, (little) speed.
3. (Soon) she takes the medicine, (well) she will feel.
4. (Late) you come, (little) you will sleep.
5. (Heavy) a floating body, (great) the weight of liquid it will displace.
6. (Much) you study, (clever) you will become.
7. (Large) the screen of a television receiver, (much) light must it emit, if the picture on it is to appear satisfactory bright.
8. (Near) you come up, (well) you will see the object.
9. When you look at the object with two eyes, you automatically focus them both on the object. (Close) the object, (much) you have to turn your eyes towards each other, and the muscular feeling arising from such adjustment gives you a pretty good idea about the distance.
10. The Americans believe that (much) schooling you have, (much) money you will earn when you leave school.

Exercise 7.

- I. Do you agree with this?
 1. The more we study, the more we know.
The more we know, the more we forget.
The more we forget, the less we know.
The less we know, the less we forget.
The less we forget, the more we know.
 2. The bigger you forehead is the more intelligent you are supposed to be.

II. Comment on the following:

Limerick.

There was an old owl lived on an oak,
The more he heard, the less he spoke;
The less he spoke, the more he heard –
Oh, if men were all like that wise bird!

Exercise 8. Here are some questions for you to answer. First write the questions using the words in brackets. Then answer them.

| | |
|---------------|---|
| Model: | (What/ popular sport/ your country?) What is the most popular sport in your country? |
|---------------|---|

1. (Who/ famous sportsmen/ your country?)
2. (What/ large/ city/ your country?)
3. (Who/ popular singer/ your country?)
4. (What/ delicious meal/ you/ ever had?)
5. (What/ expensive thing/ you/ ever bought?)
6. (What/ happy/ day/ your life?)
7. (What stupid thing/ you/ ever done?)
8. (Who/ intelligent person/ you know?)
9. (Who/ beautiful person/ you know?)

Exercise 9. Select the correct form in parentheses in the following sentences:

1. Of the two landscapes that you have shown me, this one is the (more/most) picturesque.
2. The more you study, (smarter/the smarter) you will become.
3. February has (few/fewer) days than March.
4. (Dry/the driest) period is from March to June and (wet/the wettest) months are from October to January.
5. Minsk is (the largest/larger) cultural centre of the Republic of Belarus.
6. The Belarusian Opera and Ballet Theatre, the Yanka Kupala Academic Theatre, the Russian Drama Theatre and the dances ensembles are (better/well)- known in the Republic of Belarus.
7. In World War II (more/many) than 209 towns and 9000 villages were destroyed and burnt down in Belarus.
8. In many ways the English language is (more/much) polite, (more/the most) concerned about the feelings of the individual than the Russian language.

9. Relations between students and teachers at British colleges and universities seem to be much (less/the least) formal than in Belarus.
10. Lakes and rivers are roads of water which are not (less/the least) important as railways or roads.
11. The (good/best) way to estimate wood resources of Belarus is to have a look at them from an airplane window – from the height it is becoming quite obvious that (much/more) than the third of its territory seems to be covered with a green blanket.
12. The (famous/most famous) National Park is Belovezha forest preserve, where the preserve-like regimen was introduced as early as at the beginning of the XV century.
13. South English plain is not only beautiful but (rich/the richest), (more/the most) fertile and that's why (more/the most) populated in the country.
14. The climate of Great Britain is much (mild/milder) than that of Belarus.

Exercise 10.

- I. *Read the text and pick out words which help to express more vividly the beauty of Belarus.*

Belarus. That means “White Russia”, a tender and poetic name that befits this country in the best way. White means clean, clear and innocent. Bright colors of the Mediterranean region are not characteristic for Belarus. It does not have the stunning exoticism of Africa or delicate slyness of the East either. Belarus is the country of modest and, one may even say, intelligent beauty. Its quiet charm penetrates into a traveler's soul gradually, through a soft play of the morning sky over the vague horizon line, through the velvet verdure of the vast expanses of the fields, through the overpowering balmy air of a century-old pine-forest, through the tender mooing of cows and sad cries of cranes. The slipping-away beauty of Belarus does not expose itself to everyone; for this you have to stop and feel the surrounding world: keep looking into the blue eyes of Belarus, its deep lakes until you feel dizzy, put down your hands into icy waters of a ringing brook, hide from a warm rain under a shaggy branch of a spruce ... Perhaps, this is one of the few remaining places on our planet where one can see the amazing miracle — the miracle of the untouched nature. It is surprising that right here, in the very center of Europe time seems to have considerably slowed down its run — the XXI century is raging around, the civilization is progressing with long strides, yet in Belarus nature remains real, people remain human and values remain eternal. Belarus is an island of calmness in the swirl of seething time, a place of wise harmony of the body and soul.

- II. *Read the text, open the parenthesis and use the proper degree of the adjective or adverb.*

The Beauty of Britain

(by J.B. Priestley)

We live in one of /beautiful/ island in the world. This is a fact we are always forgetting. When beautiful islands are mentioned we think of Trinidad and Tahiti. These are fine, romantic places, but they are not really as /exquisitely beautiful/ as our own Britain.

The beauty of our country is as /hard/ to define as it is /easy/ to enjoy. Remembering other and /large/ countries we see at once that one of its charms is that it is greatly varied within a small area. We have here no vast mountain ranges, no illimitable plains. But we have superb variety. A great deal of everything is packed into /little/ space. I suspect that we are always conscious of the fact that this is a smallish island, with the sea always round the corner.

We have /great/ resources at our command than our ancestors had, and we are /impatient/ than they were. Thanks to our new resources, we are /good/ able to ruin the countryside and even the towns, than our fathers were, but on the other hand we are far /much/ alive to the consequences of such ruin than they were.

Our children and their children after them must live in a beautiful country. It must be a country happily compromising between Nature and Man, blending what was /good/ worth retaining from the past with what /good/ represents the spirit of our own age, a country as /rich/ in noble towns as it is in trees, birds, and wild flowers.

- III. *Think of a description of your own country, trying to do it as poetically as it has been done in the previous texts.*

Exercise 11. *Make up situations using the word combinations listed below:*

to be formed as early as;
the earliest known people of;
as changeable as the weather;
much better than the forecast predicted;
more unpleasant than I had expected;
the most complicated I had ever expected;
as successful as I expected;
not so useful as you imagine;
worse than one can imagine;
the worst imaginable;
harder than I could bear.

Written assignment.

Exercise 12. Write a paragraph to each of the statements.

1. Better to do well than say well;
2. False friends are worse than open enemies;
3. Prevention is better than cure;
4. The devil is not as black as he is painted;
5. There is more to life than money. Life must have meaning;
6. The most important three words you can say to yourself: Yes, I can!
7. Sunny thoughts make the whole day brighter.

Exercise 13. Write a few paragraphs on one of the given topics. Try to use comparative and superlative degrees of adjectives and adverbs.

1. The happiest day I've got recently.
2. The event(s) which impressed me greatly.
3. The most worthwhile subjects to study at university.
4. The best way of spending free time.
5. The most incredible story you've ever heard.
6. Suggest your friend who's just come from India (Sri-Lanka) the best items of clothing suitable for the weather in this country.
7. Every country has its own traditions. Advise your friend the easiest way of adjusting to eating habits of Belarusians.

Jokes, Laughs, Smiles

'**The harder** it rains, **the better** I like it.'

'You must be an optimist.'

'No, I am an umbrella seller.'

'No, thank you. I'll stay at home,' said a man who had been invited to join a party visiting the zoo. 'My **eldest** daughter walks like a kangaroo, my second daughter talks like a parrot, my son laughs like a hyena, my wife watches me like a hawk, my cook is **as cross as a bear** and my mother-in-law says that I'm an old monkey! When I go anywhere, I want a change.'

"Ma", said the little girl, Willie wants **the biggest** piece of cake and I think I ought to have it because he was eating two years before I was born.

Mother was writing to her son, congratulating him on his engagement. "My darling boy," wrote the mother, "what glorious news! Your father and I rejoice in your happiness. It has long been our **greatest** wish that you should marry some good woman. A good woman is Heaven's **most precious** gift to Man. She brings out all the best in him and helps to suppress all that is evil."

Then there was a postscript in a different handwriting:

"Your mother has gone for a stamp and I've gone over what was written by her and hope it won't be favorably received by you. Keep single, you young fool".

Stolen Sweets

The rector had invited the village boys to the rectory for a straw-berry tea. After they had finished he, seeking to point the moral, said: "Now, boys, wasn't that **nicer** than breaking into my garden and helping yourselves? Though you know that there is the notice on the door "Private. Keep out."

The boys thought a little and said in one breath "Oh, yes." "And why was it **nicer**?" the rector asked.

"Because, sir," one of the boys replied, "we shouldn't have had any sugar and cream with them."

Modern

Stranger: How old are you, sonny?

Boy: That's hard to say, sir. According to my **latest** school tests, I have a psychological age of 11 and a moral age of 10. Anatomically I'm 7; mentally I'm 9. But I suppose you refer to my chronological age. That's 8 – but everybody passes it by nowadays.

In a Vegetarian Restaurant

"I say, waiter, the flowers on this table are artificial, aren't they?"

"Yes, sir, that's **the worst** of running a vegetarian restaurant; if we use real flowers, the customers will eat them."

Heat and Cold

At a physics lesson the teacher asks the children about the effects of heat and cold on a body or thing.

"Heat makes things **bigger** and cold makes things **smaller**", answered a bright boy. "That's right", says the teacher, "Can you give an example?"

"In summer, when it is hot, the days are **longer**, but in winter, when it is cold, the days are **shorter**", answered the bright boy.

America Is Great

An American who has come to England is trying to tell Tommy how great America is.

"Well, Tommy, America is great. It is one of **the greatest** countries in the world. You know, if you board a train in Texas in the morning, next morning you will still be in Texas. Do you understand me, Tommy?"

"Oh, yes, I understand you. Your trains are just **as bad as** in England."

A Visitor

A man was on a visit to a friend in London, but stayed **much longer** than was expected. Time passed, but the visitor made no attempt to leave. At last the friend dropped a gentle hint. "Don't you think," he said, "that your wife and children want to see you again?"

"Thank you very much," was the answer. "It is very kind of you. I'll send for them."

Lead-in.

Exercise 1. Answer the following questions.

1. What were your first impressions of Belarus?
2. What image of Belarus do you have now?
3. What places of interest would you like to visit in Belarus? What are your reasons? How do you think you can explore these areas and broaden your knowledge of Belarus?
4. Can you name any place in Belarus or event(s) which is (are) internationally known?

Vocabulary learning.

Exercise 2. Practise saying the following proper names:

the Ukraine, Poland, Latvia, Lithuania, Vilnius, Warsaw, Berlin, Kazakhstan, Uzbekistan, Turkmenistan, Naroch, the Dnieper, the Nieman, the Pripyat, the Zapadnaya Dvina, the Viliya Reservoir.

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Exercise 3. Read out the following words and memorize them:

1. General information

foster v. – to help the growth or development of, encourage; syn.: to promote, further. Our city fosters libraries, parks and playgrounds;

indigenous adj. – originating in the region or country where found native. *Lions are indigenous to Africa. Shinto is the indigenous or ethnic religion of Japan.*

settlement n. – a group of buildings and the people living in them. Indians often attacked the little settlements of the colonists.

tillage n. – 1) the cultivation of land, syn.: agriculture, husbandry; 2 a) tilled or plowed land 2 b) crops growing on it.

timber n. – 1) wood used for building and making things. *Houses, ships and furniture are made from timber.* 2) growing trees, wooded land, forests. *Half of his land is covered with timber.* 3) trees providing wood suitable for use in building. *Canada is rich in timber.*

aspen n. – anyone of several poplar trees including the quaking aspen of North America and others of Europe, whose leaves tremble and rustle in the slightest breeze.

alder n. – a tree or shrub somewhat like a birch. Alders usually grow in wet land and have clusters of catkins that develop into small woody cones. The light soft wood is used in cabinet work; the bark is used for tanning and dyeing.

melliferous adj. – yielding or producing honey [< Latin mellifer (<mell mellis honey + ferre to bear, produce) + English -ous]

cranberry n. – 1) a firm, sour, dark-red berry, used in making sauce and jelly. 2) a small shrub or trailing vine that these berries grow on. It grows in marshes or bogs.

blueberry n. – 1) a small sweet blue berry which tastes much like the huckleberry but has smaller seeds. 2) the shrub that it grows on.

bilberry n. – 1) a small edible bluish-black berry much like a blueberry. 2) the shrub that it grows on.

2. Natural resources.

deposit n. – something laid down or left lying by natural means: *There is often a deposit of sand and mud at the mouth of a river.*

lime stone n. – a rock consisting mostly of calcium carbonate, used for building and for making lime.

marlstone – a rock consisting of a hardened mixture of clay, calcium carbonate and other minerals.

clay n. – a sticky kind of earth that can be easily shaped when wet and hardens when it is dried or baked. *Bricks and dishes are made from various kinds of clay.*

fusible clay – clay that may be fused or melted.

refractory clay – clay that is hard to melt, reduce or work.

loam – soil that is between sandy soil and clay soil in texture; reach, fertile earth in which decaying leaves and other organic matter are mixed with clay and sand and is therefore easy to work.

peat – 1) a kind of heavy turf made of partly rotted moss and other plants. It is used as fertilizer or especially as fuel in Ireland, Great Britain, Belarus and other parts of the world where there are many peat bogs. 2) a piece of this, usually cut in a shape of a brick, and dried for use as fuel. *The fireplace ... was fed in winter with sticks and peats brought by scholars (Ian Maclaren).*

exhaust v. – 1) to empty completely; drain: to exhaust an oil well. Syn.: deplete, 2) to use up, expend: to exhaust one's money, exhaust the supply of water. Syn.: consume.

sapropel – a decaying organic matter

3. Climate

staple adj. – most important, chief, principle. *Bread is a staple food. The weather was their staple topic of conversation.*

flax n. – a slender upright plant from whose stems linen is made. Flax has small narrow leaves, blue flowers and slender stems about 2 feet tall. *Linseed oil is made from its seeds.*

fodder n. – coarse food for horses, cattle and similar domestic animals. *Hay and cornstalks with their leaves are fodder.*

4. Plant kingdom

moss n. – very small, soft, green or brown plants that grow close together like a carpet on the ground, on rocks or on trees. There are various kinds making up a class of plants. Mosses have small stems and numerous, generally narrow leaves.

lichen n. – a plant without roots, stems, leaves or flowers that grows on rocks, trees and other surfaces. Lichens are gray, yellow, brown black or green. A lichen consists of a fungus and an alga growing together so that they look like one plant.

5. Animal Kingdom

marten n. – a slender carnivorous mammal like a weasel and the same family but larger, found in forest areas of Asia, Europe and northern and

western North America. There are various kinds. Several species are valued for their brown fur.

otter n. – a water animal that eats fish and is related to the minks and weasels. The otter is a mammal and a good swimmer with webbed toes and with claws. It has a thick tapered tail and is hunted for its fur.

ferret n. – a white or yellowish-white animal related to the weasel domesticated and used for killing rats and driving rabbits from the holes, found in Europe. It is the domesticated form of the European polecat.

ermine n. – anyone of several kinds of weasels of northern regions that are brown in summer but white in winter except for the black tip on the tail.

ratify v. – to confirm, approve; *syn.*: sanction, authorize.

Exercise 4. Give the words of the same root:

exhaust, communicate, nature, populate, represent, major, develop, value, fertile, produce, protect, medicine, utilize, exist, sufficient, emerge, mean, enter, preserve.

Exercise 5. Match the words with their definitions:

- | | |
|----------------|--|
| 1. fodder | a) the water animal that eats fish |
| 2. timber | b) a firm, sour, dark-red berry |
| 3. to foster | c) a kind of heavy turf |
| 4. indigenous | d) coarse food for horses |
| 5. marten | e) something laid down or left lying by natural means |
| 6. otter | f) a slender upright plant |
| 7. cranberry | g) wood used for building and making things |
| 8. to emerge | h) a small edible bluish-black berry |
| 9. flax | i) originating in the region or country where found native |
| 10. staple | j) to empty completely |
| 11. peat | k) to help the growth or development of |
| 12. deposit | l) to become known |
| 13. to exhaust | m) a slender carnivorous mammal |
| 14. bilberry | n) most important |

Exercise 6. Paraphrase the underlined parts of sentences using in the proper form the words of the active vocabulary given below:

1. New ideas of the protection and preservation of natural territories and objects became known in the National programme of environmental protection.
2. Peat fields as production sources have largely been depleted due to their extensive exploration.

3. Estimated reserves of decaying organic matters are 3 billion cubic meters.
4. The reserves of common salt are virtually inexhaustible, the prospecting industrial reserves in the Mozyr, Davydovo and Starobin deposits exceeding 22 billion tonnes.
5. Moderate climatic zones of East Europe are favourable for growing most important grain crops, vegetables, fruit trees and for cultivating potatoes, flax, annual grass and course food for horses, cattle and similar domestic animals.
6. The Convention on Biodiversity signed in Rio de Janeiro was confirmed by the Supreme Council of the Republic of Belarus on June 10, 1993.
7. The forest is a source of trees providing wood suitable for use in building.
8. Comprehensive use of mineral curative and table water is important.

to ratify, to exhaust, utilization, to emerge, timber, sapropel, staple, rock-salt, fodder.

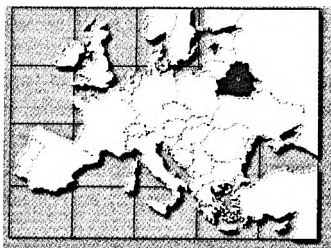
Reading comprehension.

Read the text "About the Republic of Belarus" and do the tasks that follow it.

About the Republic of Belarus

GENERAL INFORMATION.

The Republic of Belarus (Belarus) is located in the eastern part of Europe. In the West it borders on Poland, in the North-west, Lithuania, in the North, Latvia, in the North-east and East, Russia, in the South, the Ukraine.



The territory of Belarus is crossed by one of the Eurasia's main transport lines and transport arteries providing the shortest communication routes from central and eastern districts of Russia to Western European countries, as well as between the Baltic and the Black seas. The distance from Minsk, the Republic's capital, to the capitals of the neighbouring countries is as follows: 215 km to Vilnius,

470 km to Riga, 550 km to Warsaw, 580 km to Kiev, 700 km to Moscow, 1060 km to Berlin.

The territory of Belarus is 207.6 thousand square kilometers. It is a compact country. By the size of its territory, the Republic occupies 13th place among the European countries and the 6th among the CIS* countries

(following Russia, Kazakhstan, the Ukraine, Uzbekistan and Turkmenistan). The Belarusian territory in Europe is slightly smaller than that of Great Britain and Romania, and more than 2.2 times bigger than Portugal and Hungary.

On 1.1.2000, the population of Belarus constituted 9 million 712 thousand people. Belarus is the 5th among the CIS countries by its population, following Russia, the Ukraine, Uzbekistan and Kazakhstan. The country's population is 14 times smaller than in Russia, 5 times smaller than in the Ukraine, but 1.3 times as big as that in the three Baltic states of the ex-USSR taken together, 2 times bigger than in Finland or Denmark, more than in Austria, Belgium, Bulgaria or Sweden.

Representatives of more than 100 nationalities live in Belarus. The majority of the population is represented by the indigenous Belarusian nation constituting more than $\frac{3}{4}$ of the entire population, both in the Republic as a whole and in the urban and rural areas. Significant numbers of Russians, Poles, Ukrainians and other nationalities live in the Republic along with Belarusians.

The relief of Belarus is predominantly low hilly land with the average height of 160 m above the sea level, while the highest point is only 345 m above the sea level. The flatland nature of the surface creates favourable conditions for the expansion of human settlements, agricultural development of the territory, construction of industries, transport and service lines, development of tourism and recreation services.

Agricultural lands occupy 45% of the Republic's territory, including 30% of tillage. Forests account for 36% of the country's territory. The trees growing in Belarus mostly belong to valuable species. Pine-tree occupies 52.9%, fir-tree - 10.5%, oak and other hard-leaved species - 3.8%, birch-tree - 18.1%, aspen - 2.3%, alder - 9.6% of the forest-covered area. On the whole, the forest potential in Belarus is rather high. The forest, apart from being a source of timber, performs numerous ecological functions (such as water protection, water regulation, soil protection, assimilation functions, etc.), as well as sanitation, recreation and health-building functions. Belarusian forests play an important biospheric role and make a considerable contribution into the ecological stabilization of Central and Eastern Europe. To a great extent Belarus is "the lungs of Europe". However, in addition to the utilitarian value Belarusian forests are also a cultural wealth due to the unique, and in some places, untouched beauty.

The Republic's forests concentrate considerable natural resources of alimentary melliferous, medicinal, technical and other useful herbs. Blackberry, bilberry, blueberry, ash berry, wild pears, and cranberry are harvested.

* CIS – Common Wealth of Independent States.

NATURAL RESOURCES.

About 30 kinds of mineral raw materials have been prospected in Belarus. The most significant are potassium salts the reserves of which in the country occupy one of the leading places in Europe. The reserves of rock salt are virtually inexhaustible. The prospected industrial reserves in the Mozyr, Davydov and Starobin deposits exceed 22 billion tonnes.

The country is rich in rock products, such as granites, dolomites and dolomite limestone, marl stone, chalk, fusible and refractory clay, loam, sand gravel.

Very common on the territory of Belarus are mineral waters which serve as basis for building sanatorium resort complexes and companies trading and exporting mineral curative and table water, 63 sources have been prospected with the total reserves of 155.572 m³ per day.

Peat fields are widely spread in Belarus, although, due to an intensive exploration, the peat fields as production sources have largely been exhausted. Sappropels are important natural raw material; their estimated reserves are 3 billion cubic metres. A comprehensive utilization of peat and sappropel resources is important. The reserves of oil are not big and oil is extracted in small quantities. Deposits of brown coal have been found in Belarus. Briquetted brown coal (possibly, with peat) can only be used as household fuel material or as raw material for producing wax and plant growth stimulants. On the whole, the internal fuel and energy resources, including associated gas and wood, can only provide for 12% of the total requirements of the Republic's economy.

It must be noted that the mining resources in Belarus are still insufficiently investigated.

CLIMATE.

The climate of Belarus is moderately continental with mild and humid winter, warm summer and wet autumn. The mean temperature in January is from -4°C in the South to -8°C in the North-east of the country: that of July is +17-19°C. The average vegetation period is 184-208 days. The climatic conditions in Belarus are favourable for growing staple grain crops, vegetables, fruit trees and bushes which are common for moderate climate zones of Europe, especially for cultivating potatoes, flax, annual grass and fodder root crops.

WATER RESOURCES.

There are more than 20 thousand rivers and streams in Belarus with the total length of 91 thousand kilometres, and about 11 thousand lakes, including 470 lakes with the area exceeding 0.5 km² each. Naroch is the largest lake in Belarus (79.2 km², the deepest point about 25 m). More than half of the water resources of the country is in the Black Sea basin, the rest belongs to the Baltic Sea basin. The rivers Pripyat, Dnieper, Nieman, Beresina and Zapadnaya Dvina, as well as the Dnieper-Bug canal are important for river navigation.



More than 145 artificial lakes have been made in Belarus. The most important is the Viliya Reservoir (75km²) which gives birth to the Viliya-Minsk system of canals along which water from the Viliya river is directed to Minsk, the Republic's capital.

PLANT KINGDOM.

The natural plant kingdom of Belarus occupies about 70% of the Republic's territory. There are around 12 thousand species of plants, about 2.1 thousand of them belong to higher (anthophorous) and more than 9 thousand belong to lower (algae, mosses and lichens) plants. More than 200 species of plants which are entered into the Red Book of the Republic of Belarus are protected on the national scale. More than 60 kinds of medicinal and technical plants are harvested in Belarusian forests (300 tonnes per year, or 1% of total reserves).



ANIMAL KINGDOM.

The animal kingdom of Belarus counts 457 kinds of vertebrates and more than 20 thousand invertebrates. Such gamy animals as fox, marten, hare, ferret, ermine, elk and wild boar have a high economic value, 97 species of vertebrates and 85 species of invertebrates are entered into the Red Book of the Republic of Belarus.

ENVIRONMENT PROTECTION.

The main aspects of the environment policy of the Republic of Belarus are determined by the laws *On Environment Protection (1992)*, *On State Ecological Expert Evaluation (1993)*, *On Specially Protected Natural Territories and Objects*, *On Protection and Utilization of Animal Kingdom (1996)*, etc. The National programme of environment protection (*Ecology programme*) and the National Programme of Harmonious Exploitation and Environmental Protection up to the Year 2000 have been worked out. On June 5, 1992, leaders of more than 150 states and governments of the world, including Belarus, signed the Convention on Biodiversity in Rio de Janeiro. The Convention was ratified by the Supreme Council of the Republic of Belarus on June 10, 1993.

One of the main tasks under the Convention on Biodiversity is the creation by each contracting party of a system of protected areas where special measures need to be taken for preserving biological diversity.

Exercise 1. Transform or finish the following sentences using equal, unequal or, multiple number comparatives (as ... as, not so ... as, 2 times as ...as.)

Model:

The population in Belarus is 5 times smaller than in the Ukraine. The population in Belarus is 5 times as small as that in the Ukraine.

1. The Belarusian territory is more than 2.2 times bigger than territories of Portugal and Hungary.
2. The population of the Republic of Belarus is 14 times smaller than in Russia and 5 times smaller than in the Ukraine.
3. The population of Belarus is 1.3 times bigger than in the three Baltic States of the ex-USSR taken together.
4. The territory of Switzerland is 5 times smaller than that of Belarus.
5. The territory of France is 544.0 thousand square kilometres. The territory of Belarus is 207.6 thousand square kilometres. The territory of Belarus is
6. The distance from Minsk to Berlin is 1060 km, while the distance from Minsk to Vilnius is only 215 km. Vilnius is situated ...

7. Vilnius is situated 215 km and Warsaw 550 km away from Minsk. Vilnius is not as ... from Minsk as Warsaw.
8. There are 0.7 hectares of woods and 111 m³ of timber per capita which is almost 2 times higher than the mean European level.

Exercise 2. State the following as false or true and correct the false sentences.

1. By the size of its territory the Republic of Belarus occupies the 15th place among the European countries.
2. Belarus is the 5th among the CIS countries by its population.
3. Representatives of less than 100 nationalities live in Belarus.
4. The relief of Belarus is predominantly high hilly land.
5. The trees growing in Belarus mostly belong to economically valuable species.
6. The country is not rich in rock products.
7. The most significant of mineral raw materials are potassium salts.
8. More than 145 artificial lakes have been made in Belarus.
9. Medicinal and technical plants are harvested in Belarusian forests.
10. More than 200 species of plants are entered into the Red Book of the Republic of Belarus.
11. The average vegetation period in the climatic conditions of Belarus is 160 days.
12. The Dnieper-Bug canal supplies Minsk, the Republic's capital with water.

Exercise 3. What questions can you ask to suit the following answers?

1. _____
- 207.6 thousand square kilometers
2. _____
- 100 (about nationalities)
3. _____
- 345m above the sea level
4. _____
- 45% (about agricultural lands)
5. _____
- 36% (about forests)
6. _____
- 30 kinds (about mineral raw materials)
7. _____
- 12% (about internal fuel and energy requirements)

8. _____
- 20.000 (about rivers and streams)
9. _____
-145 (about lakes)
10. _____
- 12 thousand species of plants
11. _____
- 150 states (about the Convention on Biodiversity signed in Rio de Janeiro)

Exercise 4. Answer the following questions:

1. Where is the Republic of Belarus located?
2. What countries does it border on?
3. Does the territory of Belarus provide the shortest communication routes from Russia to Western Union?
4. What is the capital of Belarus?
5. What is the number of population in Belarus?
6. Is it true to say that Belarus is a multinational republic? And what about your country?
7. What nationalities is the majority of the population represented by?
8. What creates favourable conditions for the expansion of human settlements, agricultural development of the territory, construction of industries, transport and so on?
9. Is the forest potential rather high or low in the Republic? Give arguments to support your point of view.
10. What functions does forest perform?
11. What are main natural resources of Belarus?
12. Which of the resources serve as basis for building sanatorium resort complexes and companies?
13. Can internal fuel and energy resources provide the total requirements of the Republic's economy?
14. Is the climate in Belarus moderately continental? What is it characterized by?
15. What is the largest lake in Belarus?
16. What rivers are used for navigation?
17. How many species of plants are protected on the national scale?
18. Which game animals have a high economic value?
19. What laws determine the main aspects of the environmental policy of the Republic of Belarus?
20. How many states signed the Convention on Biodiversity?
21. What is one of the main tasks under the Convention (on Biodiversity)?

Exercise 5. Fill in the table comparing some data concerning Belarus and India (Sri Lanka).

| Belarus | | India (Sri Lanka) |
|---------|-------------------|-------------------|
| | Official name | |
| | Location | |
| | Population | |
| | Relief | |
| | Climate | |
| | Natural resources | |
| | Plant kingdom | |
| | Animal kingdom | |

Exercise 6. Get ready to speak about Belarus using the previous exercise as an outline.

Quiz.

Choose the best alternative according to the text:

1. Belarus is located in the ...
a) eastern part of Europe; c) western part of Europe;
b) eastern part of Asia; d) Far East.
2. It borders on ... in the West.
a) Russia; c) Poland;
b) Ukraine; d) Latvia.
3. The territory is about ... thousand km².
a) 207; c) 826;
b) 58; d) 206.
4. By the size of its territory the Republic occupies ... place among the European countries.
a) the 13th; c) the 21th;
b) the 7th; d) the 14th.
5. The population is about ... million.
a) 6; c) 10;
b) 28; d) 12.
6.
a) There are many high hilly lands.
b) There are many low hilly lands.
c) There are many mountains.
d) There are many flatlands and mountains in Belarus.
7. The most significant natural resources are
a) oils; c) salts;
b) ore; d) gold.
8. Energy resources ...
a) ... can completely provide the total requirements of the economy.
b) ... can only provide for 12% of the total requirements of the economy.
c) ... can't provide the total requirements of the economy at all.
d) ... can provide 15% of the total requirement of the economy.
9. The climate in Belarus is
a) subequatorial; c) subtropical;
b) moderately continental; d) continental.

10. Rivers belong to the basin of
a) Baltic and Black Sea; c) Arabian and Red Sea;
b) Baltic and White Sea; d) Mediterranean Sea.
11. Agricultural lands occupy
a) 5%; c) 45%;
b) 36%; d) 15%.
12. Forests account for ... of the Republic's territory.
a) 36; c) 40;
b) 38; d) 45.
13. The indigenous Belarusian nation constitute more than ... of the entire population.
a) $\frac{1}{5}$; c) $\frac{3}{5}$;
b) ? ; d) ? .
14. More than ... species of plants which are protected on the national scale entered into the Red Book of the Republic of Belarus.
a) 250; c) 245;
b) 200; d) 210.
15. The Convention on Biodiversity was signed in ... by the leaders of more than 150 states and Governments of the world.
a) Minsk; c) Warsaw;
b) Berlin; d) Rio de Janeiro.

Unit Two: Administrative and Territorial Structure of the Republic of Belarus.

Grammar: The Category of Voice. The Use of the Active Voice.

Rules.

The Category of Voice.

Voice is the grammatical category of the verb denoting the relationship between the action expressed by the verb and the person or non-person denoted by the subject of the sentence. There are two main voices in English: **the Active Voice** and **the Passive Voice**.

The Active Voice indicates that the action is directed from the subject or issues from the subject, thus the subject denotes the doer (agent) of the action:

The doctor gave him a prescription.

A sentence containing a verb in **the Active Voice** is called an active construction, especially when opposed to the passive construction.

The subject of an active construction denotes *the agent (doer) of the action*, which may be a living being, or any source of the action (a thing, a natural phenomenon, an abstract notion).

The object of an active construction denotes *the receiver* of the action.

The definition of **the Active Voice** given above can be applied to many cases without any special reservations.

e.g. *"I deny that", said Joan*

We know you've been cheating us.

Why have you done this?

Mary was living then in a hostel for women students. Later on she moved into her little flat.

Harold who had been opening his letters, now bore down on the conversation.

Yet there are cases when, owing to the lexical character of the verb the subject of the active construction cannot be regarded as the doer of the action. Thus in the following examples the subject of the sentence is rather a sufferer, a victim than the doer of the action.

"Why can't you leave me alone?" she cried. "I've lost everything that made life lovely to me."

He chanced soon after his arrival to go to a party.

He broke out into a sweat.

It is possible to say that in the above cases there is a discrepancy between the grammatical form, which is active, and the lexical meaning of the verb.

With some polysemantic verbs, depending on their respective meaning, the subject of the active construction is sometimes the agent (a) and sometimes the sufferer, the victim of the action (b).

- e.g. a) *She led Basil up a step and into a living-room.* b) *Some steps led down to the water.*
 You took good care to burn the letter. *The lamp still burnt dimly and all was as before.*
 She closed the door softly and went straight to the telephone. *The door had closed and there was silence in the large sunlit room.*

In the sentences under (a) there is no discrepancy between the form and the meaning of the verb: the verb is in the Active Voice and the subject of the sentence is the doer of the action. In the sentences under (b) the form of the verb is active but it has passive meaning. In these examples the verbs under (a) are used in their transitive meaning, while the ones under (b) are intransitive.

Moreover, the same discrepancy between form and meaning may be found when the verb is transitive in both cases.

- e.g. a) *He broke a branch.* b) *He broke his leg.*

Despite the difference in meaning, all the above examples must be recognized as **the Active Voice** since the form of the verb is active: grammatically the subject is represented as active because it is the agent of the action expressed by the predicate verb.

Note. That means that the definition of **the Active Voice** is to be interpreted in a purely grammatical sense and not from the point of view of the lexical meaning of the verb or from the point of view of the relations existing in real life.

The Use of the Active Voice.

The Indefinite (Simple) Tenses.

The Indefinite forms merely show that the action takes place in the present, past or future. The form of the verb gives no indication as to its duration or completion.

| Time | Affirmative | Interrogative | Negative |
|---------|--|--|---|
| Present | I work You work He } works She } It } We } work You } They } | Do I work? Do you work? Does { he work? she it Do { we work? you they | I do not (don't) work. You do not (don't) work. He } does not (doesn't) work. She } It } We } do not (don't) work. You } They } |
| Past | I } worked You } He } went She } It } We } You } They } | Did { I work? you he she it go? Did { we you they | I } did not (didn't) work. You } He } did not (didn't) go. She } It } We } You } They } |
| Future | I shall / will work You } will work. He } She } It } We shall / will work You } will work. They } | Shall / will I work? Will { you work? he she it Shall / will we work? Will { you work? they | I shall not / will not (shan't / won't) work. You } will not (won't) work. He } She } It } We shall not/will not (shan't/ won't) work. You } will not (won't) work. They } |

❖ **The Present Indefinite** is used:

- to talk about things in general, to give a general characteristic to a person or thing denoted by the subject.

I come from the Republic of Belarus.

I live in Vitebsk.

- to talk about habitual or repeated actions (with adverbs or adverbial phrases: **always, usually, sometimes, often, seldom, generally, occasionally, frequently, every week/ year, twice a day / a month, rarely, from time to time, as a rule, etc.**)

Most evenings my parents stay at home and watch TV.

It often rains in summer.

- to express a general truth; a statement of fact.

The River Amazon flows into the Atlantic Ocean.

Summer follows spring.

- to talk about fixed future events (timetables, calendar).

The meeting starts at 6 o'clock.

Our train leaves in an hour.

- to give instructions.
*You **turn** left at the corner.*
*First you **weigh** the ingredients.*
- in demonstrations, descriptions, step-by-step explanations, observations, commentaries.
*Here **are** some important dates in the history of space travel:*
*1957. The Russians **send** a rocket into space and Sputnik 1.*
*1961. Yuri Gagarin **becomes** the first man in Space.*
*1969. The Americans **put** a man on the Moon.*
- It is often used in newspaper headlines.
*People **Say** No to Terrorism.*
*Doctors **Warn** Government over Speed of NHS Change.*
- with the verbs referring to *thinking, liking or disliking, possession, perception, wish, being* instead of Present Continuous: **know, understand, believe, doubt, like, love, hate, remember, seem, belong, mean, want, wish, see, hear, prefer, have, etc.**
*I **don't** understand what you **mean**.*
*I **hate** getting up early in the morning.*

❖ **The Past Indefinite** is used:

- to talk about a past event which took place at a definite point in time.
*We **went** to the theatre last night.*
*Why **didn't** you **phone** me on Friday?*
*Shakespeare **died** in 1616.*
- to describe past states, habits or regular events.
*She always **carried** an umbrella in her handbag.*
*He **got up** at 7 every morning to go to his work.*
- to narrate events in sequence.
*He **came in**, **took off** his coat and **opened** the window to air the room.*
*When I **arrived** at the railway station I **went** to the booking office and **bought** a ticket.*
- to report statements and questions.
*He **said** that he **was** a stranger.*
*She **asked** if I **knew** her brother.*

❖ **The Future Indefinite** is used:

- to make a statement of a future fact or a prediction about the future.
Tomorrow's program will be very interesting.
In the future, machines will do many of the jobs that people do today.
- to express hopes, thoughts, expectations about the future.
I think it'll rain tomorrow.
I expect they'll be here at around 10 o'clock tomorrow morning.
- to express a sudden decision or intention to do smth.
"I'm going shopping." – "Oh, are you? I'll come with you, then."
"There isn't any bread left." – "Oh, I'll buy some."
- to express willingness, promise, offer, request, threat, refusal.
I'll look after the children.
I won't listen to any more of this nonsense.
- to make formal announcement of future plans and to present weather forecast.
The President will deliver his message in a week.
Snow will continue throughout the week.
- to ask for advice, suggestions, instructions and to make offers or suggestions.
Shall we take a taxi?
What shall I do?
- to speak about future habitual action.
Spring will come again and birds will build their nests.

The Continuous (Progressive) Tenses. (be + the Present Participle (V-ing))

The Continuous forms denote actions in progress at the present moment or at a given moment in the past or future.

| Time | Affirmative | Interrogative | Negative |
|----------------|---|--|---|
| Present | I am working. You are working. He } is working. She } It } We } are working. You } They } | Am I working? Are you working? Is { he she it } working? Are { we you they } working? | I am not working. You are not (aren't) working. He } is not (isn't) working. She } It } We } are not (aren't) working. You } They } |
| Past | I was working. You were working. He } was working. She } It } We } were working. You } They } | Was I working? Were you working? Was { he she it } working? Were { we you they } working? | I was not (wasn't) working. You were not (weren't) working. He } was not (wasn't) working. She } It } We } were not (weren't) working. You } They } |
| Future | I shall/ will be working. You will be working. He } will be working. She } It } We shall/ will be working. You } will be working. They } | Shall/ will I be working? Will you be working? Will { he she it } be working? Shall/ will we be working? Will { you they } be working? | I shall not (shan't)/ will not (won't) be working. You will not (won't) be working. We shall not (shan't)/ will not (won't) be working. You } will not (won't) be working. They } |

❖ The Present Continuous is used:

- to talk about something which is in progress at the moment of speaking.

You can switch off the TV. I'm not watching it.

"What are you doing here?" – "I'm waiting for my friend."

- to talk about something which is in progress around the present, but not necessarily at the moment of speaking (often with the words: **these days, this week, today, this evening, this month**, etc.)

Please, don't take that book. Ann is reading it.

Tom is spending a lot of time in the library these days, as he's writing an article.

- to talk about situations which are changing or developing around the present.

*Computers **are becoming** more and more important in our lives.
Your English **is getting** better.*

- for emotional colouring of actions (annoying habits, praise, blame, impatience, etc.) with the words: **always, all the time, constantly.**

*You **are always finding** fault with me.
She **is constantly losing** things.*

- for a definite arrangement in the near future, for a future intention or planned actions.

*We **are spending** Christmas in London.
I'm **meeting** Janet later this evening.*

❖ The Past Continuous is used:

- to express an activity happening at a particular time in the past.

*Between 10 and 11 this morning I **was reading**.
I saw you yesterday evening. You **were waiting** for a bus.*

- to talk about temporary actions in progress in the past.

*I **was living** abroad in 1987.
In May of last year I **was studying** hard for my final exams.*

- to talk about actions which were in progress when something else happened.

*When she got home, the children **were sleeping**.
We **were watching** TV when the phone rang.*

- to talk about actions in progress at the same time.

*While I **was reading**, my sister **was playing** the piano.
While they **were discussing** the itinerary, I **was packing** the suitcases.*

- to give background to an event.

*I looked out of the window. It **was raining**.
It was a warm summer day. The sun **was shining** and the birds **were singing**.*

- to talk about repeated actions that happened too often.

*In those days he **was always borrowing** money and **forgetting** to pay it back.
When I worked here I **was always making** mistakes.*

❖ The Future Continuous is used:

- to describe an action or event which will be going on at a definite moment in the future.

*Don't phone me at 8.00. I **ll be doing** my homework then.*

What will you be doing this time next week?

- to describe an activity or state that covers the whole of a future time period.

I'll be watching TV all evening.

The Browns will be staying at my place all weekend.

- to describe a future event which is a part of regular routine.

I'll be working at home tomorrow. Call me at any time you want.

He'll be passing the post-office on his way home from work.

- to speak about planned actions or to ask about somebody's plans, especially if you want something or want them to do something.

I'll be going to the city centre later. Can I get you anything?

"Will you be using your bicycle this evening?" – "No, you can take it."

- to express an action that will occur in the natural course of events, independently of the will or intention of anyone directly concerned.

Hurry up! The bus will be leaving any minute.

I'll be seeing him at the university. He never misses lectures.

The Perfect Tenses.
(to have + the Past Participle (Participle II))

The Perfect forms denote the actions completed before the present moment (and connected with it) or before a definite moment in the past or future.

| Time | Affirmative | Interrogative | Negative |
|---------|---|---|--|
| Present | I have written. worked. | Have I written? worked? | I have not (haven't) written. worked. |
| | You have written. worked. | Have you written? worked? | You have not (haven't) written. worked. |
| | He } has written. She } worked. | Has { he } written? she } worked? | He } has not (hasn't) written. She } worked. |
| | It } We } have written. You } worked. | Have { we } written? you } worked? | We } have not (haven't) written. You } worked. |
| Past | I } You } He } She } It } had written. worked. | Had I } you } he } she } it } written? worked? | I } You } He } She } It } had not (hadn't) written. worked. |
| | We } You } They } | we } you } they } | We } You } They } |
| | I shall/ will have written. worked. | Shall/ will I have written? worked? | I shall/ will not have written. worked. |
| | You will have written. worked. | Will you have written? worked? | You will not have written. worked. |
| Future | He } will have written. She } worked. | Will { he } have written? she } worked? | He } will not have written. She } worked. |
| | It } We shall/ will have written. worked. | Shall/ will we have written? worked? | We shall/ will not have written. worked. |
| | You } will have written. They } worked. | Will { you } have written? they } worked? | You } will not have written. They } worked. |
| | | | |

❖ **The Present Perfect** is used:

- to show a connection in the speaker's mind between the past and the present.

This occurs by

- referring to something that started in the past and is continuing now. **The Present Perfect** is used instead of **the Present Perfect Continuous** to denote more permanent states with **for** and **since**. **The Present Perfect** is also used with the verbs not admitting the continuous form.

We've worked here since 1999.

I've known him for 20 years.

The Present Perfect is used instead of **the Present Perfect Continuous** in negative sentences with the preposition **for**.

She hasn't written to me for years.

- describing something that happened, when the period of time that we are referring to has not finished.

I've read two books this week.

We've seen him twice today.

- to express an experience that happened at some time in one's life. The action is in the past and finished, but the effects of the action are still felt.

I've been to the States.

She's written poetry, children's stories and biographies.

They've bought a new car.

- to describe something that happened recently, often when giving "news".

I've lost my book.

The Prime Minister has arrived in Australia.

- this tense is frequently used with the certain words: **just, yet, already, never, ever, lately, since, for, recently, so far, before**, etc.

She has already left.

He's just gone out.

Note. The Past Indefinite is used with **just now**.

He came just now.

- for situations that exist for a long time (especially if we say **always**) and this situation still exists now.

My father has always worked hard.

I have always been fond of music.

❖ **The Past Perfect** is used:

- to express an action that happened before a certain moment in the past. The moment may be indicated by another past action expressed by a verb in **the Past Indefinite** or by adverbial phrases, such as **by five o'clock, by Sunday, by the end of the year, by that time**, etc. With these phrases **the Past Perfect** does not denote priority but only the completion of action.

I arrived at midday to give Nick a lift but he had already left to catch his train.

He did not want to go to the cinema because he had seen the film on TV.

- for the earlier of the two past events in time clauses with conjunctions **when, till, until, as soon as, before, after** if we need to make a time distinction between two past events.

*As soon as they **had finished** breakfast the children went out to play.*

*He didn't leave the house until he **had checked** that all the windows were closed.*

- **The Past Perfect** is frequently used (like the **Present Perfect**) with the adverbs **never, already, just, yet, still, before, since, for**.

*When he got there the meeting **had just started**.*

*She wanted to visit London very much because she **had never been there before**.*

- **The Past Perfect** is used in reported speech.

*She said she **had sent** the telegram.*

*I added that he **had acted** stupidly.*

- **The Past Perfect** is usually used with adverbs **hardly (scarcely) ... when, no sooner ... than**. Very often the inverted word-order is used with these adverbs for emphasis.

***I had scarcely entered** the room when the telephone rang.*

***Scarcely had I entered** the room when the telephone rang.*

❖ **The Future Perfect** is used:

- to denote an action that will be completed before a definite time in the future. It is normally used with a time expression beginning with **by: by that time, by then, by the end of next year, not ... till, until, etc**.

***I'll have written** the report by tonight.*

***Don't phone after 11.00** because **I'll have gone** to bed by then.*

- instead of **the Future Perfect Continuous** with verbs not admitting the Continuous form.

***By the time you come back, he'll have been** here for two hours.*

Note: only **the Future Perfect** is used for a completed action in future when quantity is mentioned.

***By the end of my university course I'll have attended** 1,200 lectures.*

The Perfect Continuous (Progressive) Tenses.
(to have been + the Present Participle (V-ing))

The Perfect Continuous forms denote actions in progress, the duration of which before a definite moment in the present, past or future is expressed.

| Time | Affirmative | Interrogative | Negative |
|---------|--|--|--|
| Present | I have been working. You have been working. He } has been working. She } It } We } have been working. You } They } | Have I been working? Have you been working? Has { he } been working? { she } { it } Have { we } been working? { you } { they } | I have not been working. You have not been working. He } has not been working. She } It } We } have not been working. You } They } |
| Past | I } had been working. You } He } She } It } We } You } They } | Had { I } been working? { you } { he } { she } { it } Had { we } been working? { you } { they } | I } had not been working. You } He } She } It } We } You } They } |
| Future | I shall/ will have been working. You will have been working. He } will have been working. She } It } We shall/ will have been working. You } will have been working. They } | Shall/ will I have been working? Will you have been working? Will { he } have been working? { she } { it } Shall/ will we have been working? Will { you } have been working? { they } | I shall/ will not have been working. You will not have been working. He } will not have been working. She } It } We shall/ will not have been working. You } will not have been working. They } |

❖ **The Present Perfect Continuous** is used:

- to express an activity throughout the recent period (often with **all** + time references: **all day / all night**).

I've been working all day.

They've been listening to the music all morning.

- to express a past activity which has caused a present result.

"Why are your eyes red?" – "I have been crying."

"You look tired." – "I have been working in the garden."

- with **since** (denoting the starting point of the action), and **for** (denoting the whole period of duration), with **how long** to refer to an activity

which started in the past and continues up to the present and possibly into the future. If the conjunction **since** introduces a clause, the verb in this clause is in the **Past Indefinite**.

"How long have you been writing your course paper?" – "Two months."

Ever since I saw you last I have been thinking of your proposal.

- Some verbs like **learn, lie, live, rain, sit, sleep, stand, study, wait, work, travel, play**, etc. naturally suggest continuity and are often used in the **Present Perfect Continuous**.

I have been playing tennis since childhood.

How long have you been sitting here?

- to express repeated actions over a period of time.

I'm annoyed. He has been phoning me every night for a whole week.

- to express complaints.

The room stinks. Someone has been smoking in here.

❖ **The Past Perfect Continuous** is used:

- to express an action, which had been in the progress before a definite moment in the past and was still going on at that moment.

I had been reading for about an hour when he came.

When the actress arrived, a crowd had been waiting for several hours to greet her.

- to denote an action which was no longer going on at a definite moment in the past, but which had been in progress not long before.

He was tired. He had been repairing the roof of the house.

❖ **The Future Perfect Continuous** is used:

- to express an action which will begin before a given moment in the future, will be going on over a period of time to that moment and will be going on at that moment or will finish by a certain point in future.

By next year my mother will have been teaching English for twenty years.

I'm sure, we'll have been living in this old house for years before we buy a new one.

But if we mention the number, or divide this action in any way, we must use the **Future Perfect**.

By the end of the year my coach will have trained more than one hundred sportsmen.

He will have been training them for twenty years by that time.

Exercises.

Exercise 1. Comment on the use of the italicized tense forms in the following sentences.

1. The best-known Indo-European language family *represents* about 1.6 billion people and *includes* most of the languages of Europe, northern India and several languages of the region in between.
2. *I'll be going* to the shops on my way from work and can get you some bread and cheese.
3. When I was a child I usually *went* to bed at 9.
4. *I'll have been working* for this company for forty years by the end of March, and I deserve a complete rest.
5. *I'm writing* this letter while the children *are playing* in the garden.
6. He went to bed after he *had read* the newspaper from beginning to end.
7. Since I've *known* you, you've always *been* a workaholic.
8. They *were* constantly *leaving* their teacups unwashed!
9. My eyes were getting tired. I *had been reading* for two hours. I decided to make a break.
10. *I shall have written* the essay by tomorrow.
11. I don't think *I'll go out* tonight. I'm too tired.
12. *I have been trying* to improve my English accent for three years.

Exercise 2. You are visiting your grandmother after your returning from the Republic of Belarus. She can't hear very well, and she sometimes gets confused. Complete her questions.

- | | |
|---|-----------------------------|
| 1. The Republic of Belarus lies in the heart of Europe, at the cross-roads of trade routes from West to East and from North to South. | Pardon? Where? |
| 2. To visit Belarus, foreigners need a valid passport and a visa. | I'm sorry? What? |
| 3. The Republic of Belarus consists of six regions: Brest, Vitebsk, Gomel, Grodno, Minsk, Mogilev. | Oh! How many? |
| 4. People began to populate the territory of Belarus from the Middle Paleolith (100-40 thousand years B.C.) and the first settlements emerged 27-24 thousand years ago. | Pardon? When? |
| 5. About one sixth of the Belarusian population lives in the city of Minsk, the capital of Belarus. | I'm sorry? Where? |
| 6. The national currency of Belarus – the Belarusian rouble, appeared in 1992. | Really? When? |
| 7. Nature has generously provided Belarus with natural resources, such as primeval forests, clear rivers, mirror-like lakes, plenty of birds and animals. | Is it true? What? |

| | |
|---|-------------------------------------|
| 8. The nature of Belarus has suffered much from the nuclear catastrophe that took place in Chernobyl in 1986. | Oh! But where? |
| 9. Nowadays numerous charitable funds and associations are doing a lot to provide the people living in the contaminated areas with the proper medical treatment and recreation in summer in this country and abroad. | I'm sorry? For what purpose? |
| 10. The first musical festival "Slavyansky Bazaar" was opened in Vitebsk on July, 15, 1992. Since that time every year Vitebsk has been meeting singers, composers, dancers, artists from different countries of the world. | Pardon? Since what time? |
| 11. Showmen and participants of "Slavyansky Bazaar" often highlight that the Vitebsk audience is the best in the world: it is the most exacting, but at the same time the most pleasing and well-wishing public. | Do they? But why? |
| 12. Belarus is active on the international arena. Together with representatives of other peace-loving countries the envoys of Belarus are struggling for implementing a policy that answers the basic interests of all nations of the world, for their peace and security, co-operation and friendship. | Is it true? What? |

Exercise 3. Use the positive or negative form of the Present Simple according to the context.

| | |
|--|-------------|
| 1. Peter finds life in Paris a bit difficult. He _____ French. | _____ speak |
| 2. We live quite close to our university, so we often _____ there. | _____ walk |
| 3. I think my sports kit is a bit dirty. This shirt _____ a good wash. | _____ need |
| 4. They've got four cats and two dogs. They _____ animals. | _____ love |
| 5. What's the matter? You _____ very happy. | _____ look |
| 6. Don't try to use that lamp. It _____. | _____ work |
| 7. I hate telephone answering machines. I _____ talking to them. | _____ like |
| 8. Helen is good at badminton. She _____ every game. | _____ win |
| 9. Tom is very sociable. He _____ lots of people. | _____ know |
| 10. We've got plenty of chairs. We _____ any more. | _____ want |
| 11. My sister is very emotional. She often _____ at sad films. | _____ cry |
| 12. "Owl" people are night-time people. They are active in the evening and at night. They _____ to get up early. | _____ like |

Exercise 4. Express the idea of the following by using suitable proverbs and sayings with the Present Indefinite Tense form of the verb predicate. Consult the reference list below.

1. One likes a person better when one has been away from him for a long time; one forgets the less attractive things about a person.
2. To profit from or take advantage of something while one has the chance.
3. Being cheerful helps a person to forget his troubles and worries.
4. A person's worth should be measured by his actions not by what he seems to be; a person is good if he is good to others.
5. The person who is so careful that he never makes a mistake is unlikely to achieve anything of real value.
6. A sharp tongue wounds. If you do not wish to hurt people's feelings, do not speak too harshly.
7. The person who knows how to wait patiently rather than hastily attempts to fulfill his desires will be rewarded in the end by getting all that he wishes for.
8. Bad news nearly always reaches us more quickly than good news.
9. It is the end that matters, making up for previous failures and disappointments.
10. Only by doing a thing again you can attain an efficiency.
 - a) laughter is the best medicine;
 - b) handsome is as (that) handsome does;
 - c) the tongue is not steel, yet it cuts;
 - d) everything comes to him who waits;
 - e) make hay while the sun shines;
 - f) all's well that ends well;
 - g) bad news travels fast;
 - h) practice makes perfect (custom makes things easy);
 - i) he who makes no mistakes makes nothing;
 - j) absence makes the heart grow fonder.

Exercise 5. Give the reason why somebody didn't do it.

| | |
|---------------|--|
| Model: | - Why didn't you phone me on Tuesday? (be away) - I didn't phone you on Tuesday because I was away. |
|---------------|--|

1. Why didn't they eat anything? (not/be hungry).
2. Why didn't your friend go to the university yesterday? (not/be very well).
3. Why didn't she visit our university museum last week? (be very busy).
4. Why didn't they come to the party? (be short of time).
5. Why didn't you go for a walk yesterday? (be very tired).

6. Why didn't he participate in the international scientific conference held at our university yesterday? (not/read the announcement).
7. Why didn't she come for her classes in time? (oversleep).
8. Why didn't she eat chocolates? (have a bad toothache).
9. Why didn't you help your friend yesterday? (have no spare time).
10. Why didn't your roommate make her breakfast? (be in a hurry).
11. Why didn't you see that new film on Monday evening? (feel too exhausted).
12. Why didn't he want to go to the concert with us? (decide to stay in and play computer games).

Exercise 6. Use the Future Simple

- a) to make your predictions about the future concerning the following:
 1. people in 100 years' time
In 100 years' time there **will be** a lot more people than there are now.
 2. the climate in the next few years
(get milder)
 3. the ozone layer
(become thinner)
 4. traffic in big cities of the Republic of Belarus
(get much heavier)
 5. trains and buses in the near future
(offer more comfort)
 6. fast food
(people/reject – become more health-conscious)
- b) to express a spontaneous decision, offer or promise in the response.
 1. It's getting chilly in the room. – Is it? I'll **turn** on the heater.
 2. I have a splitting headache. – I ... (get) you an aspirin.
 3. I need to go to the airport tomorrow morning. – That's no problem. I ... (give) you a lift.
 4. I feel awful. – Oh, I ... (call) the doctor right away.
 5. I'm dying of thirst. – I ... (go and fetch) mineral water.
 6. The guests are coming in half an hour. – Oh, are they? Then I ... (lay) the table.
- c) to express a warning about the consequences of people's actions.
 1. You smoke too much. You **will** ruin your health.
 2. Why do you stay up late every night? You (feel exhausted) very soon.
 3. You are working too much on the computer. You (spoil) your eyesight.

4. Look! Your car has bald tyres. You (get into an accident).
5. Some students don't learn new theoretical material thoroughly. They (not/do well) at the exam.
6. You eat too many sweets. You (not/get slimmer).

Exercise 7. Put the verbs in brackets into the Present, Past or Future Continuous.

1. Right now I (look) at the blackboard.
2. It (rain) from five to seven yesterday.
3. "What they (talk) about?" – "I think they (discuss) the results of their English test."
4. They (watch) television from eight o'clock till midnight next Saturday.
5. Sam is at the library. He (sit) at the table. He (write) a composition. He (use) a dictionary to look up the spelling of some words.
6. He (walk) downstairs, when I saw him.
7. What your family (do) at this time tomorrow?
8. When you phoned yesterday, I (sleep) already.
9. "What you (wait) for?" – "I (wait) for the shop to open."
10. When I get up tomorrow morning, the sun (shine), the birds (sing), and my roommate still (lie) in bed fast asleep.
11. Peter (look) through the newspapers, while Ann (cook) supper.
12. This time next month I (sit) on a beach.

Exercise 8. Use the Present Perfect of the verbs in the box below to emphasize the effect of the result of a past action for the present. Show that someone is pleased (glad, happy, etc.) or disappointed (upset, unhappy, etc.) because he/she has managed or failed to do something.

Model:

Paul is happy because he **has passed** his exams successfully.
Mary is upset because she **has lost** her passport.

lose an umbrella; sprain one's ankle; tear a new shirt; stain the carpet; break one's leg and be hospitalized; give up smoking; write a good essay; buy English-Russian medical dictionary; join the English club; pass a driving test; enter the University; win a prize; rent a good flat; put his/her glasses down somewhere; make an excellent report at the students' scientific conference.

Exercise 9. Combine the following sentences using the Past Perfect. Use the conjunctions *when, after, before, where* necessary.

Model 1:

She took some pictures of Minsk. She showed us the pictures.
She showed us the pictures she **had taken** in Minsk.

Model 2:

Everybody went to bed. I came home.
When I came home, everybody **had gone** to bed.

1. They saw a play at the Yakub Kolas National Academic Theatre. Then they discussed it.
2. He failed the examination twice. He gave up hope of passing it.
3. The militiaman stopped her. She crossed the street in the wrong place.
4. Ann prepared a delicious meal for her guests. They all enjoyed it.
5. He wrote a letter. Then he went to post it.
6. I threw out all the old newspapers and magazines. I could arrange my new books nicely on the shelf.
7. He finished his work. Then he went to bed.
8. The football match began. We reached the stadium.
9. The guests left. I started tidying up.
10. The children did their homework. Their mother allowed them to watch TV.
11. He left his passport behind. He couldn't find the passport.
12. She lost her textbook somewhere. She couldn't return the textbook to the university library.

Exercise 10. Complete the following sentences using the Future Perfect Tense.

1. He has bought this computer on credit. He ... (pay) all the money by the 21st of August.
2. He is still a student, but by this time next year he ... (graduate) from the university.
3. We ... (finish) these grammar exercises by 10 o'clock.
4. I forgot to ask a neighbour to look after the plants while we're away on holiday! When we get home they all ... (die).
5. The train ... (leave) before we reach the station.
6. If I continue with my diet I ... (lose) 10 kilos by the end of the month.
7. By the end of the term I ... (read) all twelve volumes.
8. He lives so extravagantly that by next year he ... (spend) all the money his father left him.
9. By the time you get there all the guests ... (come).
10. By the end of June I ... (pass) my summer examinations.

11. In two weeks she ... (end) her lecture-tour.
12. I hope that when I call you, you ... (return) from work.

Exercise 11. Roleplay the following situation to use the Present Perfect Continuous in connected speech.

Imagine that while living in the university hostel you are not happy about the behaviour of some students there. Share your complaints with your groupmates.

make loud noises like hammering, etc. early in the morning on Saturdays and Sundays;
leave rubbish in the corridors;
draw graffiti on the walls;
play loud music;
bang doors till late at night;
not/wash up after meals and leave dirty dishes in the basin;
take your cassettes and CDs without permission;
not/tidy their rooms up;
leave their things around;
always watch TV especially at night;
leave their teacups unwashed;
always tell lies.

Exercise 12. Use the Past Perfect Continuous.

1. She (study) English for two years before she got this job.
2. I (wait) for an hour and a half when my friend finally arrived.
3. We (sit) in the cafe for half an hour until the rain stopped.
4. I couldn't drive to work because my sister (use) my car for a month and something was wrong with it.
5. My roommate (look for) her copy-book the whole morning before she found it under the books on the table.
6. My father gave up smoking a year ago. He (smoke) for 30 years.
7. At last the bus came. I (wait) for 20 minutes at the bus-stop.
8. I (repair) my car for two hours before it started raining.
9. Ann's eyes ached because she (use) the computer all day long.
10. The children were happy. They (swim) in the pool for a long time.
11. It was midnight. I (study) for five straight hours. No wonder I was getting tired.
12. We (play) football for an hour before there was a terrible storm.

Exercise 13. Complete the following sentences using the Future Perfect Continuous in the prompts given in brackets.

| | |
|---------------|--|
| Model: | <ul style="list-style-type: none"> - By next year _____ (we/ live/ in/ this city/ for/ twelve years) - By next year we'll have been living in this city for twelve years. |
|---------------|--|

1. By the time the guests arrive _____ (I/ cook/ for/ a few hours).
2. He's never going to stop talking. In fifteen minutes _____ (we/ listen/ to/ his lecture/ for/ three hours).
3. By the end of next year _____ (Professor Ivanov/ teach/ for/ twenty five years).
4. By the first of September _____ (I/ study/ English/ for/ ten years).
5. She will need a rest. _____ (She/ work/ all day long).
6. By the time you come back _____ (I/ write/ my/ scientific/ report/ for/ several hours/ already).
7. By this time tomorrow _____ (I/ travel/ for/ ten hours).
8. By the end of my business trip _____ (I/ stay/ in/ this hotel/ for/ two weeks).
9. This morning I came to class at 9.00. Right now it is 10.00, and I am still in class. I have been sitting at this desk for an hour. By 11.00 _____ (I/ sit/ here/ for/ two hours).
10. Do you realize that on March, 15 _____ (you/ repair/ our/ car/ for/ three months?)
11. Before the tourists leave home _____ (they/ admire/ the beauty/ of/ Belarus/ for/ two weeks).
12. Before I defend my course paper _____ (I/ write/ it/ for/ two months).

Exercise 14. Test yourself. Put the verbs in brackets into the correct tense forms.

1. In the 12th-18th centuries the most popular genres of fine arts in Belarus (be) frescos, icon and portrait painting.
2. No sooner spring (come) than everybody (take off) heavy winter clothes.
3. At last I (write) the letter I (try) to write for weeks.
4. Nowadays children (start) using computers very early, and they (spend) hours and hours at their personal computers or at computer clubs.
5. Body-art (be) one of the oldest and the most exotic arts. It (originate) from the Stone Age. Year after year body-art (become) more and more popular in the civilized world.

6. In 1909 Mark Chagall (meet) Bella Rosenfeld, a daughter of a rich jeweller from Vitebsk, and (fall) in love with her.
7. Once or twice a month I (get) letters from my parents. But last month I (not get) any letters from them and I (be) worried.
8. I (return) home at 5 p.m. yesterday. By that time my brother (pack) already our things and (wait) for me.
9. It (be) her first visit to the Republic of Belarus. She (not be) here before.
10. We (have) supper when my elder sister (return) from the university.
11. She (be) very absent-minded. She (lose) constantly things.
12. This time tomorrow everyone (read) of your success and all sorts of people (ring up) to congratulate you.
13. The students (write) the test almost for two hours.
14. "I (not feel) well enough to go to the station to meet my friend." – "I (meet) him for you. But how I (recognize) him?"
15. She (look) tired. I (think) she (read) at night again.
16. Nina (speak) a lot on the telephone. At the moment she (speak) with her boyfriend. They (speak) for an hour already.
17. Since prehistoric times, people (put) wastes in water and (cause) smoke by burning fuel. But early people (not live) crowded together, and they (have) no pollution-causing machines.
18. One of the best-known codes (be) the Hippocratic oath, in which the Greek physician Hippocrates (pledge) the medical profession to the preservation of life and the service of humanity.
19. By the end of July I (live) in the town of Vitebsk for a year already.
20. We (pass) all the exams by three o'clock tomorrow.
21. My photograph album (be) full of photographs of people whose names I (forget) completely.
22. His fingers (be) very brown. And no wonder, he (smoke) since childhood.
23. She (read) an interesting scientific article in the reading-hall of our university library at present.
24. "Whom you (talk) to on the phone as I (come in)?" – "I (talk) to my friend."

Written assignment.

Exercise 15. Write a letter to your parents (relatives) describing:

- your daily routine;
- your new friend(s);
- your way of life here for the past few weeks;
- the arrangements you will make for your birthday party to celebrate it with your friends here in Belarus;

informing them about:

- the latest news at the university;
- your intentions and plans for the future.

Jokes, Laughs, Smiles

"He **is** a very good talker," **said** the man in the shop when he **sold** me the parrot. But when I **brought** the parrot home, it **did not say** a word. So I **decided** to teach it. I **began** with "Hallo." I **thought** that the word **wasn't** difficult and the parrot **could** learn it easily.

"Hallo, hallo, hallo, hallo!" **said** I standing in front of the parrot and speaking very loudly. The parrot **put** its head under its wing and **said** nothing.

"Hallo, hallo, hallo" I **shouted**, becoming more and more angry.

At last the parrot **looked up**.

"Number engaged", it **said** crossly, and **put** its head back.

The professor **tapped** on his desk and **shouted**:

- "Gentlemen, order!"
- The entire class **yelled**:
- "Beer!"

- I spent the whole month teaching my dog Spot to let me know by barking when he wants to eat.
- And what of it?
- Now he **won't eat** before I bark.

One day one of Mary's little friends came to see her. She found the girl playing with her new housekeeping set.

"**Are you washing** dishes?" asked the friend.

"Yes, I am," replied Mary, "and I'm **drying** them, too, because I'm not married yet."

One of the guests turned to a man by his side and criticized the woman who **was singing**.

"What a terrible voice! Do you know who she is?"

"Yes", was the answer. "She is my wife."

"Oh, I beg your pardon. Of course, her voice isn't bad, but the song is very bad. I wonder who wrote that awful song?"

"I did."

Mr. Smith **has** recently **bought** a very nice dog and is proud to demonstrate his good points to a friend. "It's a very good dog," he said. "No car or beggar can come near the house without the dog's letting us know about it."

"What does he do?" asked Mr. Smith's friend. "Does he bark the house down?"

"Not at all," was the answer. "The dog creeps and hides himself under the armchair."

This happened in America. Mr. Adams came home after a hard day's work and found Mrs. Adams in tears.

- "What's the matter, darling?" – he asked.
- "Frank's **broken** the window in the sitting-room and his marks at school **haven't improved** at all. I've **spoken** to his teacher and he thinks something must be done about it. He's **been doing** very badly indeed.
- "Frank, you, bad boy!" – shouted Mr. Adams, looking angrily at his son.
- "When George Washington was your age he was top of his class!"

Frank looked up and answered:

- "And when George Washington was your age, dad, he was President of the United States of America".

Two middle-aged friends **haven't seen** each other for ages. One of them **has become** particularly thin, the other very fat. At first they don't recognize each other. At last one exclaims, "Why! Bless my soul! It's Dick! I am sure you **have been fasting** ever since I saw you last." "As for you", replies the other, "I am afraid you **have been doing** nothing but **eating** ever since."

It happened many years ago ...

One evening there was thick fog in London. Mr. Scott was driving home. He couldn't see anything in the fog. In front of him there was another car, but Mr. Scott could only see its lights. He followed the lights for some time. Then suddenly – Crash! Mr. Scott **had driven** into the car in front of him. He jumped out of his car angrily. "Why did you stop? Why did you switch the

lights off?" he asked the woman in the other car. "Because this is my garage."

Vocabulary learning.

Exercise 1. Read the following international words and compare them with the corresponding Russian ones:

| | |
|-----------------|------------------|
| republic | республика |
| differentiation | дифференциация |
| characteristic | характерный |
| natural | натуральный |
| geographical | географический |
| component | компонент |
| chemical | химический |
| industry | индустрия |
| climatic | климатический |
| ecological | экологический |
| specialization | специализация |
| administrative | административный |
| territorial | территориальный |
| political | политический |
| identity | идентичность |
| chronicle | хроника |
| export | экспорт |
| strategic | стратегический |
| company | компания |
| transport | транспорт |
| resources | ресурсы |
| sector | сектор |
| unique | уникальный |
| radiation | радиация |
| dominate | доминировать |
| rehabilitation | реабилитация |
| material | материал |
| concentration | концентрация |
| prevail | превалировать |

Exercise 2. Read and memorize the words of the active vocabulary.

comprise *v.* – 1) to be made up of; consist of; include; 2) to make up; compose; constitute.

settlement *n.* – a group of buildings and the people living in them.

distinctive *adj.* – distinguishing from others; special; characteristic.

environment *n.* – all of the surrounding things, conditions, and influences affecting the growth or development of living things.

environmental *adj.* – having to do with environment.

facility *n.* – absence of difficulty, ease; *usually*, **facilities**, something that makes an action easy; an aid; a convenience.

facilitate *v.* – to make easy; lessen the labor of; help forward (a process); to assist (a person).

prevail *v.* – to be the most usual or strongest;

specific *adj., n.* –

adj. – definite; precise; particular.

n. – any specific statement, quality, or subject.

bear *v.* – to have as an identification or characteristic; *syn.*: *possess*

boulevard *n.* – a broad street or avenue, often planted with trees; wide thoroughfare.

unique *adj.* – having no like or equal; being the only one of its kind; standing alone in comparison with others; unrivaled; unparalleled.

owe *v.* – *figurative*: to be obliged or indebted for.

glory *n.* – great praise and honor given to a person or thing by others; fame; renown.

revive *v.* – to bring back to life or consciousness; to bring back to a fresh, lively condition; to make fresh; restore.

industrious *adj.* – working hard and steadily; diligent.

output *n.* – 1) the amount produced; product or yield; 2) the act of putting forth; production.

enterprise *n.* – any undertaking; project; the carrying on of enterprises; a taking part in enterprises.

crossroads *n., pl.* – the place where roads cross.

hub *n.* – *figurative*: any center of interest, importance, or activity; *syn.*: *pivot*, *heart*, *core*.

freight *n., v.* –

n. – goods that a train, truck, ship, or aircraft carries; cargo;

v. – to load with a cargo; to carry as freight.

cargo *n.* – the load of goods carried by a ship or aircraft; freight.

jumbo *n.* – something unusually large of its kind; large jet plane able to carry several hundred passengers.

account (for) *v.* – to tell what has been done with; answer for; to give a satisfactory reason for; explain.

husbandry n. – farming; agriculture; the management of one's affairs or resources.

horticulture n. – the art or science of growing flowers, fruits, vegetables, and plants; the cultivation of a garden.

extensive adj. – of great extent; wide; broad; large; far-reaching; affecting many things; comprehensive; large in amount.

flax n. – a slender, upright plant from whose stems linen is made. Flax has small, narrow leaves, blue flowers, and slender stems about two feet tall.

vicinity n. – 1) the region near or about a place; neighbourhood; surrounding district; 2) nearness in place; being close.

in the vicinity of – in the neighbourhood of; near or close to.

peat n. – a kind of heavy turf made of partly rotted moss and other plants, especially sphagnum moss. It is used as a fertilizer or as fuel.

dolomite n. – 1) a rock consisting mainly of calcium and magnesium carbonate. Much white marble is dolomite. 2) the mineral, calcium and magnesium carbonate composing this rock.

beneficial adj. – producing good; favourable; helpful.

maritime adj. – 1) of the sea; having something to do with shipping and sailing; nautical; 2) on the sea; near the sea.

reserve n. – public land set apart for a special purpose.

monument n. – 1) an object or structure set up to keep a person or an event from being forgotten. A monument may be a building, pillar, arch, statue, tomb, or stone. 2) anything that keeps alive the memory of a person, civilization, period, or event; *syn.*: *memorial*.

rank v. – to have a certain place or position in relation to other persons or things.

exploit v. – to make use of; turn to practical account.

superb adj. – 1) grand and stately; majestic; magnificent; splendid; 2) very fine; excellent; first-rate.

rehabilitate v. – 1) restore (e.g. old buildings) to a good condition; 2) bring back (smb. who is physically disabled or delinquent) to a normal life by special treatment.

rehabilitation n. – rehabilitating.

refuge n. – 1) a place of safety or security; 2) a resort, shift, or expedient in any emergency.

extract v. – to draw out, usually with some effort; to obtain by pressing, squeezing, or distillation.

sow v. – put (seed) on or in the ground or in soil (in pots, seed-boxes, etc.); plant (land with seed).

Exercise 3. Give the words of the same root.

Prevail, settle, distinct, benefit, exploit, extract, sow, specific, owe, industrious, facility, environment, extend, monument, revive, glory.

Exercise 4. Organize the following synonyms in pairs:

Freight, hub, marine, output, superb, unique, beneficial, core, cargo, maritime, production, incomparable, vicinity, helpful, husbandry, to account for, neighbourhood, farming, to explain, excellent.

Exercise 5. Match these words with their definitions.

| | |
|--------------------|--|
| 1. environment | a. a slender, upright plant from whose stems linen is made; |
| 2. to sow | b. bring back (smb. who is physically disabled or delinquent) to a normal life by special treatment; |
| 3. flax | c. all of the surrounding things, conditions, and influences affecting the growth or development of living things; |
| 4. to rehabilitate | d. put (seed) on or in the ground or in soil (in pots, seed-boxes, etc.); |
| 5. monument | e. the load of goods carried by a ship or aircraft; |
| 6. to rank | f. an object or structure set up to keep a person or an event from being forgotten; |
| 7. peat | g. the art or science of growing flowers, fruits, vegetables, and plants; |
| 8. cargo | h. a broad street or avenue, often planted with trees; |
| 9. reserve | i. to have a certain place or position in relation to other persons or things; |
| 10. horticulture | j. a kind of heavy turf made of partly rotted moss and other plants especially sphagnum moss; |
| 11. glory | k. public land set apart for a special purpose; |
| 12. to revive | l. to be obliged or indebted for; |
| 13. boulevard | m. great praise and honor given to a person or thing by others; |
| 14. to owe | n. to bring back to a fresh, lively condition. |

Exercise 6. Choose the word from the box to put into each gap.

| |
|--|
| flax, unique, settlement, revived, chronicles, rehabilitation, enterprises, environment, output, vicinity, peat, beneficial. |
|--|

1. In the Pripyatsky National Park the landscape, unique for the Belarusian Polesie, is preserved in the natural state and used for studying changes of the ... induced by land drainage reclamation in the Poleskaya Lowland.
2. One of the legends reads that an ancient ... was founded during the times of the water route "from Varangians to Greeks", which ran from the Baltic Sea to the Black Sea. But for the first time Nesvizh was mentioned as a town in the chronicles of 1224.
3. Such large-sized ... as the Production Associations BelavtoMAZ, Minsk Tractor Works, Minsk Engine Plant, Joint-Stock Company Atlant and others operate in Minsk.
4. The planned ... of existing and building new All-European transportation corridors Brest-Minsk-Moscow and Baltic States-Minsk-Ukraine serve the basis for developing the Minsk transportation hub and is the major potential for the urban development.
5. As a rule, in places where traditions of national culture are respected, where the souls of people are enlightened by Christian ideals, life is more harmonious; there is less sticky apathy and displeasure. Because people understand their ... and remarkable places within the big Circle of Life.
6. The genre of ... characteristic of earlier historical periods started to be less influential and new genres appeared: historical memoirs, political satire, poetry, etc.
7. The farms in Gomel Region specialize in dairy and beef husbandry, in cropping cereals, ..., potato and those located in the vicinity of cities specialize in poultry husbandry and horticulture.
8. Minsk Region does not border other states, but since important transport corridors run through it, the region offers good opportunities for maintaining ... economic relations with CIS and foreign countries.
9. World War II left the ghastly ruins in place of the former Minsk, but it was ... by the end of 1950s.
10. The farms located in the ... of Minsk and other cities also specialize in horticulture and operate large poultry farms and poultry factories.
11. Food and machine-building industries' enterprises produce over one third of the ... in Grodno Region.
12. Belarus has only a few mineral resources; it is rich in ..., which is used for fuel, and potassium and rock salts.

Reading comprehension.

Exercise 7. Read the text "Administrative and Territorial Structure of the Republic of Belarus" and do the tasks that follow it.

Administrative and Territorial Structure of the Republic of Belarus

The Republic of Belarus consists of 6 regions comprising 118 administrative districts and the city of Minsk. The country numbers 110 towns, and 101 urban-type settlements and 24022 rural settlements.



Not strongly expressed regional differentiation is characteristic of Belarus, nevertheless, the regions and Minsk City differ in the level of socio-economic development and economy structure. The distinctive features of socio-economic, natural and geographical and environmental components are as follows:

- a higher level of industrial development of western regions, with energy and material-intensive production facilities prevailing there;
- availability of large-sized chemical and petrochemical complexes in Vitebsk, Grodno, Gomel, Minsk and Mogilev Regions creating a heavy burden on the environment;

- a high level of concentration of the industries in the capital and cities;
- difference between the districts in the level of the agribusiness development defined by soil, climatic, ecological and other local specifics and distribution of main subsectors of agricultural specialization;
- predominant concentration of social infrastructure complexes in Minsk, regional and district centers and other towns.

Of 211 towns and urban-type settlements, 125 are with the population of up to 10 thousand residents, 63 – from 10 to 50 thousand residents, 9 – from 50 to 100 thousand residents, 8 – from 100 to 200 thousand residents and 6 cities – from 200 to 500 thousand residents.

The capital of the Republic of Belarus is Minsk. It is located in the middle of Belarus and is the center of the region and district bearing the same name. The city of Minsk is entitled to a special status of an independent administrative and territorial unit. It is the largest political, economic, scientific and cultural center of the republic. It has a resident population of more than 1 million 765.8 thousand. Administratively, it is subdivided into 9 districts.

Minsk is one of the most beautiful cities of Europe. Modernly planned and developed, clean, with lush green of parks and public gardens, streets and boulevards, Minsk has a unique identity of a city with a heroic past and industrious present. Minsk owes its glory to its hard-working and brave residents. More than once they had to struggle against the foreign invaders and revive their native city from ash and ruins over its multi-century history. Their talent and industriousness made Minsk each time even more beautiful.

Minsk (mentioned in chronicles as Menesk, Mensk) has an ancient and rich history. It was founded as a fortress of the Polotsk Principality. The year of its foundation stated for the first time in the Tale of Temporal Years is 1067.

Minsk ranks first in terms of industrial output among the regions of Belarus. Its share in the country's industry accounts for 21.3 %. Nearly 300 large and medium-sized industrial enterprises operate here. The output of machine-building, power engineering, non-ferrous metallurgy, pharmaceutical and printing industries of Minsk exceeds that of other regions. The distinguished feature of the capital's industry development is that machine-building products prevail in its structure. Power engineering and food industries also make up a large share. The city's industrial complex is characterized by a high export potential, and a number of enterprises export over 80 % of the total output.

Situated on the strategic crossroads from East to West, between Moscow and Warsaw, Vilnius and Kiev, Minsk is the largest transportation hub of the Republic of Belarus. The domestic air company, CIS and foreign air companies transport passengers and freight via the city's airports –

Minsk-1 and Minsk-2. The Machulishchy cargo airport located in the capital's suburbs has capacities to handle transportation jumbos.

30 institutions of higher education are located in Minsk (about 185 thousand students), 42 secondary special institutions of education (over 42 thousand students), 265 general educational schools (over 220 thousand students) and 427 preschool institutions.

Minsk is the largest scientific center of Belarus, with 184 research institutions, including the National Academy of Sciences.

Minsk is the largest cultural center of Belarus. 17 museums, 12 theatres, 20 movie theatres, 130 libraries, 38 Palaces and Centers of Culture, over 3.5 thousand of sporting facilities offer their services.

Brest Region is located in the southwest of the country. It borders on Poland in the west and Ukraine in the south. Its area is 32.8 thousand km² (15.8 % of the country's area), and resident population about 1 mln 462.9 thousand people (14.9 % of the country's population). The Region's center is the city of Brest (the population size is about 298.3 thousand residents). It comprises 16 districts, 20 towns and 9 urban-type settlements.

The major industries are food, consumer goods and machine-building industries. They account for nearly $\frac{3}{4}$ of the total industrial output. Power-engineering, forestry, wood-working, pulp-and-paper, flour-milling and cereal and mixed-feed industries are also developed. The agribusiness sector specializes in beef and dairy husbandry, potato growing, cereals, sugar beet cropping and horticulture.

The Region's mineral resources primarily include construction stone, low-melting and refractory clays, glass-making, molding and construction sands, peat, sapropel and gravel; slate and brown coal deposits have been stricken. The Brest free economic zone was established in the Region.

The Berlin-Warsaw-Brest-Minsk-Moscow transit corridor, extensive network of railways and highways and a direct route to Vilnius and Kiev run through the Region, thereby creating favorable conditions for passenger and

freight traffic from European countries to Russia, Ukraine and other countries. In addition, Brest operates the international all-weather 1st category airport allowing wide-body aircraft like Boeing 747 to be received and serviced.

The state national park Belovezhskaya Pushcha is located in the Region. Extensive researches are being conducted in the park to protect a unique natural complex characteristic of Belarus and Europe.



Vitebsk Region is located in the northeast of the Republic of Belarus and occupies 40.100 km² (19.3 % of the republic's area). Its resident population is about 1 mln 321.1 thousand people (13.4 % of the country's population). Vitebsk Region borders on Latvia, Lithuania and Russia. The total border line extension with neighbouring states is 933.8 km, including Russia – 575.8 km, Latvia – 192.2 km, Lithuania – 165.8 km. The regional extension from the west to the east is more than 300 km, from the north to the south – 175 km. The territory of Vitebsk region is bigger than the territories of such countries as Belgium, Moldova, Armenia.



The center of the Region is the city of Vitebsk (its population is about 351 thousand residents). Such large megacities as Moscow, Saint Petersburg, Riga, Vilnius, Warsaw and Kiev are situated at a distance of 4000-600 km from Vitebsk.

The Region comprises 21 districts, 19 towns and 28 urban-type settlements. Vitebsk Region is an industrially developed region of the country. The fuel sector is dominant in the industry (52 % of the total petroleum products output in the country). High-capacity Lukoml Public District power plant and Novopolotsk central heat power plant are located in the Region. In addition to the power engineering industry, the food, consumer goods and chemical industries are also developed. The farms specialize in dairy and beef husbandry, pig husbandry, flax growing, while farms in the vicinity of Vitebsk, Orsha and Polotsk specialize in poultry husbandry and horticulture.

The Region has mineral resources such as peat, dolomite, different kinds of clay suitable for cement and ceramic production, construction sand, and gravel. In Vitebsk, Lepel, Polotsk and Ushachi districts sources of mineral medical and table water are prospected.

Vitebsk Region is very picturesque. Age-old pine forests occupy 60% of all the territory covered with forests. The greatest quantity of forests is centered in Rossony, Polotsk, Lepel, Dokshitsy, Gorodok districts.

A unique natural complex – the major part of the Belarusian Poozerie (lake district) – is located in the Region. Of 19 largest Belarusian lakes, 11 are located in Vitebsk Region. The lakes serve as a habitat for survived rare fauna and flora species included into the Red Book of Belarus. The territory of the complex offers good opportunities for developing tourist and recreational industries. One of the ancient cities of the Eastern Slavs – Polotsk – is located in the Region in which many historical and cultural monuments (St. Sophia's Cathedral, Church of Saviour and Evfrosiniya, Epiphany Church, etc.) remained intact.

Vitebsk Region offers beneficial transportation advantages since two international transeuropean corridors (Berlin-Warsaw-Minsk-Moscow and Helsinki-Vitebsk-Gomel-Kiev-Plovdiv) run through its territory.

Gomel Region is located in the southeast of the republic. It borders on Russia in the east and Ukraine in the west. Its area is 40.4 thousand km² (19.5% of the republic's area) and resident population about 1 mln 505.4 thousand people (15.3% of the republic's population). The center of the Region is the city of Gomel (the population is 492 thousand residents). The Region comprises 21 districts, 17 towns and 18 urban-type settlements.

The Region is one of the most industrially developed areas. The fuel, ferrous metallurgy and machine-building industries make up the largest share in the industrial structure (over half of the total output in the Region). The Region produces about 93% of all ferrous metallurgy products manufactured in the republic. The free economic zone Gomel-Raton has been established in the Region. National and international main railway traffic arteries run through the Region. The transeuropean corridor goes through Gomel and it is provided with diverging routes (Gomel-Minsk-Klaipeda) allowing cargo owners from the regions of the Eastern Ukraine and Central Russia to have access to specialized maritime ports of Klaipeda, Ventspils and Kaliningrad.

The Pripyatsky National Park and the Polesky radiation and ecological reserve are located in the Region.

Grodno Region is located in the northwest of the republic. It borders on Poland in the west and Lithuania in the north. Its area is 25.1 thousand km² (12% of the country's area) and population – 1 mln 146.1 thousand people (11.6% of the country's population). The center of the Region is the city of Grodno (the population is 317 thousand residents). It comprises 17 districts, 14 towns, and 18 urban-type settlements.

The chemical industry is dominant in the regional economy. The largest chemical sector's enterprises are located in Grodno and Lida, namely the Production Association Azot and Khimvolokno, and Joint-Stock Company Lakokraska. The glass plant Neman (Berezovka, Lida District) is widely known for its products. Farming is also highly developed in the Region.

One of the trunk roads of Euroasia runs through the Region, thereby promoting an extensive international cooperation. Owing to its beneficial geographical location, Grodno Region may become an effective integrating link in the commerce between West and Central Europe countries and CIS and Asia countries.

Many historical and architectural monuments remain in Grodno, namely 11th-19th century castles, Boris and Gleb Church (built in the 2nd half of the 12th century), Monasteries of Jesuits (17th century), and Franciscans (17th century) and others.

Minsk Region is located in the middle of the republic. Its area is 39.9 thousand km² (19.2% of the country's area) and population – 1 mln 503 thousand people. The Region's center is Minsk. The Region comprises 22 districts, 24 towns, and 19 urban-type settlements.

Machine-building and chemical industries account for the largest share of the output in the regional industrial structure. In addition, agricultural processors are highly developed in the Region. The Region ranks first in the republic for food, flour-milling and cereal and mixed-feed output. Mineral resources are being exploited in the Region, the most important of which are potassium and rock salts, and also peat, construction materials, sapropels, chalk, slate, coal, iron ores, mineral water, etc.

A chain of Naroch lakes with superb conditions for recreation and health rehabilitation and a part of Belarusian Poozerye – the refuge Blue Lakes – are located in Myadel District. The major part of Beresensky Biosphere Reserve is located in the Region, with its main objective being conservation of typical and unique natural and landscape complexes and developing scientific framework for environmental protection and ecological education.

Mogilev Region is located in the middle of the eastern part of the country. It borders on Russia. Its area is 29.1 thousand km² (14% of the country's area) and population – 1 mln 169.2 thousand people (11.9% of the country's population). The center of the Region is the city of Mogilev (the population is 367 thousand residents). The Region comprises 21 districts, 15 towns and 9 urban-type settlements.

The chemical and petrochemical complex is dominant in the Region's industry. The Region exceeds all other regions of the country in the output of chemical and petrochemical industry. Food, consumer goods, machine-building and power engineering sectors also account for a sizeable share in the Region's industrial potential. The major mineral resources being extracted in the Region are cement and lime feed stock, peat, phosphorites, construction sands, and sand-gravel material, dolomites and mineral water.

Farms specialize in dairy and beef husbandry, pig husbandry and flax growing. Sowing areas of cereal and fodder crops and potato have been increased.

An extensive network of railways and highways connecting the Region both with industrial centers of Belarus and the regions of Russia, Ukraine and Baltic States runs through it.

Exercise 8. State the following as false or true and correct the false sentences.

1. The Republic of Belarus consists of 6 regions comprising 118 administrative districts and the city of Minsk.

2. Strongly expressed regional differentiation is characteristic of the Republic of Belarus.
3. The difference between the districts in the level of the agribusiness development is defined by soil, climatic, ecological and other local specifics.
4. The city of Minsk is located in the southwest of the country and is the center of Brest Region.
5. Situated on the strategic crossroads from east to west, between Moscow and Warsaw, Vilnius and Kiev, Minsk is the largest transportation hub of the Republic of Belarus.
6. Brest operates the international all-weather 1st category airport allowing wide-body aircraft like Boeing 747 to be received and serviced.
7. Vitebsk Region occupies 8% of the republic's area.
8. Vitebsk Region comprises 21 districts, 19 towns and 28 urban-type settlements.
9. Gomel Region borders on Ukraine in the east and Russia in the west.
10. Owing to its beneficial geographical location, Grodno Region may become an effective integrating link in the commerce between West and Central Europe countries and CIS and Asia countries.
11. Minsk Region ranks third in the republic for food, flour-milling and cereal and mixed-feed output.
12. Mogilev Region is located in the middle of the republic.

Exercise 9. Put in the right prepositions where necessary.

1. The city ... Minsk is entitled ... a special status ... an independent administrative and territorial unit.
2. More than once the residents ... Minsk had to struggle ... the foreign invaders and revive their native city ... ash and ruins ... its multi-century history.
3. The Minsk City's industrial complex is characterized ... a high export potential, and a number ... enterprises export over 80% ... the total output.
4. The Berlin-Warsaw-Brest-Minsk-Moscow transit corridor, extensive network ... railways and highways and a direct route ... Vilnius and Kiev run ... Brest Region.
5. The territory ... Vitebsk Region is bigger than the territories ... such countries as Belgium, Moldova, Armenia.
6. The farms ... the vicinity ... Vitebsk, Orsha and Polotsk specialize ... poultry husbandry and horticulture.
7. Vitebsk Region has mineral resources such as peat, dolomite, different kinds ... clay suitable ... cement and ceramic production, construction sand, and gravel.

8. The transeuropean corridor goes ... Gomel and it is provided ... diverging routes allowing cargo owners ... the regions ... the Eastern Ukraine and Central Russia to have access ... specialized maritime ports ... Klaipeda, Ventspils and Kaliningrad.
9. Many historical and architectural monuments remain ... Grodno, and namely Boris and Gleb Church (built ... the 2nd half ... the 12th century), Monasteries ... Jesuits (17th century) and Franciscans (17th century) and others.
10. Minsk Region is located ... the middle ... the republic.
11. Mogilev Region exceeds all other regions ... the country ... the output ... chemical and petrochemical industry.
12. The major mineral resources being extracted ... Mogilev Region are cement and lime feed stock, peat, phosphorites, construction sands, dolomites and mineral water.

Exercise 10. Find the correct ending for each sentence according to the information in the text.

1. One of the distinctive features of socio-economic, natural and geographical and environmental components is ...
2. The capital of the Republic of Belarus is Minsk, ...
3. The domestic air company, CIS and foreign air companies transport passengers and freight via ...
4. Minsk is the largest scientific center of Belarus, ...
5. The major industries of Brest Region are food, consumer goods and machine-building industries, ...
6. Extensive researches are being conducted in the state national park Belovezhskaya Pushcha ...
7. In Vitebsk Region the greatest quantity of forests is centered in Rossony, Polotsk, Lepel, Dokshitsy, Gorodok districts, ...
8. One of the ancient cities of the Eastern Slavs – Polotsk is located in Vitebsk Region in which ...
9. The major part of Beresensky Biosphere Reserve is located in Minsk Region, with its main objective being ...
10. An extensive network of railways and highways connecting Mogilev Region both with industrial centers of Belarus and the regions of Russia, Ukraine and Baltic States ...

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- a) the city's airports – Minsk-1 and Minsk-2.
 - b) with 184 research institutions, including the National Academy of Sciences.
 - c) predominant concentration of social infrastructure complexes in Minsk, regional and district centers and other towns.

-
- d) which has an ancient and rich history.
 - e) age-old pine forests occupying 60% of all the territory covered with forests.
 - f) many historical and cultural monuments remained intact.
 - g) accounting for nearly $\frac{1}{3}$ of the total industrial output.
 - h) runs through it.
 - i) to protect a unique natural complex characteristic of Belarus and Europe.
 - j) conservation of typical and unique natural and landscape complexes and developing scientific framework for environmental protection and ecological education.

Exercise 11. Match the geographical names and their location.

Brest Region; the Prip'yatsky National Park and the Polessky radiation and ecological reserve; the state national park Belovezhskaya Pushcha; Vitebsk Region; one of the ancient cities of the Eastern Slavs – Polotsk; Gomel Region; a chain of Naroch lakes; Grodno Region; the major part of Beresensky Biosphere Reserve; Minsk Region.

1) in Brest Region; 2) in Vitebsk Region; 3) in the southwest of the country; 4) in Gomel Region; 5) in the southeast of the republic; 6) in the northeast of the Republic of Belarus; 7) in Minsk Region; 8) in the middle of the republic; 9) in Myadel District; 10) in the northwest of the republic.

Exercise 12. Answer the following questions:

1. What is the administrative structure of the Republic of Belarus?
2. What regions of the Republic of Belarus are industrially better developed?
3. In what regions are large-sized chemical and petrochemical complexes located?
4. Is a high level of concentration of the industries in the capital and cities characteristic of Belarus?
5. What is the difference between the districts in the level of the agribusiness development defined by?
6. What is the capital of the Republic of Belarus? Where is it located?
7. What status is the city of Minsk entitled to?
8. Is Minsk the largest political, economic, scientific and cultural center of the republic?
9. What is the population of the city of Minsk?
10. Into how many districts is Minsk administratively subdivided?
11. Is Minsk one of the most beautiful cities of Europe?
12. Whom does Minsk owe its glory to?
13. When was Minsk founded?

14. Does Minsk rank first in terms of industrial output among the regions of Belarus?
15. What is the distinguished feature of the capital's industry development?
16. What makes Minsk the largest transportation hub of the Republic of Belarus?
17. Are many institutions of education located in Minsk? What are they?
18. Is Minsk the largest scientific center of Belarus?
19. Where is Brest Region located? What countries does it border on?
20. What is the geographical position of Vitebsk Region? What are its neighbouring states?
21. Where is Gomel Region located? What countries does it border on?
22. What is the geographical position of Grodno Region? What are its neighbouring states?
23. Minsk Region is located in the middle of the republic, isn't it?
24. What is the geographical position of Mogilev Region? What country does it border on?

Exercise 13. Speak on the following:

1. The administrative structure of the Republic of Belarus and regional differentiation characteristic of Belarus.
2. Minsk as the capital of the Republic of Belarus.
3. State national parks, ecological reserves and natural complexes of the Republic of Belarus.
4. The republic's 6 regions: their geographical position, their neighbouring states, their area, population and territorial structure.
5. Conditions created in Belarus for passenger and freight traffic.
6. The regions' mineral resources, major industries and farming.

Choose the best alternative according to the text:

- 704

- a) food, consumer goods and machine-building;
 - b) wood-working, flour-milling and mixed-feed;
 - c) fuel, ferrous metallurgy and machine-building;
 - d) chemical, petrochemical and food.
10. The National Academy of Sciences of Belarus which is in charge of administering, conducting and coordinating research and development in most critical spheres of natural, engineering, the humanities and social sciences and arts is situated in
- a) Vitebsk;
 - b) Minsk;
 - c) Gomel;
 - d) Brest.
11. Vitebsk Region is very picturesque, age-old pine forests occupying ... of all the territory covered with forests.
- a) 60%;
 - b) 80%;
 - c) 40%;
 - d) 70%.
12. The ... industry is dominant in the economy of Grodno Region.
- a) machine-building;
 - b) pharmaceutical;
 - c) food;
 - d) chemical.
13. Such large megacities as Moscow, Saint Petersburg, Riga, Vilnius, Warsaw and Kiev are situated at a distance of ... from Vitebsk.
- a) 4000 – 600 km.;
 - b) 6000 – 400 km.;
 - c) 1000 – 500 km.;
 - d) 5000 – 200 km.
14. According to the Tale of Temporal Years Minsk (mentioned in chronicles as Menesk, Mensk) was founded in
- a) 862;
 - b) 1044;
 - c) 1067;
 - d) 1446.
15. The state national park ... is located in Brest Region.
- a) Braslav Lakes;
 - b) Beresensky Biosphere Reserve;
 - c) Naroch lakes;
 - d) Belovezhskaya Pushcha.

Unit Three: Population of the Republic of Belarus.

Grammar: The Passive Voice.

Rules.

The Passive Voice indicates that the action is directed towards the subject. Here the subject expresses a person or non-person who or which is the receiver of the action. It does not act, but is acted upon, it undergoes an action.

*General anesthetics **are used** to put the patient to sleep.*

The contrast between the two voices can be seen from the following examples:

*I had asked no questions, of course; but then, on the other hand, I **had been asked** none.*

*They saw but **were not seen**.*

The subject of a passive construction has the meaning of *the receiver of the action*, that is a person or non-person affected by the action.

The object of the passive construction is *the agent of the action*. It is introduced by the preposition **by**. The agent may be a living being, or any thing or notion that can be the source of the action.

*He was accompanied **by his friend**.*

*The whole scene was being enacted **by puppets**.*

*In some areas the picture has been barely touched **by the brush**.*

*The distant mountain had been formed **by fire and water**.*

*How much was she influenced **by that stupid idea**?*

Besides a noun and very rarely a pronoun, a by-object may be a gerundial phrase or complex, or a subordinate clause.

*I was then awakened only **by knocking on the window and Annie telling the person responsible to go off**.*

*She didn't really know anything about people, she was always being taken in **by what they told her**.*

Owing to its communicative value and the final position in the sentence, the by-object may be expanded, if necessary, to an extent that is hardly possible in the subject group.

Passive sentences may include information about what was used to perform an action. This is called the instrument and is introduced by the preposition **with**.

*The windows were broken **with a baseball bat**.*

*The Christmas tree will be decorated **with colourful toys**.*

With is also used to talk about **materials** and **ingredients**.

*The room was filled **with smoke**.*

*The best coffee is made **with good coffee beans**.*

❖ **The Passive Voice** is widely used in English, more than in many other languages. It may be found with different types of verbs (mostly transitive) in various verb phrases; monotransitive (non-prepositional and prepositional) and ditransitive. The subject of the passive construction may correspond to a direct, an indirect object, or to a prepositional object in the active construction. **The Passive Voice** tends to be used in preference to **the Active Voice** when:

a) you want to stress the action itself rather than the doer of it:

The road is being repaired (by the workmen).

b) the doer of the action is unknown or indefinite:

Suggestions have been made to change the law.

c) the doer of the action is obvious and for that reason does not need to be named.

The work will be done in three days.

d) the speaker wishes to make a statement sound impersonal or less direct for reasons of tact, diplomacy, discretion, etc. as the passive makes it less clear who the actual doer is.

It has been decided to close your account.

e) in official notices, instructions, prohibitions to make them sound impersonal and thus more polite:

Breakfast is served from 6.00 to 10.30.

This cannot be done so.

f) in phrases such as “It is said that ...”, “It can’t be denied that ...”, which normally appear with the adverbs **usually, generally, widely, often, sometimes, always, rightly, wrongly.**

❖ **The Passive Voice** is composed of the auxiliary verb **to be** in the appropriate tense form and the **Past Participle (Participle II)** of the meaningful verb.

Be + Past Participle

| Tense | Indefinite (Simple) | Continuous (Progressive) | Perfect |
|---------|--|--|--|
| Present | I am you are he, she, it is } told, asked, etc. | I am being you are being he, she, it is being } told, asked, etc. | I have been you have been he, she, it has been } told, asked, etc. |
| | We are you are they are } told, asked, etc. | We are being you are being they are being } told, asked, etc. | We have been you have been they have been } told, asked, etc. |
| Past | I was you were he, she, it was } told, asked, etc. | I was being you were being he, she, it was being } told, asked, etc. | I had been you had been he, she, it had been } told, asked, etc. |
| | We were you were they were } told, asked, etc. | We were being you were being they were being } told, asked, etc. | We had been you had been they had been } told, asked, etc. |
| Future | I shall be you will be he, she, it will be } told, asked, etc. | — | I shall have been you will have been he, she, it will have been } told, asked, etc. |
| | We shall be you will be they will be } told, asked, etc. | | We shall have been you will have been they will have been } told, asked, etc. |

*The butter **is kept** here.*

*The window **was broken**.*

*The work **will be done** tomorrow.*

*The bridge **is being repaired**.*

*The injured player **was being carried** off the field.*

*Our work **has been finished**.*

*The car was three years old but **hadn't been used** very much.*

*The house **will have been built** by next month.*

- ❖ Sometimes you can use **get** instead of **be** in the passive, if you want to say that something happens to someone or something. Often the action is not planned; it happens by chance:

*There was a fight at the party but nobody **got hurt**.*

*The dog **got run** over by a car.*

In other types of situation **get** is not usually possible:

*George **is liked** by everyone. (not "gets liked")*

Get is used mainly in informal spoken English. You can use **be** in all situations.

- ❖ Some verbs can have two objects. For example **offer**.

They didn't offer Ann the job. (the two objects are *Ann* and *the job*.)

So it is possible to make two different passive sentences:

Ann wasn't offered the job.

The job wasn't offered to Ann.

It is more usual for the passive sentence to begin with the person.

Other verbs like **offer** which can have two objects are: **ask, tell, give, send, grant, show, teach, pay**, etc.

He is asked a lot of questions.

I was given two hours to make my decision.

Have you been shown the new machine?

You will be sent your examination results as soon as they are ready.

- ❖ When a prepositional object of the active sentence is used as the subject of the passive sentence, the preposition is placed directly after the main verb:

| Active | Passive |
|---|--|
| <i>Nobody lives in the house.</i> | <i>The house is not lived in.</i> |
| <i>Everybody looked at her with surprise.</i> | <i>She was looked at with surprise.</i> |
| <i>We have already sent for the doctor.</i> | <i>The doctor has already been sent for.</i> |

- ❖ The following verbs and verbal phraseological units are particularly often used in the passive:

- verbs with prepositions: **comment on (upon); object to; account for; act on (upon); agree on (upon); approve of; arrive at; deal with; depend on (upon); hear of (about); insist on (upon); interfere with; laugh at; listen to; look after; look for; look at; rely on (upon); speak of (about); send for; touch upon; refer to; mock at; think about (of); wait for**; etc.

His article is often referred to.

He's well spoken of as a man of science.

- verbal phraseological units: **catch hold of; do away with; catch sight of; find fault with; lose sight of; make application of; make use of; pay attention to; put an end to; take advantage of; take care of; take notice of; make fun of; put up with**; etc.

Soon he was lost sight of.

In hospital patients are taken great care of.

- ❖ Though in many cases there is an evident correspondence of the active and the passive voice construction it is by no means a one-to-one correspondence. There is a certain group of monotransitive verbs which are never used in the Passive Voice at all, or in some of their meanings; they are: **to have; to lack; to become; to fit; to suit; to resemble; to possess.**

There are semantic reasons for this constraint, as these verbs denote not an action or process, but a state or relation.

The boy resembles his father. (The boy looks like his father).

She lacks confidence. (There is no confidence in her).

Will this suit you? (Will it be suitable for you?)

The verb **to hold** can be used in the Passive Voice only with reference to human activity; for example: *The scientific conference **was held** in April.* However, in a sentence like *The assembly-hall **holds** 5000 people* the verb does not denote human activity. The sentence means *There can be 5000 people in this assembly-hall.*

No passive construction is possible, if the object is a that-clause, an infinitive or a gerund.

John said that everything was all right.

Mary enjoyed seeing her native town.

Exercises.

Exercise 1. Supply appropriate prepositions and analyze the use of the tense forms in the following sentences.

1. Though the question had been discussed for a long time no decision was arrived
2. The visit of the Indian delegation is widely commented ... in the newspapers.
3. He left for the United States of America five years ago and he hasn't been heard ... since.
4. I'm sure your idea of spending the week-end in town will be strongly objected
5. Unfortunately our work was constantly interfered
6. Don't say foolish things. You'll be laughed
7. Mr. Brown is such an experienced lecturer. I'm sure he will be listened ... with great attention when he gives his lecture on modern methods of treatment.
8. The book has been looked ... since morning but it's nowhere to be found.
9. This newspaper article is often referred

10. He can never be relied Whenever he makes a promise he always breaks it.
11. When they realized that the child was running a high temperature the doctor was sent ... immediately.
12. He was surprised to find a letter in the letter-box. He had never been written ... and that letter came so unexpectedly.
13. I felt I was being looked ... and turned around.

Exercise 2. Use the following sentences in the interrogative and negative forms.

1. These facts of the history of our University are well known.
2. A full explanation was promised to them.
3. The work can be done in three days.
4. The proposal is being heatedly discussed for an hour.
5. Jim knew about the change of plans. He had been told.
6. This monument was erected in 1968.
7. This business letter has just been delivered.
8. The textbooks will be returned to the library in time.
9. When we left the meeting, questions were still being asked.
10. All the students of our group had been asked by the examiner by 3 o'clock.
11. The article will have been translated by Monday.
12. His name was mentioned at the meeting.

Exercise 3. Answer the questions in the Present Indefinite, using the words suggested.

Model:

Where is English spoken? (all over the world).
- English **is spoken** all over the world.

1. When are examination-papers written? (at the end of each term).
2. Where are Oriental languages taught? (at the Linguistic University).
3. When is television watched by children? (during the children's hour).
4. When are examinations taken in the Republic of Belarus? (in January and in June).
5. Where is medicine studied? (at higher medical schools).
6. When is St. Valentine's Day celebrated? (on the 14th of February).
7. Where are books, periodicals and other printed matter taken? (at the libraries).

8. Why are free economic zones created in Belarus? (to attract domestic and foreign investments, increase export potential, develop advanced technologies, and increase employment).
9. What railways is the Belarusian Railway linked to? (railways of Russia, Ukraine, Lithuania, Latvia and Poland).
10. How many languages are spoken by the people of India? (14 major languages and more than 1000 minor languages and dialects).
11. What is the flag of the United Kingdom, known as the Union Jack, made up of? (three crosses).
12. How many provinces is Sri Lanka divided into? (nine).

*Exercise 4. Complete the second sentence so that it means the same as the first, using **by** or **with** only where necessary.*

| | |
|---------------|---|
| Model: | Ice on the road almost certainly caused the accident. The accident - The accident was almost certainly caused by ice on the road. |
|---------------|---|

1. Belarusian sportsmen won 15 medals (2 gold, 6 silver and 7 bronze) at the XXVIII Olympic Games in Athens (Greece) in 2004. 15 medals (2 gold, 6 silver and 7 bronze)
2. The doctor made the diagnosis of angina pectoris with a severe course. The diagnosis
3. Belarus signed many treaties, agreements, protocols and conventions on co-operation with other countries in various fields. Many treaties
4. South American tribes in Peru and Venezuela sniffed mashed tobacco to halt epilepsy, treat colds, and relieve headaches. Mashed tobacco
5. The discovery of the existence of America caused a wave of excitement in Europe. A wave of excitement in Europe
6. Traditionally, Indian artists passed skills and techniques from father to son. Skills and techniques
7. The news of the Portuguese success in crossing the Indian Ocean and reaching the richest spice port in India caused great alarm in Venice, Italy. Great alarm
8. They elected him President of the Club last year. He
9. They never took any major decision without his knowledge or advice. Any major decision
10. Somebody addressed the letter to the wrong person. The letter
11. The German troops occupied Minsk from 28 June 1941 to 3 July 1944. Minsk

12. Our great countryman Mark Chagall founded the National Art School in Vitebsk. The National Art School

Exercise 5. Refer the following sentences to the future.

Model:

John is always invited to their parties.

He'll **be invited** to their party on Saturday, too.

1. A lot of Japanese cars were imported into Europe last year.
2. This survey on demographic changes in Asia was often referred to some time ago.
3. Independent and group-participation quit-smoking programs are worked out in the United States.
4. At present herbs, containing minerals, vitamins, and salts are used to help the body to resist disease, strengthen tissues, and improve the nervous system.
5. Knowledge of the nutrients and their functions in the body is required for understanding the importance of good nutrition.
6. Weight lifting is often used by athletes to strengthen muscle tone.
7. Simple yoga exercises are practiced nowadays by people of all ages with great benefit.
8. Many applicants were admitted to the University last year.
9. The Belarusian vocal and instrumental ensemble "Pesnyary" was adored in Belarus and abroad.
10. The International Art Festival "Slavyansky Bazaar" is held in Vitebsk annually.
11. The Oxford English Dictionary is known to students of English everywhere.
12. Christmas Day, 25th December, is celebrated by British families.

Exercise 6. Answer the questions either in the Present or Past Continuous Passive, using the given suggestions.

Model:

- What's going on in the assembly-hall of our university?
(to hold a meeting)
- A meeting **is being held** there.

1. What sort of work is being done now in the class-room? (to listen to the text about Belarusian fine arts).

2. What television programme was being watched when you entered the sitting-room? (a very interesting television programme devoted to the history of our city).
3. Who is being examined now in that class-room? (the first-year medical students).
4. What was being explained by the teacher when you were late? (the grammar rule dealing with the use of the Passive Voice in the English language).
5. What is being displayed at our university museum? (many interesting exhibits connected with its history).
6. In what cities of the Republic of Belarus are new Metro lines being constructed? (in the city of Minsk, the largest political, economic, scientific and cultural center of the republic).
7. What paintings were being exhibited in the Art Museum when you visited it? (water-colour landscapes and still-life paintings created by Belarusian artists).
8. Why is your friend in the hospital right now? (to treat for a bad burn on his hand and arm).
9. What were the tourists being shown when you passed them? (St. Sophia's Cathedral).
10. What is being sold at the university book-stall? (plenty of textbooks written by the staff-members of Vitebsk State Medical University).
11. What sort of questions were being discussed when you joined in conversation? (questions of the application of new methods of treatment to practice).
12. What was being done in the amphitheatre of Vitebsk when you took your friend sightseeing and you came there? (to richly decorate the main concert ground with fine national ornaments and the emblem of the festival- the cornflower).

Exercise 7. Work in pairs. Respond to the following remarks using the verbs in the Present Perfect Passive.

Model:

I want you to return this book to the library.
But the book **has been returned** already.

1. Don't forget to learn the new words to the topic "Population of the Republic of Belarus".
2. He is to write the report on the dangers of tobacco smoking. Remind him of doing it as soon as possible.

3. I'd like to tell you the latest news about the achievements of Belarusian sportsmen participating in international competitions.
4. Don't forget to submit the information on the issue by 11 o'clock.
5. You cough badly. I advise you to consult a doctor.
6. Will you have finished reading this book by Friday?
7. I know she worries about you. She'll come down if you send her a letter.
8. I advise you to elect Kate monitor of your group.
9. They plan to organize a number of exhibitions demonstrating works from different Belarusian museums.
10. I know she likes cooking. She'll be happy if you buy her a good cookery-book.
11. Mind that you are to look through all these articles.
12. I advise you to see the film "Anastasiya Slytskaya". It won the Platinum Diploma in the Adventure Film nomination at the International Film Festival.

Exercise 8. Say the same using the Passive Voice.

Model:

- He couldn't bring you the book as he had lost it.
- He couldn't bring you the book as it **had been lost**.

1. When we joined a group of tourists, the guide had already told them most of the story.
2. I found out that my brother had sent the parcel to the wrong address.
3. He didn't know that his friend had already visited the exhibition "Portraits of XVI-XIX Centuries".
4. She couldn't attend the meeting as they had postponed it.
5. The Jakub Kolas National Academic Theatre had successfully staged a lot of Belarusian, Russian and foreign classical plays by the end of the last year.
6. It surprised me to hear that they had given him the first prize.
7. We found out that they had established the National Tourism Agency to certify and standardize tourist services and retrain personnel.
8. Luckily they had closed the balcony door before the thunder-storm broke out.
9. She couldn't remember where she had put the photos taken during their trip to Sri Lanka.
10. My sister had set all the things right by the time we got back.
11. They reported that many people had visited the memorial complexes built to commemorate the heroic struggle of the Belarusians against fascism.

12. The mail carrier had already delivered the mail by the time I left for university this morning.

Exercise 9. Complete the following sentences using the verbs in brackets in the appropriate passive forms. The first sentence has been done for you.

1. The industrialized nations agreed to increase their aid to developing nations; but no agreement **was reached** (reach) on restraining the growth of the human population, which many scientists see as the greatest threat to the environment.
2. Over 170 competent scientific journals, including international ones, ... (publish) in Belarus, among them Belarusian Linguistics, Belarusian Medical Journal, News in Biomedical Sciences, etc.
3. The island of Sri Lanka ... (call) Ceylon until 1972.
4. Achievements of scientific schools in the sphere of laser physics, bioorganic chemistry, physiology, genetics, cardiology, surgery, linguistics, etc. ... (know) worldwide and ... highly ... (appraise) in Belarus and enjoyed an international recognition.
5. The Eiffel Tower is in Paris, France. It ... (visit) by millions of people every year. It ... (design) by Alexander Eiffel (1832-1923). It ... (erect) in 1889 for the Paris exposition. Today it ... (recognize) by people throughout the world.
6. Kate didn't have her car last week because it was in the garage. While it ... (repair), she took the bus to work.
7. The examination papers are scored by machine. The students ... (tell) their results next week.
8. Yesterday we went to look for an apartment. I really liked it, but by the time we got there, it ... already ... (rent).
9. The Olympic Games began in 776 B.C. in a small town in Greece. At that time, only Greeks ... (allow) to compete in them.
10. "Can't we do anything about the situation?" – "Something ... (do) right now".
11. Indo-European languages ... (speak) in India by about 73 per cent of the people, mainly in the northern and central regions.
12. The Belarusian cinema ... lately ... widely ... (represent) by works prepared jointly with foreign partners; for instance, Mikhail Ptashuk's extremely successful "In August 1944" ... (make) in close cooperation with the Russian producers and actors.

Exercise 10. Express the idea of the following by using suitable proverbs with the passive form of the verb predicate. Consult the reference list below.

1. Do not believe or expect that success, victory, etc. is certain until it actually happens.
2. In reality one may not be as bad as people think one may be.
3. Good intentions by themselves do not necessarily lead to success.
4. Time, patience and hard work are needed for a difficult, or important undertaking.
5. No amount of instruction can make a poet, etc. of anyone not naturally gifted to be one.
6. Know where one's interests lie, know whom to please, what work to continue in order to ensure one's livelihood, comfort or success.
7. It is only when we have been deprived of something that we appreciate the true value of it.
8. You should not give way to misfortune till it actually happens, since it may not happen.
9. If you have done something wrong and admit to it, you have gone a long way towards putting things right again.

a) the road to hell is paved with good intentions; b) a fault confessed is a half redressed; c) don't cry before you are hurt; d) don't count your chickens before they are hatched; e) Rome was not built in a day; f) the worth of a thing is best known by the want of it; g) the devil is not so black as he is painted; h) poets, etc. are born, not made; i) know which/what side one's bread is buttered.

Written assignment.

Exercise 11. Use some of the proverbs given above in the situations of your own. Do that in written form.

Jokes, Laughs, Smiles

During the performance at the theatre a man in the pit **was** much **annoyed** by a young couple next to him who were talking all the time. The man got angry with them. "Excuse me, but I can't hear a word that **is being said**". "I like that" exclaimed the talkative young man. "It's no business of yours, sir, what I am telling my wife".

"Doctor", said the stout patient, "please, advise me what to do to lose weight. Must I follow any special diet?"

"No, you don't need any diet, but just a little exercise: when you **are offered** a second helping turn your face slowly away".

I college freshman **was being** severely **criticized** by his professor.

"Your last paper was very difficult to read", said the professor.

"Your work should **be so written** that even the most ignorant will be able to understand it".

"Yes, sir," said the student. "What part did you get?"

Doctor – "Why, how is this, my dear sir? You sent me a letter stating you **had been attacked** by measles, and I find you suffering from rheumatism".

Patient – "Well, you see, doctor, it is like this: there wasn't a soul in the house that knew how to spell rheumatism".

Brown was very proud of his young son. Once he was talking to a visitor, telling the man how clever his son was.

"The boy is only two years old", he said, "and he knows all animals. He's going to be a great naturalist. Here, let me show you".

He took a book of natural history from the book-shelf, opened the book and showed Bobby a picture of a giraffe.

"What's that, Bobby?"

"Horsey", said Bobby.

Next a tiger **was shown**, and Bobby said, "Pussy".

Then Brown showed Bobby a picture of a lion, and Bobby said, "Doggy".

And when a picture of a chimpanzee **was shown** Bobby said, "Daddy".

Vocabulary learning.

Exercise 1. Read the following international words and compare them with the corresponding Russian ones:

| | |
|-------------|----------------|
| history | история |
| ethnic | этнический |
| enclave | анклав |
| nationality | национальность |
| perspective | перспектива |
| cultural | культурный |
| theatre | театр |

| | |
|---------------|----------------------|
| radio | радио |
| programme | программа |
| concentration | концентрация |
| assimilate | ассимилировать |
| population | биол. популяция |
| migration | миграция |
| compact | компактный |
| traditionally | традиционно |
| process | процесс |
| million | миллион |
| territory | территория |
| structure | структура |
| factor | фактор |
| stimulate | стимулировать |
| sphere | сфера |
| economic | экономический |
| potential | потенциал |
| optical | оптический |
| budget | бюджет |
| specialize | специализировать(ся) |

Exercise 2. Read and memorize the words of the active vocabulary.

polyethnic adj. – belonging to or containing many nations or races.

confession n. – an acknowledgment of belief; the belief acknowledged; creed; a group of believers adhering to the same creed; communion.

Christian n., adj. –

n. – a person who believes in Christ and follows His teachings; person belonging to the religion of Christ.

adj. – 1) believing in Christ; following His example or teachings; belonging to the religion of Christ; 2) of Christians or Christianity.

Orthodox adj., n. –

adj. – generally accepted, especially in religion; conforming to the basic Christian faith as established in the early creeds.

n. – a person who is Orthodox; such persons as a group.

Uniate n., adj. –

n. – a member of any Eastern church that is in communion with the Roman Catholic Church and acknowledges the supremacy of the pope but keeps its own liturgy.

adj. – of or having to do with such a church or its members.

Protestant n., adj. –

n.- a member of any one of certain Christian churches not governed by the Roman Catholic Church or the Eastern Church, such as those that split off from the Roman Catholic Church during the Reformation of the 1500's or developed thereafter.

adj.- of Protestants or their religion.

Judaist n. – an adherent of Judaism; a Jewish Christian in the early church who followed or advocated Jewish rites or practices.

Judaistic adj. – of or having to do with Judaism or Judaists.

Muslim n., adj. –

n.- one who adheres to Islam and surrenders to the will of Allah.

adj.- of or pertaining to the customs, laws, and religion of Islam.

to disperse v. – to scatter; send or drive off in various directions; to distribute, diffuse, or disseminate.

consciousness n. – 1. the state of being conscious; awareness; 2. all the thoughts and feelings of a person or group of people. Everything of which you are conscious makes up your consciousness.

to maintain v. – to preserve or keep in any particular state or condition; to support; uphold; to keep possession of; to continue.

share n., v. –

n.- the part belonging to one person; part; portion; a part of anything owned in common with others;

v.- to use together; enjoy together; have in common; to divide into parts, each taking a part.

to assimilate v. – become part of another social group or state.

mentality n. – general intellectual character; degree of intellectual power; characteristic attitude of mind.

drastic adj. – having a strong or violent effect; severe; extreme; vigorous.

to subside v. – to grow less, become less active; to sink to a lower level; to sink or fall to the bottom; settle.

impact n., v. –

n.- a forceful or dramatic effect;

v.- to have a forceful or dramatic effect(on).

allowance n. – a limited share set apart; definite portion or amount given out to meet expenses or requirements; an amount added or subtracted to make up for something; discount.

revenue n. – money coming in; income; a particular item of income; a source of income.

subsidy n., (pl. -dies) – a grant or contribution of money, especially one made by a government in support of an undertaking or the upkeep of a thing.

contribution n. – the act of contributing; giving money or help along with others; the money or help contributed; gift.

to contribute v. – to give (money, help, or other support) along with others; furnish as a share; to give or make a contribution.

to promote v. – to help to grow or develop; help to success; to help to organize; start.

pioneer n., v. –

n. – one of those who first enter or settle in a region, opening it for occupation and development by others; *fig.* one of those who are first or earliest in any field of inquiry, enterprise, or progress;

v. – to go before and prepare (as a way); to act as a pioneer; to clear the way; show (new methods, etc.) to others.

glaze n. – 1. a smooth glassy surface or glossy coating; 2. *Cooking.* – a glossy covering on a food, such as one of sugar syrup.

corsetry n. – corsets, girdles, and foundation garments collectively; the making or fitting of corsets, girdles, and other foundation garments.

novel adj. – strange; of a new kind or nature; not previously known; unfamiliar.

sizable adj. – fairly large; (*archaic*) of suitable or convenient size.

sizably adv. – to a sizable extent or degree,

to dwindle v. – to become smaller and smaller; shrink; diminish.

dwindlement n. – a dwindled state or condition; decreased size, strength, etc. or other characteristic.

increment n. – an increasing or becoming greater; increase; growth; an amount by which something increases.

able-bodied adj. – strong and healthy; physically fit.

dense adj. – closely packed together; thick.

density n. – 1. the condition or quality of being dense; having parts very close together; thickness; 2. the quantity of anything per unit area.

to alter v. – to make different; change the appearance of; vary.

“hot spot” – a troublesome locality; a dangerous place.

Exercise 3. Give the words of the same root.

Christian, to maintain, to assimilate, mental, drastic, to subside, to alter, to dwindle, size, confession, ethnic, to pioneer, to promote, conscious, glaze.

Exercise 4. Organize the following synonyms in pairs:

income, to alter, to disperse, share, impact, to diminish, able, to scatter, part, to subside, dense, subsidy, increment, influence, thick, grant, to change, revenue, fit, increase.

Exercise 5. Match these words with their definitions.

- | | |
|---------------|--|
| 1. polyethnic | a. become part of another social group or state. |
| 2. Christian | b. strong and healthy; physically fit. |

| | |
|------------------|---|
| 3. to assimilate | c. having a strong or violent effect; severe; extreme; vigorous. |
| 4. able-bodied | d. become less or smaller by degrees. |
| 5. drastic | e. of a new kind or nature; not previously known. |
| 6. to dwindle | f. belonging to or containing many nations or races. |
| 7. novel | g. believing in Christ. |
| 8. glaze | h. one of those who are first or earliest in any field of inquiry, enterprise, or progress. |
| 9. pioneer | i. to preserve or keep in any particular state or condition; to support; uphold. |
| 10.confession | j. the part belonging to one person; part; portion. |
| 11.impact | k. a grant or contribution of money. |
| 12.to maintain | l. a smooth glossy surface or glossy coating; a glossy covering on a food. |
| 13.share | m. a group of believers adhering to the same creed; communion. |
| 14.subsidy | n. a forceful or dramatic effect. |

Exercise 6. Put one word from the box into each gap to complete the sentences.

polyethnic, allowance, enclaves, Orthodox, subsidies, self-consciousness, Catholic, promotion, maintain, dense, Judaistic, confessionally.

1. One of the most significant events in the activity of the Belarusian ... Church in the last years was the recreation of the Cross of St. Evfrosiniya of Polotsk (a precise replica of the famous Cross made by the master Lazar Bogsha in the 12th century).
2. Belarus possesses exclusively high natural and historical and cultural potential being favorable for ... of the international tourism.
3. The following most important categories of benefits are provided based on social and legal grounds of support in Belarus: temporary disablement benefit, benefit for families with children, unemployment ..., and burial benefit.
4. Many Roman ... Churches in Belarus are the centers of not only religious, but also cultural and educational life; the Church of Saint Simon and Helena in Minsk became one of such centers.
5. Being a component part of the world cultural heritage, Belarusian culture preserves the best national traditions while borrowing the experience of other cultures; at the same time, the renaissance of Belarusian culture can

- only come about in an organic way if all the nationalities making up the ... state are allowed to develop freely.
6. Another population category – pensioners and the disabled – receive ... from the Social Welfare Fund.
 7. The density of the Russian population varies in Belarus and distinctive ... are absent.
 8. The Ukrainian population with the distinctly expressed ... migrated to Belarus mainly in the 18th - 20th centuries.
 9. The Republic of Belarus has a compact area, a ... network of rural and urban (specifically small and medium) settlements, and the developed infrastructure of road communications.
 10. Most Belarusian Tatars (specifically youth) are not well aware of traditional faith canons, are ... neutral and inclined to religious tolerance.
 11. Being keepers of national culture and customs, the Belarusian museums ... close links with the world's best museum traditions and are an effective mechanism of promoting cooperation among nations.
 12. ... communities in Belarus maintain close relations with Israel, receive financial support from the Jewish organizations in USA, France, Germany and other countries.

Reading comprehension.

Exercise 7. Read the text "Population of the Republic of Belarus" and do the tasks that follow it.

Population of the Republic of Belarus.

By the beginning of 2007, the population of Belarus was 9 mln 712 thousand people.

National Composition. Belarus is a polyethnic and polyconfessional state where, along with Belarusians (81.2% of the population), more than 100 nationalities are represented.

Traditionally, Christians almost always predominated among the religious groups in Belarus, namely Orthodox, Roman Catholics and Greek Catholics (Uniates). Protestants were historically represented on a lesser scale. They were followed by Judaists (Jews and Karaites) and Muslims (Tatars), and others.

More than 1.142 thousand of Russians (about 11.4% of the total population) live in Belarus. Ethnic Russians have been residing in Belarus over its entire history.

The Russians are dispersed throughout Belarus, there are no distinct enclaves; however, numerous groups of them are represented in the Eastern regions (Vitebsk, Mogilev and Gomel Oblasts), in the capital and major industrial centres where they constitute up to 20% of the population or more. The great majority of Russians are largely dissolved among the Belarusian ethnical environment, however, they maintain their national self-consciousness, including nationality and language, while the believers maintain their religion. In social, political and national terms, the Russian population enjoys extensive opportunities and perspectives to meet their own ethnic-confessional and cultural-linguistic needs. The Russian language is the state language equally with the Belarusian language. Russian press is received in the Republic, periodicals and books are printed in Russian, there are Russian-language theatres, radio and TV programmes, education is provided in Russian.

The Poles represent the next biggest (following Russians) population group in Belarus, 396 thousand strong (3.9%). They have been residing in the western parts of Belarus for several centuries. They are mostly dispersed, although their main concentration falls on western areas of Grodno, Brest, Vitebsk and Minsk Oblasts. Poles constitute about 5% of the urban population, although in a number of towns in the West of Belarus (Grodno, Lida, Postavy, Oshmiany, Mosty, Voronovo, etc.) and in Minsk their share is much higher. But the main part of Belarusian Poles live in villages. Almost all groups of Belarusian Poles are assimilated by the local environment, however, they preserve their specific features of spoken language, culture, way of life, mentality and religion.

The Ukrainians represent the fourth biggest group, following Belarusians, Russians and Poles in Belarus (there are 237 thousand Ukrainians, or 2.4% of the population). On the whole, the Ukrainians are dispersed, although there are areas of concentration in Pinsk, Kobrin, Brest, Stolin, Gomel and some other southern Polessiye districts. Most people who regard themselves as Ukrainians belong to Orthodox church, although there are Catholics, Uniates and Protestants.

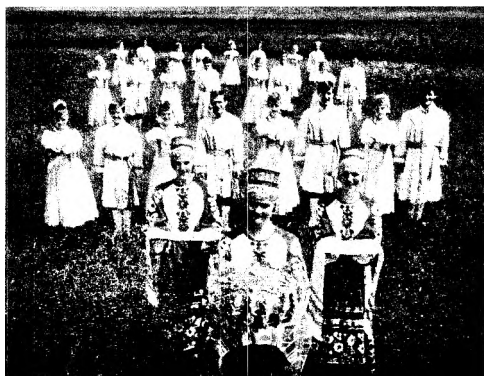
The Jews represent the fifth ethno-confessional group in Belarus (more than 28 thousand people). Starting from 1980, their number has drastically decreased due to their emigration to Israel and Western countries. The migration intensity has considerably subsided in recent years. They are mostly dispersed, but mainly reside in towns and urban settlements. They communicate predominantly in Russian. There are 20 Jewish Sunday schools in Belarus attended by more than 1000 children. Special Jewish classes are opened in a secondary and a specialized (art) school in Minsk and Mogilev. The Sohnut club organizes annual meetings of young Jewish people at summer and sports camps.

Nearly 6.4 thousand Lithuanians reside in Belarus. They have been living in Belarus for a long time, mostly scattered among the population, although there are villages of their compact settlement (Ostrovtsy and Voronovo districts of Grodno Oblast, Braslav district of Vitebsk Oblast). Lithuanians are largely assimilated in the Belarusian-Polish ethnical environment.

Many other nationalities inhabit Belarus: Tatars, Azerbaijanians, Armenians, Latvians, Koreans, Germans, Georgians, Ossetians, Gipsies, Moldavians, etc. Some of them have founded their own cultural and educational associations (for instance, Armenians, Azerbaijanians, Koreans, Lithuanians, Moldavians, Germans, etc.).

The relations between Belarusians and the representatives of all other nationalities are traditionally good-neighbourly, respectful, and undoubtedly peaceful.

The migration processes which have greatly expanded within the last decades (due to the events in Nagorny Karabakh, Tajikistan, Abkhazia, Chechnya, Latvia, etc.),



alter the general pattern of ethnic minorities in Belarus. For instance, they resulted in the decreasing of certain groups (Latvians, Germans, Estonians) and increasing of others, mostly coming from "hot spots" (Armenians, Georgians, Azerbaijanians, Ossetians, Tadjiks, etc.).

About 3 million Belarusians and their descendants reside outside Belarus, mostly in Russia, Ukraine, the USA, Poland, and also in Latvia, Lithuania, Canada and Argentina.

More than 70% of Belarusians are city-dwellers. Minsk, the Republic's capital, is the biggest city in the country, its population constitutes about 24% of the urban inhabitants (more than 1.7 million people).

Density of population. Belarus is comparatively densely populated country. The average density of the population is 49 people per 1 km². The Republic's territory is rather uniformly populated, with a higher density in the central regions (82 people per 1 km² in Minsk Oblast, 48 people per 1 km² in Grodno Oblast). Lower density is in the North of Vitebsk Oblast (in Rossony and Verkhnedvinsk Districts less than 10 people per 1 km²).

The sex-age structure of the population is as follows: males account for 46.8% and females – 53.2%. In the age group under 15 years of age, boys

account for 51.2% and girls – 48.8%. Above 60 years of age, the male-to-female ratio is 1 to 1.8 and above 80 years of age – 1 to 3.5.

17.9% of the population is younger of the able-bodied age, 61.0% of the population are males at the age of 16-59 and females – 16-54 years (i.e. population of the able-bodied age), and 21.1% of the population is above the able-bodied age. Over the last 30 years, the fraction of children reduced from 28.9% to 16.2% in the population structure, while the share of population above 60 years of age increased to make up 18.7% accounting for 29.6% in rural and 14.3% in urban areas. Each 4th Belarusian citizen is of a pension age. In general, the Belarusian population is aging like in other European countries and this problem is more acute in the rural areas. The major factor defining the sex-age structure deformations is the reduced birth rate. The natural growth mainly contributes to the increment of population in Belarus.

A number of factors affected the drop in the birth rate over the last decades: features of the age structure (the women – children of “children of war” – reached the childbearing age), change in the social orientation and environmental consequences of the Chernobyl nuclear disaster and so forth.

Employment. Continuously improving economic situation in Belarus in the social and labor sphere gradually stabilizes the employment level in the economy real sector. Currently, the unemployment level in the republic is 2.0% (in percentage to the economically active population). Large-sized industrial enterprises serve as a pillar of the Belarusian economy. They employ nearly half of the able-bodied population. Having managed to keep their production capacities from dwindling, these enterprises are specifically concerned to enter new world markets. The government provides a sizable support to them to stimulate their export as one of the priority spheres of the social and economic development of the country.

Free economic zones (FEZ) are created in Belarus to attract domestic and foreign investments, increase export potential, develop novel and advanced technologies import-substituting industries and increase employment. The Vitebsk FEZ produces corsetry, chocolate glaze and dry mixtures for the food industry. It pioneers the production of canned meat.

Since the priority is given to final sectors of the manufacturing industry, such as motor industry, tractor and agricultural machinery building, optical, radioelectronics, precise instrument-making and other industries requiring a highly qualified labor. Belarus has developed an efficient qualified personnel training system promoting a high educational level of the population.

Currently, 439 people out of each 1000 employed in the real sector of the economy have higher or secondary special education, in the sphere of services this number is 580-690 people, depending on the sector. By the social composition the working population consists of white collar employees (33%) and workers (about 67%). Among workers, more than 12% have a

higher or secondary special education. To financially assist the unemployed and finance actions to promote employment, the State Employment Promotion Fund has been established to be included in the budget. Compulsory contributions from enterprises, organizations and businessmen and subsidies from republican and local budgets, as well as other revenues form the Fund's resources. They are spent to pay unemployment allowances, stipends during professional training and retraining, children allowances, and to provide financial support. The Fund's resources are used to finance public works and to cover the Employment Service operation.

The positive changes in industry had their impact on the situation in the Republic's agriculture, which mainly specializes in animal husbandry production. A specialized network of agricultural companies, inter-farm associations and enterprises has been set up to produce and process beef, pork and poultry. Belarus' per capita meat output is 5-fold the CIS average.

To support cattle-breeding, field husbandry has to be well developed. Around 70% of agricultural lands are used to grow fodder, which includes a major proportion of cereals, maize and root crop yields. Belarus is among the world's seven largest potato producers and is number 1 per capita potato producer in the world. One-third of flax-fiber brought in by the CIS members, which is 16% of Europe's total, is grown in Belarus. This indicator places the country fifth among the 26 flax-producing countries of the world.

A step-by-step systemic reform of the Republic's agricultural complex is under way. In addition to state-owned and cooperative structures, private, joint-stock, mixed type and joint-ownership enterprises have been coming into being.

Exercise 8. *State the following as false or true and correct the false sentences.*

1. Belarus is a polyethnic and polyconfessional state.
2. Over 80 nationalities reside in the Republic of Belarus.
3. Protestants predominate among the religious groups in Belarus.
4. More than 1.142 thousand of Russians (about 11.4% of the total population) live in Belarus.
5. The country's state languages are Belarusian and Russian.
6. The Ukrainians represent the sixth ethno-confessional group in Belarus.
7. About 3 million Belarusians and their descendants reside outside Belarus, mostly in Russia, Ukraine, the USA, Poland, and also in Latvia, Lithuania, Canada and Argentina.
8. The average density of the population in Belarus is 60 people per 1 km².
9. Each 3rd Belarusian citizen is of a pension age.
10. 580-690 people out of each 1000 employed in the sphere of services have higher or secondary special education.

11. The positive changes in industry had their impact on the situation in the Republic's agriculture, which mainly specializes in animal husbandry production.
12. Belarus is among the world's seven largest potato producers and is number 3 per capita potato producer in the world.

Exercise 9. *Put in the right prepositions where necessary.*

1. ... the beginning of 2007 the population ... Belarus was 9 mln 712 thousand people.
2. The great majority ... Russians are largely dissolved ... the Belarusian ethnical environment, however, they maintain their national self-consciousness, including nationality and language.
3. The Poles have been residing ...the western parts ... Belarus ... several centuries.
4. There are 20 Jewish Sunday schools ... Belarus attended ... more than 1000 children.
5. The Belarusian population is aging like ... other European countries and this problem is more acute ... the rural areas.
6. A number ... factors affected ... the drop ... the birth rate ... the last decades.
7. Currently, the unemployment level ... the republic is 2.0% (... percentage ... the economically active population).
8. A specialized network ... agricultural companies, inter-farm associations and enterprises has been set up to produce and process beef, pork and poultry.
9. One-third ... flax-fiber brought ... the CIS members, which is 16% ... Europe's total, is grown ... Belarus.
10. ... addition ... state-owned and cooperative structures, private, joint-stock, mixed type and joint-ownership enterprises have been coming ... being ... the Republic of Belarus.
11. Having managed to keep their production capacities ... dwindling, these enterprises are specifically concerned to enter ... new world markets.
12. The Vitebsk FEZ produces corsetry, chocolate glaze and dry mixtures ... the food industry; it also pioneers the production ... canned meat.

Exercise 10. *Find the correct ending for each sentence according to the information in the text.*

1. The Russians are dispersed throughout Belarus, ...
2. In social, political and national terms, the Russian population enjoys extensive opportunities and perspectives ...
3. Poles constitute about 5% of the urban population, ...

4. Most people who regard themselves as Ukrainians belong to Orthodox church, ...
 5. The Republic's territory is rather uniformly populated, ...
 6. Over the last 30 years, the fraction of children reduced from 28.9% to 16.2% in the population structure, ...
 7. Around 70% of agricultural lands are used to grow fodder, ...
 8. The government provides a sizable support to the large-sized industrial enterprises that ...
 9. Free economic zones (FEZ) are created in Belarus in order ...
 10. Since the priority is given to the industries requiring a highly qualified labor, ...
-

- a) although in a number of towns in the West of Belarus (Grodno, Lida, Postavy, Oshmiany, Mosty, Voronovo, etc.) and in Minsk their share is much higher.
- b) there are no distinct enclaves; however, numerous groups of them are represented in the Eastern regions, in the capital and major industrial centres..
- c) with a higher density in the central regions (82 people per 1 km² in Minsk Oblast, 48 people per 1 km² in Grodno Oblast).
- d) to meet their own ethnic-confessional and cultural-linguistic needs.
- e) while the share of population above 60 years of age increased to make up 18.7% accounting for 29.6% in rural and 14.3% in urban areas.
- f) although there are Catholics, Uniates and Protestants (Baptists and Pentecostals).
- g) serve as a pillar of the Belarusian economy.
- h) to attract domestic and foreign investments, increase export potential, develop novel and advanced technologies, import-substituting industries and increase employment.
- i) Belarus has developed an efficient qualified personnel training system promoting a high educational level of the population.
- j) which includes a major proportion of cereals, maize and root crop yields.

Exercise 11. Answer the following questions:

1. How many people reside in the Republic of Belarus?
2. What is the percentage of Belarusians in the national composition of the country?
3. How many nationalities live in the Republic of Belarus?
4. What religious groups predominate in Belarus?
5. What is the percentage of Russians residing in Belarus?
6. Do they form distinct enclaves?

7. People of what nationality represent the next biggest (following Russians) population group in Belarus?
8. Do Belarusian Poles preserve their specific features of spoken language, culture, way of life, mentality and religion.
9. What is the fourth biggest group, following Belarusians, Russians and Poles in Belarus?
10. Where do the Jews representing the fifth ethno-confessional group reside in Belarus?
11. How many Lithuanians live in Belarus?
12. Are there any other nationalities inhabiting Belarus?
13. What is the character of relations between representatives of different nationalities residing in Belarus?
14. Why have the migration processes greatly expanded within the last decades?
15. What did these processes result in?
16. How many Belarusians and their descendants reside outside Belarus?
17. Is Belarus densely populated? What is the average density of its population?
18. What is the sex structure of the Belarusian population?
19. What is the age structure of the population of Belarus?
20. Do large-sized industrial enterprises employ nearly half of the able-bodied population?
21. What are the benefits of free economic zones (FEZ) created in Belarus?
22. What is the social composition of the working population in Belarus?
23. How did the positive changes in industry influence the situation in the Republic's agriculture?

Exercise 12. Speak on the following:

1. Religious communities available currently in Belarus.
2. The national composition of the Belarusian population.
3. Density of population in the Republic of Belarus.
4. The sex-age structure of the Belarusian population.
5. The social composition of the working population; measures undertaken to improve economic situation in Belarus.

Quiz.

Choose the best alternative according to the text:

1. By the beginning of 2007 the population of Belarus was ... people.
a) 4 mln 150 thousand; c) 9 ml 712 thousand;
b) 6 mln 658 thousand; d) 15 mln 200 thousand.
2. Belarus is a poly-ethnic and poly-confessional state where, along with Belarusians more than ... nationalities are represented.
a) 50; c) 80;
b) 25; d) 100.
3. The Belarusians constitute ... of the population of the Republic of Belarus.
a) 70%; c) 60,8%;
b) 81,2%; d) 89,6%.
4. Following the Belarusians the ... represent the biggest population group in Belarus.
a) Poles; c) Ukrainians;
b) Russians; d) Jews.
5. Traditionally, ... almost always predominated among the religious groups in Belarus.
a) Muslims; c) Christians;
b) Judaists; d) Buddhists.
6. The main concentration of the Poles falls on ...
a) western areas of Grodno, Brest, Vitebsk and Minsk Oblasts;
b) southern Polessiye districts;
c) the eastern regions (Vitebsk, Mogilev and Gomel Oblasts);
d) villages of Ostrovtsy and Voronovo districts of Grodno Oblast.
7. About ... million Belarusians and their descendants reside outside Belarus.
a) 2; c) 1;
b) 3; d) 6.
8. More than ... of Belarusians are city-dwellers.
a) 70%; c) 80%;
b) 50%; d) 90%.

9. The average density of the population in Belarus is ... people per 1 km²
- a) 39;
 - b) 50;
 - c) 49;
 - d) 60.
10. Higher density is ... of the Republic of Belarus.
- a) in the North of Vitebsk Oblast;
 - b) in the central regions;
 - c) in the South of Brest Oblast;
 - d) in the eastern regions.
11. Each ... Belarusian citizen is of a pension age.
- a) 4th;
 - b) 2nd;
 - c) 5th;
 - d) 3rd.
12. Currently, the unemployment level in the republic is ... (in percentage to the economically active population).
- a) 10%;
 - b) 8,2%;
 - c) 4,6%;
 - d) 2,0%.
13. The Vitebsk free economic zone produces ...
- a) the office furniture, PVH windows and doors;
 - b) corsetry, chocolate glaze and dry mixtures for the food industry;
 - c) tractors and lorries;
 - d) refrigerating equipment for dairy farms.
14. Currently, ... people out of each 1000 employed in the real sector of the economy have higher or secondary special education.
- a) 203;
 - b) 394;
 - c) 439;
 - d) 596.
15. Belarus is among the world's seven largest potato producers and is number ... per capita potato producer in the world.
- a) 3;
 - b) 1;
 - c) 5;
 - d) 2.

Unit Four: The Constitution of the Republic of Belarus.
Grammar: Non-finite forms of the verb. Functions of Participle I and Participle II.

Rules.

Participle I

The grammatical Categories of Participle I.

Participle I is a non-finite form of the verb with some adjectival and adverbial features. It is formed by adding the suffix **-ing** to the stem of the verb.

The verbal character of Participle I is manifested morphologically in the categories of voice and perfect and syntactically in its combinability.

| Voice | Active | |
|-------------|-----------------------------|------------------------|
| | Active | Passive |
| Perfect | | |
| Non-Perfect | going taking | - being taken |
| Perfect | having gone having taken | - having been taken |

Non-Perfect form suggests that the action denoted by Participle I is **simultaneous** with that of the finite verb.

Learning foreign languages, you will better learn a lot about the country where the language is spoken.

The perfect form of Participle I indicates that the action denoted by the participle is **prior** to that denoted by the finite verb.

Having learnt the elements of English, we started upon French.

Participle I of transitive verbs, both non-perfect and perfect, has voice distinction, which is realized in the contrast of active and passive forms.

Translating from English into Russian, she should know well both languages.

Having translated the text into Russian, we handed it to the teacher.

Being translated into many languages, the novel is known all over the world.

Having been translated long ago, the novel is likely to be re-translated.

Syntactical function of Participle I

I. Participle I as **attribute**.

When a participial phrase is used as attribute it follows the modified form.

A participial phrase may be (a) non-detached or (b) detached:

a) *Henry sat in the armchair facing the door.*

b) *Once a month Tommy, arriving separately, came in for a brief drink.*

A single participle as an attribute functions as a premodifier:

a sleeping dog, living people.

II. Participle I as **adverbial modifier** of time, reason, manner, attendant circumstances, and sometimes condition, concession, comparison.

1.) Participle I as **adverbial modifier of time.**

Returning to Moscow, he had thrown himself into the work.

The notion of simultaneity may be expressed more explicitly by the conjunctions **when** and **while**.

He felt horrible while saying it.

Don't forget articles when speaking English.

2.) Participle I as **adverbial modifier of reason.**

The most frequently used non-perfect forms of Participle I are those of verbs denoting mental perception and emotions (*knowing, realizing, remembering, expecting, hoping*; also *being, having*).

Hoping to catch the train, we took a taxi.

Being there, I could see all.

3.) Participle I as **adverbial modifier of attendant circumstances.**

I laughed, and still laughing turned away eastward (denotes a parallel action or event).

4.) Participle I as **an adverbial modifier of manner.**

He came in carrying a big parcel.

5.) Occasionally Participle I occurs as **an adverbial modifier of comparison, concession or condition**, preceded by the conjunction **as if, as though**.

As if obeying him, I turned and stared into his face.

Somebody was waiting: a man who, though moving irregularly, was making quite a speed in my direction.

She ought to be there ..., but being there she wouldn't know what to say.

III. Participle I as **part of the compound verbal predicate.**

Within this type of predicate non-perfect Participle I follows verbs of sense perception (*to see, to hear, to feel, to find, to catch*).

Jane was heard playing the piano.

Paul was found working in the garden.

IV. Participle I as a predicative.

The participle in this position gives the qualitative characterization to the person or thing used as object.

The story is amusing.

We found him dying.

Participle II

The grammatical Categories of Participle II.

Participle II is a non-finite form of the verb with verbal and adjectival features.

The main meanings of Participle II are those of a state as a result of some action or an action itself. One of the most essential characteristics of Participle II is that when it is used as part of a sentence, Participle II of transitive verb is passive in meaning (invited, told), Participle II of an intransitive verb is active (arrived, gone).

The adjectival nature of Participle II:

b) it may combine with adverbs such as **very, too, slightly, so, much, more.**

I'm very pleased with you.

c) Participle II is often negated with the prefix un – *unfinished, unanswered.*

d) Participle II may turn into adjectives with qualitative meaning – *celebrated* – *famous* synonymous with other adjectives *tired* – *weary.*

e) may form adverbs – *fixedly, unhurriedly.*

Syntactical functions of Participle II

I. Participle II as an attribute.

Participle II usually functions as a premodifier(a) or postmodifier(b):

a) *First of all she went to the **bombed** building.*

b) *The dictionary **referred to** is to be found in our library.*

II. Participle II as predicative.

In this function Participle II denotes a state:

He felt thoroughly disappointed.

III. Participle II as adverbial modifier of:

1. **time**, usually with the conjunction **when** or **until**.

He won't stop arguing until interrupted.

2. reason.

Deprived of his wife and son by the Spanish adventure, Jolyon found the solitude at Robin Hill intolerable.

3. condition, mostly with the conjunction **if** or **unless**.

John will speak for hours unless interrupted.

4. concession, with the conjunction **though** or **although**.

5. comparison, with the conjunction **as if** or **as though**.

"I get off the train", he repeated as if hypnotized.

Exercises.

Exercise 1. Give non-perfect and perfect forms of Participle I for the following verbs.

| | |
|---------------|--|
| Model: | to give – giving; being given; having given; having been given |
|---------------|--|

to incorporate, to guarantee, to hold, to undertake, to specify, to substitute, to prescribe, to elect, to accede, to stipulate, to violate, to lose, to take care of, to pay for, to meet, to forbid, to spread.

Exercise 2. Transform the word-combinations using Participle I or Participle II as attribute.

| | |
|---------------|---|
| Model: | the research which is conducted - the conducted research; the citizens who vote on different occasions – the voting citizens. |
|---------------|---|

A work which is paid for; the deputies who are elected; a girl who works as a secretary; the society which is oriented to research; a law which is violated; powers of the Government which are extended; rights which are granted by the Constitution; programmes of economic and social development which are approved; amendments which have been adopted; people who work hard; a person who is persecuted because of his principles; a person who votes during the election; legal acts which are recognized; citizenship which is acquired; the minimum age at which a person has right to vote; the party which governs the country.

Exercise 3. Define functions of Participle I and Participle II.

1. The Parliament – the national Assembly of the Republic of Belarus – is a representative and legislative body. The Parliament consists of two Chambers – the House of Representatives and the Council of the Republic, with the Constitution stipulating the composition and the procedure of forming the Chambers.
2. The House of Representatives consists of 110 deputies, elected on the basis of universal, free, equal, direct electoral suffrage by secret ballot. Any citizen of the Republic of Belarus having reached the age of 21 years may be a deputy of the House of Representatives. The Council of the Republic is the Chamber of territorial representatives.
3. 8 members of the Council of the Republic are elected from each Region (oblast) and the city of Minsk by secret ballot at the meetings of deputies of Local Councils of base level.
4. Eight members of the Councils of the Republic of Belarus are appointed by the President.
5. Any citizen of the Republic of Belarus having reached the age of 30 years and residing in the territory of the respective Region, Minsk City not less than 5 years may be the member of the Council of the Republic. The sessions of Chambers are held separately. In accordance with the Constitution, the House of Representatives has the right to hear the report of the Prime Minister regarding the programme of the Government's activity, to pass a vote of nonconfidence to the Government, as well as to consider the issue on confidence to the Government by initiative of the Prime Minister. The House of Representatives calls elections of the President and accepts the resignation of the President.
6. The Council of the Republic cancels the decisions of local Councils of Deputies not confirming to the legislation and also takes a decision regarding the dissolution of the Local Council of Deputies in case the requirements of the legislation are regularly and grossly violated by, as well as in other cases provided for by the law.
7. Any Bill, if not otherwise provided for by the Constitution, is debated initially in the House of Representatives and then in the Council of the Republic.
8. The Bill, except the cases provided for by the constitution, becomes a law after having been passed by the House of Representatives and approved by the Council of the Republic by the majority of votes of the total composition of each Chamber. The Parliament considers the issue of impeachment of the President.
9. The term of the Parliament is four years. The powers of the Parliament may be extended by law only in the event of war.

Exercise 4. *Select the correct form in parentheses in the following sentences.*

1. People (beginning / having begun) to study languages often say that it is difficult to memorize words.
2. The method (used / using) depended on the material (selected / being selected).
3. (Having been written / written), the translation was given to the teacher.
4. (When read / having read), this novel will be returned to the library.
5. (Having solved / solving) the main problem, the scientist made a report on his research.
6. The man was picked up in an almost (dying / died) state.
7. They were, indeed, old friends, (having been / being) at school together.
8. There is a popular tendency among most newsmen and radio and TV commentators, to portray Congressmen as men who are working themselves to death, (suffering / having suffered) heart attacks to serve the people.

Exercise 5. *Read out the Preamble to the Constitution of the Republic of Belarus. Open the brackets using non-finite forms of the verb (Participle I, II) instead of infinitives.*

Preamble

We, the People of the Republic of Belarus,
 (to emanate) from the responsibility for the Present and Future of Belarus;
 (to recognize) us as a subject, with full rights, of the world community and
 (to confirm) our adherence to values common to all mankind;
 (to found) us on our inalienable right to self-determination;
 (to support) by the centuries-long history of development of Belarusian
 statehood;
 (to strive) to assert the rights and freedoms of every citizen of the Republic of
 Belarus;
 (to desire) to maintain civic harmony, stable foundations of democracy, and a
 state (to base) on the rule of law;
 hereby adopt, this Constitution as the Basic Law of the Republic of Belarus.

Exercise 6. *Use the verbs to form non-finite forms and fill in the gaps.*

The British Parliament and the electoral system

1. The British Parliament consists of two chambers | to vote,
 (known) -1- as the House of Commons and the House
 of Lords. | to pay,
2. Everything in Britain is done in the Queen's name on |

- | | |
|---|--------------------------------------|
| the advice of the -2- Government, and the monarch takes no part in the decision-making process. | to use, |
| 3. Parliament elections in Britain must be -3- every 5 years. | to consult, |
| 4. The simple majority system of voting is -4- in parliament elections. | to prepare, |
| 5. British citizens -5- abroad may vote, but the House of Lords, foreigners, mentally ill people in hospitals, prisoners and -6- people may not vote. | to elect, to live, |
| 6. The election is decided on a simple majority – the candidate with most votes wins. Many people think that it is unfair because the wishes of those -7- for the unsuccessful candidates are not represented at all. | to lead, to govern, |
| 7. A -8- law, a bill, has to go through three stages in order to become an Act of Parliament. | to know, |
| 8. The House of Commons is made up of 659 -9- members, -10- as Members of Parliament (MPs). | to hold, |
| 9. MPs sit on two sides of the hall, one side for the -11- party and the other for the opposition. | to propose, |
| 10. The first two rows of seats are occupied by the -12- members of both parties (called “front benchers”), the back benches belong to the rank-and-file MPs (“back benchers”). | to sit, to convict (to sentence). |
| 11. MPs are -13- for their parliamentary work and have to attend the sittings. | |
| 12. MPs have to catch the speaker’s eye when they want to speak, then they rise from where they -14- to address the House and must do so without either reading a -15- speech or -16- notes. | |

Jokes, Laughs, Smiles

Too Fond of Talking

A politician was **invited** to give a talk on Americanisms to the pupils of the grammar school he had **attended** as a boy.

‘When I see your **smiling** faces before me’, he began in the **accepted** oratorical style, ‘it takes me back to my child-hood. Why is it, my dear girls and boys, you are all so happy?’

He paused for the rhetorical effect, and instantly up went a grimy hand from the front row.

‘Well, my lad, what is it?’

‘The reason we’re so happy’, replied the boy, ‘is if you talk long enough we won’t have a geography lesson this morning’.

Once David Garrick was **told** by a Member of Parliament that as he was so popular he could easily become an M.P. too. ‘No, thank you’, the actor replied. ‘I prefer to play the part of a great man on the stage than the part of a fool in Parliament’.

At a party Bernard Shaw stood up and said: ‘Ladies and gentlemen. The leaders of our society are corrupt. I know at least twenty **well-known** men who do **crooked** things’. Everybody protested, but Shaw said that he would prove it. Some weeks later he sent a letter to each of the twenty men: ‘Everything has **come** out. Get away quickly’.

They all followed his advice.

A Well-known Name

A **struggling** author had **called** on a publisher to inquire about a manuscript to be **submitted**.

“This is quite well **written**,” admitted the publisher, “but my firm only publishes work by writers with **well-known** names.”

“Splendid,” shouted the caller in great excitement. “My name’s Smith.”

Mr. Page when **being** editor was **obliged** to refuse a great many stories. A lady once wrote him: “Sir, you sent back last week a story of mine. I cannot hold back my indignation. I know that you did not read the story, for as a test I had pasted **together** pages 18, 19 and 20, and the story came back with these pages still **pasted**; and so I know you are a fraud and turn down stories without reading them.”

Mr. Page wrote back: “Madame, at breakfast when I open an egg I do not have to eat the whole egg to discover it is bad.”

Tit for Tat

An American lady, **travelling** in England some years ago, got into a compartment of a smoking-carriage where an Englishman was **smoking** a pipe. For a short time she sat quietly, **expecting** that the Englishman would stop smoking. But then she began to cough and sneeze, **trying** to show him

that she objected to the smoke. At last, **seeing** that the man took no notice of her and did not put out his pipe, she said:

“If you were a gentleman, you would stop smoking when a lady got into the carriage.”

“If you were a lady,” replied the Englishman, “you wouldn’t get into a smoking-carriage.”

“If you were my husband,” said the American lady angrily, “I would give you poison.”

The Englishman looked at her for a moment or two.

“Well,” he said at last, “if I were your husband, I would take it.”

Lead-in.

Exercise 1. Answer the following questions:

1. What is meant by a “constitution”.
2. Great Britain has an unwritten constitution. And what about your country?
3. Do you know your rights and responsibilities in accordance with the Constitution of your country? Name some of them.
4. The ideas of democracy, personal freedom and equality have always been dear to the hearts of millions of people. What is your idea of these notions? How do you understand them?
5. What is the youth policy of the government in your country?

Comment on some of these quotations:

- ❖ “Let people think they govern and they will be governed”.

William Penn.

- ❖ “One of the greatest delusions in the world is the hope that the evils in this world are to be cured by legislation”.

Thomas B. Reed.

- ❖ “Every country has the government it deserves”.

Joseph Marie de Maistre.

- ❖ “Government exist to protect the rights of minorities. The loved and the rich need no protection; they have many friends and few enemies”.

Wendell Phillips.

- ❖ “People who want to understand democracy should spend less time in the library with Aristotle and more time on the busses and in the subway”.

Simeon Strunsky.

Vocabulary learning.

Exercise 2. Read the following international words and compare them with the corresponding Russian ones:

| | |
|------------------------|-------------------------|
| constitution | конституция |
| symbol | символ |
| sovereign | суверенный |
| convention | конвенция |
| monopolization | монополизация |
| to guarantee | гарантировать |
| social | социальный |
| democracy | демократия |
| ideology | идеология |
| public | публичный |
| propaganda | пропаганда |
| religious | религиозный |
| racist | расист |
| principles | принципы |
| universal | универсальный |
| meeting | митинг |
| referendum | референдум |
| deputy | депутат |
| collective <i>a, n</i> | коллективный, коллектив |
| candidate | кандидат |
| national | национальный |
| local | локальный |
| procedure | процедура |
| function | функция |
| legal | легальный |
| association | ассоциация |
| specific | специфический |

Exercise 3. Give plural forms of the following nouns of Greek and Latin origin:

criterion, datum, formula, crisis, stimulus, phenomenon, medium, memorandum, basis, analysis, symposium, referendum

Exercise 4. Read and memorize the words of the active vocabulary:

amendment n. –

a change made or offered in a law, bill, or motion by addition, omission or alteration of language. *The Constitution of the United States has over 20 amendments.*

the act of making such a change of alteration.

a change for the better; improvement.

a change made to remove an error, correction

law alteration or correction in any process, pleading; proceeding at law or in equity.

supremacy n. –

the condition of quality of being supreme:

supreme authority or power. Syn.: domination, predominance, mastery

supreme position in achievement, character or estimation

provisions = provision n. –

a statement making a condition;

the act of providing; taking care for future; preparation;

taking care for the future; arrangement made beforehand;

that which is made ready; supply; stock, especially of food.

inalienable adj. – that can't be given away or taken away. *Life liberty and the pursuit of happiness have been called the inalienable rights of man.*

judicial force n. –

having to do with the administration of justice;

of law; having to do

accede v. –

to give in; agree; assent (to): *Please accede to my request.* Syn.: yield, acquire;

to become a party (to): *Our government acceded to the treaty.*

to come, attain or succeed (to an office or dignity): *When the king died, his oldest son acceded to the throne.*

envisage v. –

to form a mental picture of; visualize: *The architect looked at the plans and envisaged the finished house.*

to look in the face of; face: envisage terror.

alien n. –

a resident foreigner: *Aliens are not citizens of the country in which they live and therefore owe their loyalty to another country.*

a person belonging to a different ethnic or social group; stranger, foreigner;

a person excluded.

rigorous adj. –

very severe, strict: *The rigorous discipline in the army. The strike put the Administration's labor policy to a rigorous test.* Syn.: stern.

harsh: a rigorous climate, a rigorous winter.

grant v. n. –

to give (what is asked), allow: to grant a request, to grant permission;

to admit; accept without prove; concede/grant that you are right so far.

to give or confer by formal act or by writing: *They granted charters to the towns and privileges to the inhabitants.*

refuge n. –

shelter or protection from danger or trouble; safety; security: *The cat took refuge from the dogs in a tree.*

a place of safety or security;

a resort, shift or expedient in any emergency: *I consider proverbs as the refuge of weak minds.*

persecute v. –

to treat badly; do harm; oppress: *The cruel boy persecuted the kitten by throwing stones at it whenever it came near.* Syn.: wrong, torment.

to treat badly because of once principles of beliefs.

to annoy; harass: persecuted by silly questions.

censorship n. –

the act of system of censoring: *Censorship of news is common in time of war. the position or work of a censor.*

psychoanalysis. The exclusion by the ego, ego ideals or super ego of unpleasant memories or impulses from consciousness unless suitably disguised.

stipulate v. – to arrange definitely; demand a condition of agreement: *He stipulated that he should receive a month's vacation every year if he took the job.*

to make an express demand or arrangement (for).

referendum n. pl. -dums, -da –

the principle or process of submitting a bill already passed by the lawmaking body to a direct vote of the citizens for approval or rejection.

a vote on such a bill;

the act or process of submitting any matter to a direct vote;

to convict.

suffrage n. –

1. the right to vote, especially the right to vote as a citizen in national or local elections, referendums, and the like; franchise: *The United States granted suffrage to women in 1920.* 2. the exercise of this right; casting of votes; voting. 3. a vote, usually in support of a proposal or candidate; ballot cast in an election, referendum, or the like: *The election of a new emperor was referred to the suffrage of the military order* (Edward Gibbon).

Exercise 5. Give the words of the same root:

to secure, to depend, to associate, to prohibit, to adopt, to provide, to confirm, to interfere, to recognize, to respond, to govern, to defend

Exercise 6. Find synonyms to the following words:

refuge, to persecute, rigorous, supremacy, to accede, an alien, provision, to envisage, to grant, to stipulate

to agree, security, a resident foreigner, to visualize, to postulate, strict, to oppress, to allow, arrangement, domination.

Use the words in the sentences of your own.

Exercise 7. Use the words which are given below to form a word that fits in the gap. An example is given.

The Belarusian Constitution guarantees the right of each person to 0 (*protection*) of information about his/her **1** ___ life, confidentiality of correspondence, telephone and other communication (Article 28), protection of **1** ___ dignity (Article 25), **2** ___ of **3** ___ of opinions and convictions, bans **8** ___ and monopolization of mass media (Article 33), ensures the right of person to obtain, store and distribute full, **4** ___ and timely information on the activity of state agencies and public associations, on political, economic and international life, and on the state of environment, provides each person with the opportunity to acquaint oneself with information **5** ___ one's rights and legal interests (Article 34), guarantee the **2** ___ of artistic, scientific and technical creativity, the protection of intellectual property (Article 51) and proprietary rights (Article 44), and ensures the right of every person to demand **6** ___ for any material or moral damage in court (Article 61) for the purpose of **7** ___ of their rights, **2** ___, honour and dignity.

| | | | | |
|------------------|------------------|------------------|---------------------|-----------------|
| 0 protect | 2 free | 4 rely | 6 compensate | 8 censor |
| 1 person | 3 express | 5 concern | 7 protect | |

Reading comprehension.

Exercise 8. Read the text "Constitution of the Republic of Belarus" and do the tasks that follow it.

Constitution of the Republic of Belarus

The Constitution of the Republic of Belarus of 1994, with amendments and additions adopted at the National referendum of November 24, 1996, defines the Republic of Belarus as a unitary democratic social State with the rule of law, which possesses supremacy and complete authority on its territory, and independently carries out domestic and foreign policy.

The territory of the Republic is unified and inalienable. On the territory of the Republic of Belarus the creation and activity of political parties, as well as other public associations, which have as a goal a violent change in the constitutional system or are conducting propaganda of war, national, religious and racist hostility, is prohibited.

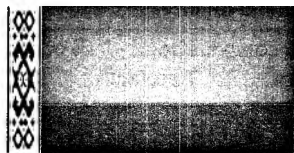
The Constitution establishes the principle of the supremacy of law. The state and all of its organs and officials act within the limits of the Constitution and the laws adopted in accordance with it.

The Republic of Belarus recognizes the priority of universally acknowledged principles of international law and ensures that its legislation

conforms to its norms. In its foreign policy, the Republic of Belarus proceeds from the principles of the equality of States, non-use of force or threat of force, inviolability of borders, peaceful settlement of disputes, non-interference in internal affairs, and from other universally recognized principles and norms of international law. The Republic of Belarus has a goal to make its territory a nuclear-free zone, with a neutral government.



National Emblem



National Flag

The symbols of the Republic of Belarus, as a sovereign State, are its state flag, state emblem, and state anthem. The capital of the Republic of Belarus is the city of Minsk.

The Belarusian and Russian languages are the state languages of the Republic.

The Republic of Belarus is part of the world community. It recognizes the Universal Declaration of Human Rights, the UN Charter, the International Conventions on Civil and Political Rights and on Economic, Social and Cultural Rights, and accedes to the agreements within the framework of the OSCE and to many international conventions. The principles established by the major international legal

instruments have found their reflection in the provisions of the Belarusian Constitution.

The Fundamental Law states that securing the rights and freedoms of citizens is the supreme goal of the State. The State guarantees to its citizens the rights and freedoms expressed in the Constitution, the laws of the Republic and envisaged in the international commitments made by the State.

The Constitution of the Republic of Belarus establishes its responsibility before its citizens for the creation of conditions for the free and adequate development of the individual, and the responsibility of citizens before the State for the rigorous fulfillment of the responsibilities laid upon them by the Constitution.

Aliens and stateless persons exercise their rights and freedoms on the territory of the Republic of Belarus and discharge their duties equally with citizens of the Republic, unless otherwise established by the Constitution, laws and international agreements.

In conformance with the constitutional norm, the Republic of Belarus may grant refuge to persons being persecuted in other States for their political and religious convictions or on account of their nationality.

The Constitution of Belarus proclaims that all are equal before the law and have the right, without any discrimination, to equal protection of their rights and legitimate interests.

The State guarantees the freedom of opinion and conviction, and the right to freely voice them, as well as the freedom of public rallies and meetings, street processions, demonstrations and picketing, which do not violate the legal order and the rights of other citizens of the Republic of Belarus.

Monopolisation of the mass media by the State, public associations, or individuals, as well as censorship are prohibited.

The Constitution guarantees the citizens of the Republic of Belarus the right to health protection, including free treatment in state health care institutions, free general education and professional technical training. Secondary special and higher education is accessible to all, depending on the abilities of each person.

An important social guarantee is the right of citizens of the Republic of Belarus to social security in old age, in case of illness, disability, loss of a breadwinner, and in other cases stipulated by law. The State shows particular concern for persons whose health has been damaged in the defense of State and societal interests.

Citizens of the Republic of Belarus have the right, in accordance with their abilities and professional training, of equal access to any posts in the State organs.

The Fundamental Law of the Republic of Belarus establishes as the principle of building a State with rule of law (of forming its bodies) such

institutions as referendum and free elections, and the people as the only source of power. President of the Republic of Belarus, deputies of the Chamber of Representatives of the National Assembly of the Republic of Belarus, as well as deputies of local Councils of Deputies of the Republic of Belarus are elected on the basis of general, equal, direct suffrage, by secret ballot. The right to nominate candidates for deputies belongs to public associations, workers' collectives and citizens in accordance with the law.

The electoral procedures are prescribed by the laws of the Republic of Belarus.

Holding of referenda is one of the means of direct participation of citizens in the management of the affairs of the society and the State. National and local referenda may be held in the Republic of Belarus. A referendum is conducted by general, free, equal voting by secret ballot. No control over the will of the voters during the voting is allowed. Citizens of the Republic of Belarus who have the right to vote take part in referenda.

The defense of the Republic of Belarus is a most important function of the State and is the duty of all citizens of the Republic of Belarus. Defense of the Republic of Belarus is a responsibility and sacred duty of every citizen of the Republic of Belarus. The procedure for military service, the grounds and conditions for exemption from military service or its substitution with some alternative are governed by legislation.

The Constitution reproduces the provisions of the Declaration of Human Rights with regard to presumption of innocence. The Constitution establishes that no one may be pronounced guilty of a crime unless his guilt has been proven in an order envisaged by law in a lawful court's sentence.

The Fundamental Law also incorporates the provisions of the International Convent on Civil and Political Rights. The state guarantees its citizens protection of their rights and freedoms by a competent, independent and impartial court, as well as protection of their freedom, immunity and dignity. Restriction of the rights and freedoms of the individual is only permissible in the cases stipulated by legislation. The Republic's Constitution establishes the right of any person held in custody to judicial examination of the legality of his (her) detention or arrest. The accused does not have to prove his innocence.

The Constitution establishes the right of everyone to legal assistance and protection of one's rights and freedoms.

The State undertakes the responsibility, in cases envisaged by the law, to pay for the legal assistance expenses.

Creating difficulties to the rendering of legal assistance in the Republic of Belarus is prohibited.

The Fundamental Law establishes that there may be state and private property. The State guarantees to all equal rights for conducting economic and other activity, with the exception of that which is forbidden by law, and

guarantees equal protection and equal conditions for the development of all forms of ownership.

The Constitution defines the list of objects which form the exclusive property of the State, such as bowels of the earth, water, and forests. In conformance with the Constitution, legislation may specify other types of property, which may only be owned by the State or a specific order of their privatization.

Exercise 9. *Insert the words of the active vocabulary. The words are given below.*

1. The Republic of Belarus, a unitary democratic social state, possesses ... and complete authority on its territory.
 2. The principles established by the major international legal instruments have found their reflection in the ... of the Belarusian Constitution.
 3. The territory of the Republic is unified and
 4. ... and stateless persons exercise their rights and freedoms and discharge their duties equally with the citizens of the Republic unless otherwise established by the Constitution.
 5. Citizens of the Republic of Belarus having the right to vote take part in
 6. The Republic of Belarus may ... refuge to persons being persecuted in other states for their political and religious convictions or on account of their nationality.
 7. The Constitution of the Republic of Belarus establishes responsibility of citizens before the state for the ... fulfillment of the responsibilities laid upon them by the Constitution.
 8. The Constitution reproduces the ... of the Declaration of Human Rights with regard to presumption of innocence.
-
- provision(s), supremacy, aliens, grant, referenda, inalienable, rigorous.

Exercise 10. *State the following as false or true and correct the false sentences.*

1. The Constitution defines the list of objects which form the exclusive property of the state.
2. The Constitution of the Republic of Belarus was adopted in 1990.
3. Both the Belarusian and the Russian languages are the State languages of the Republic.
4. The Constitution states that the supreme goal of the state is securing the rights and freedoms of citizen.
5. The constitution of Belarus proclaims that all are equal before the law.

6. Monopolization of the mass media by the State, public associations, or individuals, as well as censorship aren't prohibited.
7. The State shows particular concern for persons, whose health has been damaged in the defense of State.
8. There are only 2 symbols of the Republic of Belarus, as a sovereign State – its State flag and State anthem.

Exercise 11. Answer the following questions:

1. What freedoms and rights does the state guarantee to its citizens?
2. How is a referendum conducted?
3. Who of the citizens has the right to take part in referendum?
4. What is the most important function of the state and the duty of all citizens?
5. What is presumption of innocence?
6. How does the State guarantee its citizens protection of their rights and freedoms?
7. Does the Constitution establish the right of everyone to legal assistance?
8. Is creating difficulties to the rendering legal assistance in Belarus prohibited?
9. What objects form the exclusive property of the State?
10. What is one of the means of direct participation of citizens in the management of the affairs of the society and the State?
11. On what basis are President of the Republic of Belarus, deputies of the Chamber of Representatives of the National Assembly, deputies of local councils of Deputies of the Republic of Belarus elected?

Exercise 12. Combine the sentences in lists A and B into logical units.

- | A | B |
|--|--|
| 1. The State and all of its organs and officials act ... | a) defines the Republic of Belarus as unitary democratic social State with the rule of law. |
| 2. In its foreign policy the Republic of Belarus proceeds from ... | b) to make its territory a nuclear free zone, with neutral government. |
| 3. The Constitution of the Republic of Belarus of 1994 ... | c) to secure the rights and freedoms of citizens. |
| 4. The Republic of Belarus has a goal ... | d) is holding of referenda. |
| 5. The supreme goal of the State is ... | e) within the limits of the Constitution. |
| 6. Aliens and stateless persons | f) their rights and freedoms on the territory of the Republic of Belarus and discharge their duties equally with the citizens of the Republic. |
| | g) the principles of the equality of states, |

exercise ...

7. One of the means of direct participation of citizens in the management of the affairs of the society and the State ...

none-use of force or threat of force, none-interference in internal affairs, and from other universally recognized principles and norms of international law.

Exercise 13. Rewrite the sentences. Each time use the information in brackets to make an *-ing* clause or an *-ed* clause.

1. A Constitution is a fundamental law (it governs society as a whole and each of its citizens).
2. The Republic of Belarus may grant refuge to persons (they are persecuted in other states for their political and religious convictions or on account of their nationality).
3. The Constitution guarantees the citizens of the Republic of Belarus the right to health protection (it includes free treatment in state health care institutions).
4. The principles (which were established by the major international legal instruments) have found their reflection in the provisions of the Belarusian Constitution.
5. On the territory of the Republic of Belarus the creation and activity of political parties (which have a goal of violent change in the Constitutional system) is prohibited.
6. Legal acts or their separate provisions (which are recognized as contradicting the provisions of the Constitution) have no juridical force.
7. Citizens of the Republic of Belarus (who have the right to vote) take part in referenda.
8. Restriction of the rights and freedoms of the individual is only permissible in the cases (which are stipulated by legislation).

Exercise 14. Complete each sentence from A using the proper variants from B.

A.

1. The State guarantees to its citizens ...
2. The Constitution establishes the right (the duty) of (everyone) ...
3. The Constitution of the Republic of Belarus establishes its responsibilities before the citizens ...

B.

- a) to take part in referenda;
- b) to defend the Republic of Belarus;
- c) held in custody to judicial examination of legality of his (her) detention or an arrest;

- d) the rights and freedoms expressed in the Constitution;
- e) for the creation of conditions for the free and adequate development of the individual;
- f) the right to social security in old age, in case of illness, disability, loss of breadwinner, and in other cases stipulated by law;
- g) equal access to any posts in the state organs (in accordance to his(her) abilities and professional training);
- h) for the rigorous fulfillment of the responsibilities laid upon the citizens by the Constitution;
- i) to legal assistance and protection of one's rights and freedoms
- j) to pay for the legal assistance expenses in cases envisaged by the law;
- k) the freedom of opinion and conviction and the right to freely voice them;
- l) the freedom of public rallies and meetings, street processions, demonstrations and picketing, which don't violate the legal order and rights of other citizens of the Republic of Belarus.

Exercise 15. Speak on the following:

1. The Republic of Belarus as part of the world community.
2. The territory, symbols, state languages of the Republic of Belarus as defined by the Constitution.
3. The main rights, duties and freedoms of Belarusian citizens established by the Constitution.
4. The main guarantees of Belarusian citizens given by the State.
5. Holding of referenda as one of the means of direct participation of citizens in the management of the affairs of the society and the State.
6. State and private property established by the Fundamental law.

Exercise 16. Write a few paragraphs on the following:

1. Compulsory military service should be abolished in all countries.
2. The Government has an obligation to provide universal health care for its citizens.
3. Government censorship of individual expression for the good of society is justified.
4. National service should be mandatory for all citizens.
5. The Government has an obligation to provide for the welfare of its citizens.
6. The Government should have the right to censor the press during times of war or crisis.

Quiz.

Choose the best alternative according to the text:

1. The Constitution of the Republic of Belarus was adopted in ...
a) 1994; c) 1990;
b) 1996; d) 1995.
2. Amendments and additions in the Constitution were adopted at the National referendum in ...
a) 1993; c) 1996;
b) 1995; d) 1997.
3. The State guarantees to its citizens ...
a) charged treatment in state health care institutions;
b) control over the will of voters;
c) free general education and professional training;
d) compensation of any material damage.
4. One of the three symbols of the Republic of Belarus as a sovereign state is
a) the green flag; c) the state emblem;
b) the national ornament; d) the Belarusian language.
5. The electoral procedures are prescribed by ...
a) the referendum; c) the President;
b) the laws of the Republic of Belarus; d) the deputies of local Councils.
6. The Republic of Belarus has a goal to make its territory ...
a) a nuclear zone with a military government;
b) a free economic zone;
c) a nuclear-free zone with a neutral government;
d) unified and inalienable.
7. In its foreign policy the Republic of Belarus proceeds from the principles of ...
a) use of force and threat of force;
b) interference in international affairs;
c) non-peaceful settlement of disputes;
d) equality of states.
8. In conformance with the Constitution of the Republic of Belarus it may grant refuge to ...
a) any person from any country;
b) unemployed persons persecuted in other states;
c) persons persecuted in other states for their political and religious convictions or on account of their nationality;
d) Christians.

9. Aliance and stateless persons ...
 - a) have no rights and freedoms in Belarus;
 - b) discharge their duties equally with citizens of the Republic of Belarus;
 - c) have right to free education in Belarus;
 - d) have right to free health protection.
10. The State undertakes the responsibility ...
 - a) to pay for legal assistance in cases envisaged by the law;
 - b) to restrict the rights and freedoms of any person;
 - c) to pronounce a person guilty of a crime;
 - d) create difficulties to the rendering of legal assistance in the Republic of Belarus.
11. Each person in the Republic of Belarus has the right to obtain higher education in state educational establishments ...
 - a) at the age of 16;
 - b) simultaneously with studies at vocational schools;
 - c) on the basis of contest and free of charge;
 - d) without any contest after completing secondary education.
12. The Belarusian Constitution ensures the right of every person to demand compensation for any material or moral damage ...
 - a) in the State organs;
 - b) in court;
 - c) at the workplace;
 - d) in local councils of Deputies.
13. Restriction of the rights and freedoms of the individual is ...
 - a) impossible according to the law;
 - b) forbidden by the law;
 - c) permissible only in case stipulated by legislation;
 - d) not permissible at all.
14. Military service in Belarus is ...
 - a) substituted with some alternative on the will of a person;
 - b) obligatory for both men and women;
 - c) abolished;
 - d) substituted with some alternative in accordance with legislation.
15. The Parliament of the Republic of Belarus consists of ...
 - a) one Chamber;
 - b) two Chambers – the House of Commons and the Council of the Republic;
 - c) two Chambers – the House of Representatives and the Council of the Republic;
 - d) three Chambers – the House of Commons, the House of Lords and the Council of Deputies.

SUPPLEMENTARY TEXTS

I. FROM THE HISTORY OF BELARUS.

HISTORICAL PAST 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, Radamichi and Dregovichii. 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 June 1941 German Nazi troops, without declaring war, attacked the USSR. During World War II heavy fighting took place on the territory of Belarus. From June 1941 until July 1944 Belarus was occupied by the Nazi troops. The occupation regime was notable for its cruelty.

World War II brought to the country innumerable losses. Mass guerrilla movement spread across the occupied Republic, which involved about 400 thousand people and another 400 thousand people were enlisted as guerrilla reserve. There functioned clandestine party bodies, patriotic and anti-fascist organizations. Under the pretext of fighting guerrillas, the Fascists carried out 140 punitive actions in Belarus in course of which hundreds of villages were burnt, often altogether with their inhabitants. The memorial complex Hatyn (Logoisk District) built on the place of a village burnt together with its inhabitants is dedicated to the memory of victims of Fascism. More than 2 million people or nearly every fourth of the entire population of the country died in the war.

But Belarus restored its cities and rebuilt its economy.

After the war the Belarusian republic was one of the founders of the United Nations Organisation. Belarus restored its pre-war economic potential by 1950. Later on, all the branches of the economy received a new impetus. By 1990 the Republic of Belarus had both a developed industry and a productive agriculture.

In December 1991, the BSSR was renamed into the Republic of Belarus. In December 1991, the Heads of states and governments of Russia, Ukraine and Belarus signed the Act on Denunciation of the Union Treaty of 1922 in Viskuly (Belovezhskaya Pushcha). The USSR ceased to exist. The Republic of Belarus became an independent sovereign state.

On 15 March 1994, the Supreme Council of the Belarusian Republic adopted the new Constitution in which Belarus was proclaimed a unitary democratic legal state.

On 10 July 1994, Alexander Grigorigevich Lukashenko was elected the first President of the Republic of Belarus. The agreement on forming the union between the Republic of Belarus and Russian Federation was signed on 2 April 1997. The Presidents of the Russian Federation and the Republic of Belarus signed the Agreement "On Establishing the Union State" on 8 December 1999.

The national holiday of the Republic of Belarus is the Independence Day (3 July).

a pagan – a person who isn't a believer in any of the chief religions of the world;

to plunder – to rob (people) especially during war or civil disorder;

to rout – to defeat completely;

to annex – to take possession of territory;

Slav (Slavic) – a member of a group of peoples in eastern, south-eastern, and central Europe whose languages are related. Russians, Ukrainians, Poles, Czechs, Slovaks, Moravians, Serbs and Bulgarians are Slavs.

FOR WHOM THE BELLS TOLL

Somebody of the famous people said, "Wars begin when they became forgotten." In our country where each fourth inhabitant died during the Second World War, nobody can ever forget the war. During three years of occupation hundreds of cities, towns, settlements and villages were demolished.

The liberation of Belarus began in the autumn of 1943 when the Germans were driven out of Gomel and a number of districts.

At daybreak on June 23, 1944 the Red Army began a major operation code-named Bagration to liberate the whole of the republic. July 3 saw the liberation of Minsk. By the end of the month the whole of the republic was free from the invaders.

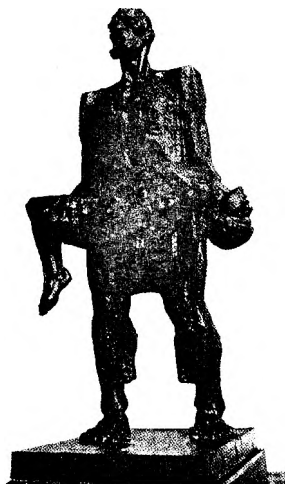
It was not an easy victory that the people of Belarus won over the fascists. Over 2,230,000 people were killed and 380,000 people had been forcibly sent to Germany. The fascists destroyed over 209 cities and towns, 9,200 villages, over 10,000 industrial enterprises. Minsk and Gomel were 80 per cent destroyed, Polotsk – 96 per cent. The most terrible evidence of the purposeful policy of genocide carried out by the Nazi in Belarus was the burning of 628 villages and their inhabitants. Today you will find their names on the memorial plaques of monuments, built in their honour.

The Mound of Glory is one of them. It was erected in memory of the Battle of Minsk. Earth for this 35-metre mound was brought from different Hero-cities. The mound is crowned with an obelisk in the shape of four bayonets. They symbolize the joint operations of four army groups that were linked up here in 1944.

The 40-metre Obelisk in Victory Square is another monument built in Minsk in 1954. The theme of the monument is the victory of our country in the Great Patriotic war as reflected by the four moulded bronze panels around the plinth. The Eternal Flame, like a living heart, beats at the foot of the obelisk reminding of all those who gave their lives defending Motherland.

One more memorial complex is erected on the territory of the Brest Fortress. Every visitor here feels as if time had stood still: there are empty openings at windows of burnt barracks, ruins of the fortress structures, walls of building scarred with holes left by bullets, the smell of smoke and burning. The names of the defenders of the fortress are carved on the granite slabs of the memorial.

There is one more famous memorial exposing the horrors of the war. The tragedy of Khatyn – a small Belarusian village – broke out on March 22, 1943. Early in the morning fascists arrived in lorries. They broke into the peaceful homes, drove the inhabitants into a big shed and set it on fire. There were 149 people in all, 76 of them were children. The nazis set fire to all the houses in the village.



A memorial complex was set up in Khatyn in 1969. The main figure here is a bronze statue of one of the villagers Yosif Kaminsky who is holding his dead son on his arms. Twenty-six burnt village houses are presented by monuments in the form of high brick chimneys with the bells attached to them. Every two minutes the bells ring out mournfully. These bells sounding there can be called memory bells. There is a list of names of the members of each family embedded in the monument.

Ivan Zhelobkovich
Sofia Zhelobkovich
Lena Zhelobkovich, 10 years
Lyonya Zhelobkovich, 4 years
Misha Zhelobkovich, 2 years

We have never seen or known the perished inhabitants of Khatyn; nor have we ever heard their voices. But they are still with us. Their voices didn't burn in the fire; they remained under the sky and have reached us.

“Kind people, remember: We loved life, our motherland, and you, our dear ones. We were burnt alive in fire. Our request to all is this: Let grief and sorrow turn into courage so that you may be able forever to preserve peace and tranquility on Earth, so that life may never again burn in flames!”

BREST FORTRESS-HERO: A UNIQUE MEMORIAL COMPLEX

The people highly appreciated the feat of the defenders of Brest fortress. By decree of the Presidium of the Supreme Soviet of the USSR of 8 May 1965 Brest fortress was awarded the honorary title “Fortress-hero” with the presentation of the Lenin order and the medal “Gold Star”, which were placed on perpetual deposit in the museum of the memorial complex.

By enactment of the Council of Ministers of the BSSR a creative group was founded in 1967 with the purpose of developing the project of the monument. It was headed by sculptor Aleksandr Pavlovich Kibalnikov, a laureate of the Lenin and State Prizes of the USSR, a popular painter of the USSR. The creative group included: V. Korol, a popular architect of the USSR; sculptor A. Bembel, a popular painter of the BSSR; V. Zankovich, a laureate of the Lenin Prize; architect O. Stakhovich, a laureate of the State Prize; architect G. Sysoyev, a laureate of the State Prize of the BSSR; sculptor V. Bobyl; architects V. Volchek and Yu. Kazakov.

25 building and construction organizations sent their best specialists to erect the memorial. The collectives of Brest enterprises, organizations and educational institutions participated actively in the construction of the memorial complex.

The morning meeting took place in the fortress on 18 September 1971.

The inauguration of the memorial complex “Brest fortress-hero” was held on 25 September 1971. One of the honorable visitors was writer Sergey Sergeyevich Smirnov, who had dedicated more than 10 years of his life to the

search of fortress defenders. He had restored the names of the dead heroes for history, and become a support and close friend of the survivors. For the book “Brest fortress”, which rose several generations of readers, S.S. Smirnov was awarded with the Lenin Prize.

The integrated architectural and artistic complex, which immortalized



the legendary but true story of the heroes of Brest fortress, represents ruins of the old fortress, battle spots, and monumental sculptural compositions.

The Main Entrance has become an original overture to the sculptural poem. A five-point star, a symbol of military valour and honor, looks as if it is carved in a reinforced-concrete block. Sounds of the metronome counting down the last peaceful moments are heard under the vaults of the Main Entrance. Then one can hear the increasing roar of the approaching bombers; the deafening howling and thunder of exploding bombs and shells; the song "The Sacred War" by A. Aleksandrov is played; announcer Yu. Levitan reads the text of the governmental message on the occasion of the treacherous aggression of the troops of fascist Germany against the Soviet Union.

The central alley leads to the Citadel. The sculptural composition "Thirst" symbolizing thirst for life, struggle and victory is erected to the left of the bridge on the bank of the Mukhavets River. Ceremonial Square begins from the ruins of the White Palace. The 100-m titanium-coated bayonet obelisk, a symbol of military bravery, can be seen from afar. The Main monument 31.5 m in height and 50 m in width, made of reinforced concrete, towers over the ruins of the former Engineering Board. In the severe stare of a warrior, who looks as if he is stepping forth from an unfolded banner, one can see sorrow at his dead comrades, enormous will-power, courage and inflexible resolution to stand to the bitter end. On the backside of the monument one can find bas-reliefs representing the most important episodes of the fortress defense.

Three tiers of granite gravestones are situated in the centre of the architectural complex. The remains of 962 people who died in the fortress lie under them. The names of 269 fortress defenders and members of their families are written on the gravestones. The others are mentioned as "unknown".

Eternal flame is burning in front of the ruins of the former Engineering Board. P.M. Masherov, first secretary of the Central Committee of the Communist party of Byelorussia, a Hero of the Soviet Union, lit the eternal flame on the day of the inauguration. A memorial area of the cities-heroes was laid near the eternal flame on 9 May 1985.

During the years of the museum and the memorial the fortress has become a centre of military and patriotic upbringing. Many good traditions have been formed there. Memorial groups from schools and vocational schools of the city keep honorable watch on the Memory Post. Every year on the Victory Day of 9 May people gather to pay the tribute to the dead and living participants of the Great Patriotic War. Young soldiers of Brest garrison swear on the sacred ground of the fortress. Newly wedded couples bring flowers to the fortress on the wedding day. On 1 September students are presented with student cards in Ceremonial Square.

St. Nicholas' church, which was handed to Brest/Kobrin eparchy in 1994, is on the territory of the fortress. Since September 1995 Orthodox believers have been coming to find spiritual satisfaction there. Requiem liturgies are chanted yearly on 22 June to honor those who died on that territory. Works on the general overhaul and restoration of the memorial complex and the temple are going on.

People of all ages, convictions and trades come to the fortress, and few of them remain indifferent, and few of them are not shocked at what they can see or hear there. In opening pages of the history of the Great Patriotic war for the young generation, Brest fortress and its defenders have tenderly kept the memory of the past during all those years and helped treat the present with wisdom and responsibility.

BELAVEZSKAYA PUSHCHA



The words “Belavezhskaya Pushcha” are familiar to every Belarusian. The word Pushcha is one of the most expressive and euphonic in the Belarusian language. This word makes the listener imagine a primeval forest which has preserved its prehistoric nature. As for the name Belavezhskaya Pushcha, it appeared in the Lithuanian and Polish chronicles in 1409 and has lived till today. It is interesting that the forest acquired its name thanks to the white tower (Belaya Vezha) which was erected more than 700 years ago (between 1276 and 1288) not far from the small town of Kamianiec. The original name of the tower is Kamyaneckaya Vezha – after the name of the town. The tower (vezha) had strategic military purpose – to watch the approach of the enemy troops. At that time the tower was surrounded by a dense forest. Now you can see an immense space of forest only from the top of the tower. Nowadays Belavezhskaya Pushcha is what is left of the primeval forest which in the 12th century stretched from the Baltic sea to the Bug river and from the Oder to the Dnieper.

Archaeological excavations proved that in prehistoric times on the territory of today's Pushcha there lived bulls, cave bears, north elks, and mammoths. There isn't enough evidence to prove when man first appeared in Belavezhskaya Pushcha. Only a tribe of Yacviahs was mentioned in the Kievan chronicles. The origin of the Yacviahs is unknown. Some people believe that they were Lithuanians; others consider them Slavs. In 983 the

Kievan prince Vladimir began to force the Yacviahs out of the Pushcha. And the Lithuanian Prince Traiden "successfully" finished extermination of the ancient tribe in 1281. The rest of the Yacviahs assimilated to the Belarusians.

The first attempt to profit from the Pushcha dates back to the middle of the 16th century. During the reign of the Polish King Sigizmund August four iron producing plants were built on the territory of Belavezhskaya Pushcha. At the same time collecting of resin, distilling of tar, and burning of coal was started. The industrial development of the Pushcha flourished in the reign of the last Polish King Stanislav August. The rivers flowing through the Pushcha were cleared and timber-rafting to Dancig began.

In 1795 after the division of Poland Belavezhskaya Pushcha became part of the Russian empire. The empress Katherine the Great distributed the Pushcha among her servants who took part in the subjugation of the forest territory. Since then the ancient forest has suffered from both natural disasters and human activities. In May 1811 Belavezhskaya Pushcha suffered from a conflagration which was extinguished only in the middle of October by rain. The fire decreased the number of animals living in the Pushcha greatly. But not only the fire was the cause of the decrease in the number of animals. In 1812 the forest became the arena of military operations of Napoleon. The French troops needed food and they found it in the Pushcha. In 1830-s Belavezhskaya Pushcha was often visited by ship builders from Petersburg who were attracted by rich resources of timber in the forest. Three thousand people were involved in cutting down oaks and pines there. In 1840-s the Pushcha suffered another mass cutting down. In 1864 the first twenty noble elks, which had been exterminated by 1705, were brought from Germany and set free to breed in the Pushcha. In 1888 the Russian tsar Nicolai II took Belavezhskaya Pushcha under his patronage. World War I did not bypass the ancient forest. The German invaders constructed 300 km of rail ways in their country and in two years they cut down and took to Germany 4.5 million cubic meters of the best timber. Exploitation of the forest did not stop after the war when the Pushcha was acquired by Poland. Every year more than a million cubic meters of timber was exported to England. In 1939, when the Soviets "liberated" Western Belarus, Belavezhskaya Pushcha was declared the State Reserve.

World War II began and the Pushcha was occupied by the Germans again. During the war the archives of the forest were burnt down. When the Nazis were driven away, the forest resumed its reserve status. A lot of well-known scientists came to study the natural heritage of Belavezhskaya Pushcha. In 1944 part of the reserve was given to Poland.

In 1957 the reserve was turned into a hunting reserve. No one cared for its natural heritage. It was a place for rest and hunting of people in authority. However, it is worth mentioning that the new status contributed to the improvement of the living and working conditions of those who worked in

the forest reserve. A hotel, school, museum and some offices were built very quickly. What is more a governmental residence (Viskuli) was built in the Pushcha.

The world heard about Belavezhskaya Pushcha in December 1991 when the USSR ceased to exist. It was in Viskuli where the leaders of the three republics of the former USSR: Russia, Belarus and the Ukraine gathered to take an important decision – to dissolve the Soviet Union. Belavezhskaya Pushcha was declared the National Park. The residence in Viskuli acquired the status of a governmental residence of the Republic of Belarus.

On December 14, 1992 UNESCO included the ancient forest in the list of the World Heritage of Humankind. A year later UNESCO gave Belavezhskaya Pushcha the status of a biosphere reserve. Thus the Pushcha entered the world system for surveying environmental changes. Belavezhskaya Pushcha gives strength to all of us. It carries the feeling of eternity, kindness and peace with it.

LORD CREATED US CENTRIST

First of all, let us see what has been influencing the formation of the Belarusian national character. We'll start with the natural and climatic conditions.

There is a precise definition for our climate, "moderate". We have no beat or biting frosts, no high temperature jumps in the summertime and winter. Lithuania is not far away from Belarus, but it is a maritime area, where land and sea meet, while the sea is quite different a life. They've got storms, winds and unpredictability there. And the characters there are different: austere and businesslike, they are formed by a transition from one element to the other. Sharp contrasts outside, inside and in the souls are not typical for Belarus.

Now to the landscape. Our rivers are flat, calm and not very deep. They are homely and dear. All the rest landscape features follow the same pattern. Hills, rather than mountains. Fields, rather than deserts and prairies. The Belarusian character has no somberness and tense readiness for unexpected dangers. The nature of Belarus does not know storms or any cataclysms in general. Therefore, the Belarusians are trustful and on the whole optimistic, they never expect a misfortune.

The Belarusians are accustomed to work hard, so as to produce something on this soil, sand or clay, that is why they are patient and hardworking. "Uparty Belarus", or an "obstinate Belarusians" is a very precise definition. The environmental peculiarities require our universality. We must be able of doing much, if not everything. Diligence and universality

are the qualities that have been and still are helping us to survive. Moreover, the Belarusians are undemanding and modest. To a certain degree they are accustomed to poverty. A Belarusian does not need very much any external demonstrations, he is more oriented at internal work.

The Belarusian music, songs and folklore may also say a lot about the national character. They are merry, but no horrible Russian misery. The word "destiny" is often mentioned in our vocabulary, although the Belarusians can hardly be named fatalists. Due to his calm and reserve a Belarusian is more conservative and stable in his styles and ways of life. Sometimes he may seem indifferent to everything around him. But it is also to a certain degree. If there is violence used against him, he has no other choice than to reach for a weapon to defend himself. History proves it too well.

II. OUR GREAT COUNTRYMEN.

BIRTH AND LIFE OF ST EVFROSINIYA OF POLOTSK

It has been stated by some historians that princess Sophia, a daughter of Vladimir Monomakh, was the mother of St. Evfrosiniya. Thus, St. Evfrosiniya of Polotsk was a great-granddaughter of St. Vladimir and a granddaughter of Yaroslav the Wise.

January 5, 1104 is probably the date of Evfrosiniya's birth. Since her childhood princess Predslava — future St. Evfrosiniya — had been noted for her extraordinary wisdom, education and beauty. No wonder that a lot of men were eager to marry her. But her father had a special hope in marrying off Predslava who was only 12 at that time.

Predslava was against that marriage. When she had come to know about her father's intention to marry her off to meet his political and dynastical needs, she decided to act. She went to the Mother Superior of the convent, who was her aunt. After a serious talk with Predslava the Mother Superior decided to admit the girl to monastic vows. Predslava became a nun named Evfrosiniya.

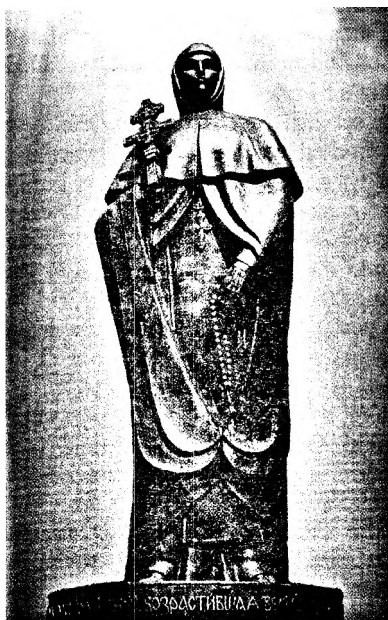
Some years later, with the blessing of the bishop of Polotsk she moved into the Church of St. Sophia in Polotsk. There Evfrosiniya took to translating spiritual and religious books from Greek and Latin into the Belarusian language. She copied these books by hand and gave the money she earned to poor people.

St. Evfrosiniya founded a convent in Polotsk named after the feast of Transfiguration. It took place on August 6, 1126. The convent had a rich library, and then a school for the nuns as well as for the girls of the town was opened. Grandislava, the younger sister of the prioress, was educated here.

She took monastic vows with the name of Evdokiya. Soon Evfrosiniya's cousin Zvenislava also became a nun with the name of Evprakiya.

Later on St. Evfrosiniya organized a monastery for men. This monastery was founded in 1150 in the name of Blessed Virgin Mary's Assumption.

In 1167 St. Evfrosiniya undertook a pilgrimage to the Holy Land. Besides veneration the place of Jesus Christ's preaching and the Lord's Tomb, Evfrosiniya's travel through Kiev and Constantinople to Jerusalem had certain ecclesiastic and diplomatic targets. In Jerusalem St. Evfrosiniya fell seriously ill. She thanked the Lord for granting her disease in the holy city. For 24 days she had been on the brink of death. After confession and receiving the Holy Communion, St. Evfrosiniya passed away on May 23, 1167. She was buried in St. Theodosius monastery in Jerusalem.



The sacred remains of St. Evfrosiniya rested in the Holy City of Jerusalem up to 1187 when the Egyptian sultan who besieged the city allowed the monks to take the sacred Christian objects away from Jerusalem. Since that time the miracle-working relics of the Saint had been in St. Theodosius caves of Kiev-Pecherskaya Monastery up to 1910. In 1910 the miracle-working relics were transferred to Polotsk into the Cathedral of the Saviour raised by the Saint where they are up to our days. The Spaso-Evfrosiniya Church in Polotsk, built on Evfrosiniya's request by the architect Ioan, has been reconstructed. Paying tribute to that great woman, the Belarusians restored the Cross of Evfrosiniya and placed it in the Saviour-Evfrosiniya Church in 1998. It has become one of the most

sacred things in Belarus.

In 2000 the monument to St. Evfrosiniya was opened in Polotsk. There are always a lot of flowers by the monument.

ADAM THE GREAT

Adam Mickiewicz was born on the 24th of December, 1798 on the farm Zaosye close to Novogrudok (Brest region). His family formally belonged to the Belarussian gentry but it was not at all rich.

By the time of Adam's birth, the first capital of Grand Duchy of Lithuania became an ordinary town. But it seemed to be detached from the rest of the world: old customs and traditions were preserved, and ancient legends and songs helped to develop Adam's imagination.

The family moved to Novogrudok in 1804 where Adam went to school. There Mickiewicz made friends with some boys who would become his close friends for the rest of his life. Jan Chechot was one of them, a well-known poet and folklore specialist in future. The poetic perception of young men was evoked by the atmosphere of the ancient Novogrudok, its ruins, Mindovg's mountain, Lake Litovka. "In those school days the poor roof and national songs gave birth to the first poetic talent in both of them," recalled Ignat Dameika, Mickiewicz's and Chechot's friend.

After school, Adam Mickiewicz set off to Vilno, where the best European professors of those days worked at the Vilno University. Mickiewicz entered the Department of Physics and Mathematics first, but in a year, in 1816 he changed his mind and entered the Department of History and Philology. At that time, Mickiewicz became a member of the Philomate society, which was later transformed into the Filaret society. At first the members of the society aimed at moral self-perfection and mutual aid in education. But when the title of the society changed, so did the main purposes: the study of the Motherland and the political enlightenment of people alongside with anti-tsar propaganda.

The secret society met in the open air near the farmstead Tuganovichy not far from Novogrudok. The farmstead belonged to the Vereshchakas family. Tomash Zan, Mickiewicz's friend and a member of the society, was a frequent guest there. Once he took Mickiewicz with him to visit the Vereshchakas. There Mickiewicz fell in love for the first time in his life. Marylya Vereshchaka was not a beauty, but everyone without exception admired her erudition and refined manners. Mickiewicz wasn't rich and was yet a student. After the members of the Filaret society were arrested (1823) and banished to Russia (1824), Mickiewicz, just before his departure, found out that Marylya married a prosperous and wealthy landowner. Mickiewicz married Tselina Shimanovskaya more than 10 years later. They had six children. But the name Marylya was given to his first daughter.

As for the literary publications, after having finished the University (1819) Mickiewicz published his first poetical creations in two volumes. These collections included: an epic poem *Dziady*; many ballads and romances (visibly influenced by Goethe, Schiller, and Byron); an epic poem

Grazyna. His celebrated *Ode to Youth* devoted to the members of the Filaret society belongs to the same period.

In the Russian exile after having spent half a year in prison, Mickiewicz visited St. Petersburg, where he made friends with K. Ryleev and A. Bestuzhev. In 1826, he met Pushkin in Moscow. He also visited the Crimea and Odessa during those 5 years of wandering. He was met with enthusiasm everywhere. All people who had seen or heard him, who had read his works, had experienced the charm of Mickiewicz as a poet and a genius. He had a great talent of improvisation. Pushkin also experienced the effect of this Mickiewicz's ability. Vikenty Veresaev wrote in his book *The Pushkin's Companions*: "Pushkin jumped in joy at the time of one of these improvisations in Moscow and almost ran around the room shouting "What a genius! What a Holy Fire! What am I in comparison with him!". Other worshippers treated Mickiewicz in the same way. In Russia Mickiewicz wrote the Crimean sonnets (1826) and a patriotic epic poem *Conrad Vallenrod* (1828) in many ways similar to Byron's *Childe Harold's Pilgrimage*.

In 1829, Mickiewicz got a sanction to leave Russia and went to Western Europe. He changed many places during 26 years: he lived in Germany, France, Italy, and Switzerland. In Germany he attended Hegel's lectures while staying in Berlin. Then he moved to Weimar, where he met Goethe. But the young poet was coldly received because Goethe wasn't familiar with Mickiewicz's works.

Later, in 1834, he published his long poem *Pan Tadeush*, a lively and faithful portrait of Lithuanian life in the first years of the nineteenth century. The plot, characters, episodes, every passage, and almost every line are excellent: it is a high-water mark in Mickiewicz's poetry, one of the world's masterpieces.

After having spent some time in Italy, Mickiewicz went to Paris. There, some time later, he was given the place of the Chair of Slavic literature Department in College de France where he gathered crowds of people to listen to his lectures. There is such an interesting fact that George Sand attended lectures several times. Once, accompanied by Chopin, she was late for the lecture and stood for an hour listening.

During the Crimean War (1853-1856) Mickiewicz left for Constantinople to fight against Russia on the Turkish side. But he fell ill with cholera there and died on the 26th of November, 1855. His body was transported to Paris, and in 1890 to Krakow into Vavelsky Cathedral. The poet's ashes were buried close to those of kings.

Adam Mickiewicz entered Belarusian culture with his first creative steps. You can remember the verse "On the Arrival of Adam Mickiewicz" by Y. Chechot which was written in 1819. But during his lifetime none of his works were published in the Belarusian language. First translations into the

Belarusian language by V. Dunin-Martsinkevich appeared only in 1859. But the interest to Adam Mickiewicz and his works grew in Belarus. Yanka Kupala translated the verses from *Conrad Vallenrod* and some ballads. Y. Kolas, K. Krapiva, M. Tank, M. Luzhanin, M. Avramchik, A. Velugin, A. Zaritsky, and other poets translated the works of Adam Mickiewicz in the Soviet times. These efforts made it possible to publish a volume of his best poems and verses in the Belarusian language in 1955 year.

SIMEON OF POLOTSK: ONE OF THE GREATEST TEACHERS



It is known that Samuel Yemelianovich Petrovskiy-Sitnianovich was born in 1629 in Polotsk. In 1656 he became a monk named Simeon of Polotsk. He was a teacher, a writer, a poet and a preacher. His life may be divided into three periods: his service in Bogoyavlenskiy Cloister in Polotsk (from 1656 till 1663); his work as a teacher of the tsar's children in Moscow (from 1664 till 1676) and his enlightening activity after proclamation of Fedor as a tsar (from 1676 till 1680). Simeon promoted the creation of higher educational establishments in Russia.

He got his education in Kiev-Mogilyan College. He had a great interest in his studies and was one of the best students. He liked his teachers very much and was closely connected with them. At that time the head of the college was Innokentiy Gazel who had a great influence on Simeon. Gazel taught philosophy and psychology. He based his lectures on "*Composition of the Whole Philosophy*" and "*The Treatise about Soul*". Simeon attended all Gazel's lectures with great pleasure and considered that the knowledge of psychology he had received in the college helped him in his work with his pupils.

There was a school theatre in the college. It was based on the principle of using games in the process of studying. That school theatre was considered one of the main elements of upbringing. The teachers thought that recitation developed memory and imagination, public speech helped to master oratory which was necessary for an educated man. Simeon of Polotsk highly appreciated the school theatre and its role in the process of education and upbringing.

When he studied at the Jesuit's Academy in Vilno (1650-1654) Simeon wrote one of his first plays in the Polish language. He never missed a chance

to use the school theatre in his teaching activities. In Polotsk he staged his short play *"The Herdsmen's Talks"*. He always tried to involve all his pupils, including the tsar's children, in such performances. At that time Simeon wrote many plays. He wanted his plays to be "lessons" not only for children but for their parents as well. No wonder, the main characters of his plays were young people.

He arrived in Moscow in 1663 when he was 33. He was a very talented teacher and everyone admitted it. At first, in 1664, Simeon began to teach some pupils using the textbook of Latin grammar written by the Jesuit Alvaretza from Portugal. In 1665 he worked in one of the first Greek-Latin schools in Moscow. He didn't know Greek well, but he knew Latin perfectly well, that's why he taught the Latin language, grammar, logic, philosophy, rhetoric. In 1667 Simeon was invited as a teacher to the tsar's son Alexey and then Fedor became his pupil. Later on Simeon supervised the studies of the tsar's daughter Sophia and her brother Peter (his main teacher was Nikita Zotov). Simeon was an experienced teacher that's why Alexey knew the Latin language very well and Fedor was good at writing poems.

Simeon of Polotsk also wrote some textbooks and books for reading. In 1679 he wrote *"The Bukvar"* (*"The Alphabet"*) for the seventh birthday of Peter Alexeyevich. In the first lines of *"The Bukvar"* which were in the form of a verse he addressed to young people who wanted to study. That verse was a real hymn to reading. Simeon considered a book as a mirror of the soul.

In 1678 Simeon opened a printing-house which was called Verkhny Moscow's printing-house. He employed a lot of talented people such as the artist Simon Ushakhov, the engraver Afanasiy Trukhmenskiy, the writer Silvester Medvedev and others. He published *"The Multicoloured Vetrograd"* and *"Sincere Supper"*.

Simeon paid great attention to home education and upbringing. He didn't agree with the Jesuits' principle that pupils were parted from their parents and were deprived of their influence. It is common knowledge that Simeon approved of physical punishment. He considered "a stick to be an important means of upbringing".

Simeon of Polotsk died in 1680.

MARK CHAGALL

Mark Chagall (1887-1985) belonged to the galaxy of early twentieth-century artists who opened a new era in the world artistic culture.

For almost eighty years Chagall created a pictorial world of his own, where he whimsically blended biblical subjects, characters of Russian folk tales and objects of everyday life, representing them in an unusually new dimension. This representation was characterized by a certain steady balance

of two different worlds – real and imaginary, creating the balance of colour contrasts and stirring our consciousness by the shifting of habitually logical and visual notions.

Moisey (Mark) Chagall was born into a family of a poor merchant in Vitebsk in 1887. At the age of 20 he entered the art school of Ieguda Pen. It was there where Chagall gained experience and worked out his unique manner of painting. And besides the promising young artist inherited some features of Pen's manner of painting. Chagall's main theme was: poor people and their mode of life. It should be mentioned that Pen's art school was the best at that time and young artists had been dreaming to study there.

After finishing art school Mark Chagall and his friend Victor Mekler went to study to Petersburg. Chagall studied at the school headed by N.Rerikh. He was one of the best students.



In 1909 he met Bella (Berta) Rosenfeld, a daughter of a rich jeweller from Vitebsk, and fell in love with her. His love inspired him to create splendid pictures and it started to bring fame to him. He worked much at that time and was noticed by Maxim Vinaver, who granted Chagall the scholarship of 125 francs a month to continue his studies abroad. Mark went to Paris. A.Akhmatova wrote, "He took his magic Vitebsk to Paris".

In Paris Chagall lived and worked alongside with other young artists who had come from different countries to master painting. And we must admit later a lot of them became famous representatives of the French drawing school. He also got acquainted with P.Picasso, F.Lezhe and others. In one of his letters Chagall wrote, "In Paris I neither looked for the addresses of Academies nor craved for meetings with professors. Generally speaking the city itself taught me: its streets, merchants under the open sky, boys in the cafes, peasants and workers. There was a wonderful free light above them all. It helped me to penetrate into the heart of the French painting." He visited different exhibitions, museums and spent a lot of time by shop-windows with pictures. A.Lunacharsky wrote about him, "He is known in Paris. His mad pictures are painted in a bit childish manner. They are full of rich and capricious fantasy, grimaces of horror and humour, but they have attracted the attention of the connoisseurs of art."

In 1914 Chagall came back to Russia. He started to work at the so-called "Vitebsk's series" which consisted of 60 pictures on cardboard and paper. The writer Yuri Nagibin underlined, "It's difficult to understand Chagall if we withdraw Vitebsk from his life. Neither Petersburg, where he studied, nor Moscow, where he worked, nor France, where he had lived the largest part of his life, gave him even the tiniest part of the impressions that Vitebsk had presented to him".

In 1915 Chagall married Bella Rosenfeld. He realized that his wife's relatives were against their marriage. That's why they went to Petrograd. There he made friends with A.Block, V.Mayakovsky, S.Esenin, B.Pasternak, B.Bonch-Bruevich and other celebrities. He organized his first personal exhibition which was a great success. In 1916 his daughter Ida was born and in 1918 he was appointed Commissioner on the problems of art in Vitebsk region. He had a right to open art schools, museums and to organize exhibitions, lectures and reports on art. Together with his four pupils Chagall took part in the decoration of Vitebsk for the first anniversary of the Great October Revolution. He founded the National Art School in Vitebsk. He wrote, "I want the children of poor town dwellers to study art and not to waste paper at home." In 1919 the first State Exhibition of local and Moscow artists was organized in Vitebsk. 41 painters took part in it and Chagall was among them.

In 1920 Chagall left Vitebsk for Moscow and then he went to Paris. He explained, "I left my Motherland because I had come to the conclusion that I needed Paris. The soil nourishing the roots of my art is Vitebsk. But Paris is necessary for my life as water for a tree".

He died in 1985 in Sen-Pol-de-Vense.

In each of his pictures, Mark Chagall returned in dreams to his native place on the banks of the Dvina River. No matter where in the world his brush was touching the canvas, the painter's love to the Vitebsk of his childhood and youth was part and parcel of his life. Perhaps this very unique "Vitebsk's breeding" allowed Chagall to keep the perception of childhood in this creative work forever. In a single moment, he woke up too early from his childhood dreams, and, later on, he tried to revive that moment in his canvases again and again. He demonstrated his love of his native land by means of his mastery. A Latvian journalist compares this sort of mastering with Nabokov's idea, "The difference between comic and cosmic lies in a simple letter". Chagall managed to keep his world within the reaches of this single letter.

The museum, named after Chagall was opened in Vitebsk only in 1991. It is located in the house where the great painter spent his youth.

"In our life, as well as in a palette of the artist, there is only one colour capable to give sense to life and art – the Colour of Love", - Mark Chagall.

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. Adam Maltis wrote about him: "Take a map and look at Chile. By the Pacific Ocean there is Dameika town. In the north there is a mountain-range named after Dameika. Geologists can name Dameika's mineral, botanists – Dameika's violet, zoologists – Dameika's small fish".

Speaking of Dameika we shouldn't forget that he discovered rich deposits of silver and copper. He wrote 130 scientific works which were translated into French, Russian, German, English and other languages. It's a pity but they were not translated into Belarusian.

UNESCO announced 2002 the year of Ignat Dameika.

Ignat Dameika was born in 1802 in Medvedka village not far from Mir (now it is Korelichsky district). 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. Adam Mitskevich was his best friend. In his poem "*Dzyady*" A.Mitskevich depicted his friend Ignat Dameika in the image of Zhegota. The members of the philamat's secret society commemorated Medvedka (which they visited very often) in their poem "*Pan Tadeush*". It was Ignat Dameika who introduced his sister Mariya Vereshchaka to Adam Mitskevich. The poet fell in love with her. Mariya became his muse and unhappy love.

They 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 Kikimba. Later on he became a professor at the University of Chile and in 1863-1883 he was appointed rector of the University. Dameika was the first to organize expeditions to the Andes, Chile-Argentina Andes, Atakama desert and Arakania (where the wild tribes of Indians lived). He described his experiences in his book "*Arakania and Its Inhabitants*".

While travelling Dameika visited some mines and was indignant with unbearable conditions of miners' work. They took out the ore they gained on their backs moving along the narrow vertical corridors. Dameika sent a letter to the government with the demands to improve the working conditions of the miners. The government took into consideration his opinion and the working conditions were improved.

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. One of the libraries in Buenos-Aires was named after him. There is a memorial board with his name on one of the walls of Vilnius University. There are expositions devoted to Ignat Dameika at school museums in Korelichsky and Lidsky districts. And a new museum has been opened in Zapoliye village in Lidsky district recently.

Belarusian people are proud of their famous countryman.

DOCTOR FRANCISK SKARYNA

In 1990 Belarusians celebrated the 500th anniversary of the birth of Doctor Francisk Skaryna, the first translator and publisher of the Bible (1517-1519) in the Belarusian language. Skaryna's work had a profound influence both on the cultural development of Belarus and on the Belarusian patriotic movement. Belarusian printing owes its beginnings to Dr. Francisk Skaryna, a prominent scholar and humanist.

Dr. Skaryna was born into a family of a wealthy merchant in the old Belarusian city of Polotsk in 1490. He received elementary education in his native town. From 1504 till 1506 he studied at Krakow University. He graduated from the university with the Bachelor's degree in philosophy and later, in 1512, he successfully passed his examinations at the university of Padua and got the Doctor's degree in medicine. He was a true Renaissance man – his intellectual interests embraced theology, literature, linguistics, poetry, art, law, medicine, botany and printing. It should be mentioned that he was a very educated man. He knew the Polish, old Jewish, Greek and Latin languages. He was the author of a number of admirable Byzantine-rite hymns and prayers, as well as of the first known examples of the Belarusian verse.

Skaryna began his publishing activity in Prague in 1517. From 1517 till 1519 he published 19 books under the common title "*The Russian Bible*". The most important of his achievements was the translation of the Bible into the Belarusian language and printing it, first in Prague, and then in Vilnya.

Skaryna's Belarusian Bible was the second work printed in his native Slavonic language. He wrote little whilst translating the Bible, but in the fashion of the day he hinted much, particularly in his superb engravings. Skaryna was also skilled in the art of heraldry. Like other translators at that time, he wanted "to make knowledge available to people in their own language". He said, "I vow the Belarusian language will become a language of books, and not only of speech".

At the beginning of 1520 Skaryna went to Vilnya where he founded the first printing-house. In 1522 he published "*The Small Travelling Book*" and in 1525 – "*The Apostle*".

Unfortunately, we know very little about the last years of Skaryna's life. It is only known that in 1530 Skaryna was a private secretary and a family doctor of the bishop of Vilnya. In 1535 Skaryna again went to Prague where he worked as a Gardener Royal to Ferdinand I Hapsburg, King of Bohemia and later Holy Roman Emperor. It is supposed that Skaryna died in 1541.



In the centre of Polotsk you can see a monument to Francisk Skaryna. There is Skaryna's square in Minsk and the street of the city is named after him. Minsk is the seat of the international *Francisk Skaryna Belarusian Language Society*, and the libraries of the city hold a number of rare volumes of his printed works.

"Skaryna is without doubt the most outstanding figure in the entire panoply of Belarusian culture" wrote Prof. A.B.McMillan.

III. CULTURAL LIFE IN BELARUS.

BELARUSIAN CULTURE .

Belarus is a country of a long and rich history. Even in the Middle Ages the national traditions and artistic criteria of Belarus were closely linked with the European civilization. Prominent scholars and thinkers of Belarus studied at well-known European universities. This connection gave birth to Belarusian art.

The most outstanding figure not only in the history of Belarusian literature but in all Slavonic culture is Francisk Skaryna, the talented

scientist, writer, interpreter, one of the most educated persons of his time. He is known in the world history as a great humanitarian, an enlightener and the first Slavonic printer. Fr. Skaryna is a person who greatly contributed to the arts and culture, who touched on different problems of political, social and family life. Francisk Skaryna's personality and life became a powerful impulse for the development of language, culture and art not only in Belarus but in all Slavonic states. The most important of Skaryna's achievements is the translation of the Bible into the Belarusian language and the publication of it in Prague (1517-1519) and in Vilnya.

Belarusian culture comprises a wide range of arts which ensure the harmonious development of the citizens.

The pride of Belarus are the literary works by Belarusian poets and prose-writers. The sweet poetry of Maxim Bogdanovich and Yanka Kupala, the deep prose of Yakub Kolas and Vasil Bykov, the magic masterpieces of Vladimir Korotkevich and Ivan Borshchevsky are brilliant examples of Belarusian works of literature. Everybody has read famous poems by Yakub Kolas, Yanka Kupala, Petrus Brovka. We all admire the wonderful works of Vasil Bykov, Ales Adamovich, Ivan Melezh, Ivan Shamyakin, Maxim Tank and other talented Belarusian poets and writers.

There are quite a number of theatres in Belarus. Some of them specialize in modern plays, others prefer classics. The Yanka Kupala State Academic Theatre, the Gorky Russian Drama Theatre, the Opera and Ballet Theatre are famous for their excellent performances which are always a success. The names of such prominent men of theatrical art as contemporary dramatist Alexey Dudarev, choreographer Valentin Yelisariev, artistic director of the Russian Academic Theatre Boris Loutsenko, actors and actresses like S. Stanyuta, N. Eremenko, the great soprano Larisa Alexandrovskaya and many, many others are known by the Belarusians and by people of other countries.

Through ages folk story-tellers and singers have been composing songs and tales about the life of Belarusian people. The Belarusians are known to be generally intelligent, tactful, imaginative and hardworking people. Belarusians are rather modest, they used not to demand much. They rely mostly on themselves. Belarusian people are known to be calm, reserved and tolerant. They are rather hospitable and humanistic. Most Belarusians are fond of proverbs, riddles, multiple or hidden meanings in words. They are believed to be fond of marvelous tales of miraculous icons, prediction and herbal medicine. But most of all the Belarusians are known to like singing their national songs.

Choral singing lies at the root of the Belarusian musical tradition. Whether in the fields, in church or at the opera, choral singing is a form in which the Belarusians excel.

The Belarusian folk singers sing a wide variety of old and new Belarusian folk songs which form the basis of the repertoire of most vocal and instrumental groups. Patriarch of Belarusian pop music Vladimir Moulyavin and his ever young "Pesnyary" always present their eternal hits loved by all generations. Since its birth in 1969 the group has remained true to national Belarusian art.

Monuments of Belarusian written language and oral folk art of the 16th and 17th centuries still exist today. The most typical of them are mourning songs. Many Belarusian folk songs relate to the coming of spring, harvest-time, Midsummer day, Christmas, marriage and other holidays and events. Choral musicians, in particular H. Shirma (1892-1978) and V. Rovda (1921) did much in research of folk musical compositions.

There are a lot of professional and amateur folklore dance groups in Belarus. We all admire the dances of the groups "Khoroshki", "Polessye", "Radost" and others. These groups are well-known not only in our country. They found their fans all over the world.

"Slavyansky Bazaar" in Vitebsk has become one of the most prominent and significant cultural events not only for Belarusians. It attracts young singers and dancers from different cities of Belarus, Russia, Ukraine, Poland and other countries of Europe. Well-known and honoured singers are frequent guests of this festival, too. "Slavyansky Bazaar" is very popular especially with the Slav people. They see that they have much in common and can understand each other without interpreters.

It is known that our republic has many talented artists, who have won the world recognition. The most talented Belarusian artists have a chance to implement their artistic aspirations. The pictures of the past go hand in hand with the works of modern Belarusian artists. The canvases of Mikhail Savitsky, dedicated to the Great Patriotic War are known everywhere. The names of E. Zaitsev, V. Tsvirko, V. Volkov, K. Krasovsky and many others are known far beyond the borders of our country.

The graphic arts in Belarus, in particular painting, are well represented in the galleries of the National Museum of Art in Minsk and in Mark Chagall's exhibition in Vitebsk as well.

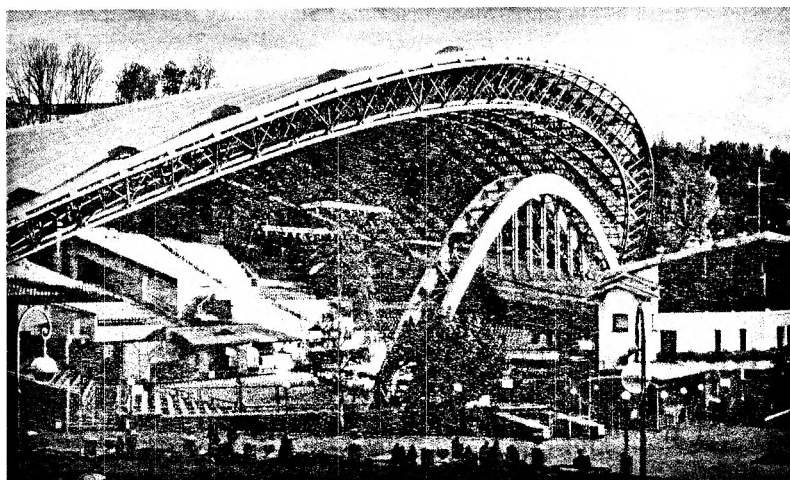
The name of Kazimir Malevich (1878-1935) is closely connected with a number of experimental trends in the twentieth-century art. He developed a new course in art which is called "suprematism". In his books Kazimir Malevich tried to demonstrate the natural development of painting to non-figurative art, which had a profound influence on contemporary painting, architecture and design.

Belarusian architecture is attractive and highly individualistic but little in evidence after centuries of wars and foreign adulteration.

In general the cultural life in Belarus is varied and interesting. Theatres, the circus, philharmonic societies, cinemas and libraries as well as museums do their best for the all-round development of Belarusian people.

SLAVYANSKY BAZAAR IN VITEBSK

Vitebsk is famous not only in Belarus. When talking about Vitebsk, one cannot but mention the names of Chagall, Malevich, Kandinsky and others. But the inhabitants of this ancient city have another reason to be proud of it: it's the place where the International Art Festival "Slavyansky Bazaar" is held annually.



The first musical festival "Slavyansky Bazaar" was opened in Vitebsk on July, 15, 1992. Since that time every year Vitebsk has been meeting singers, composers, dancers, artists from different countries of the world. 46 countries from 4 continents have taken part in this festival in the last 10 years. But in 1992 when it was held for the first time it was difficult to imagine that three years later, in 1995, "Slavyansky Bazaar" would be accepted into UNESCO's International Festival Organization Federation (FOF) and would get the international status. 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. The key words of the festival are brotherhood, mutual understanding, friendship.

Participants, organizers and spectators are looking forward to each new festival. For several days the regional centre with a population of over 600,000 people, turns into a kind of Mecca, greeting 100,000 people from all

over the world. You can hear people talking in different languages and see dozens of multicoloured national flags fluttering over the main concert ground of “Slavyansky Bazaar” – amphitheatre.

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. In a nutshell, this festival of art in Vitebsk has a world-wide fame.

Political leaders of Russia, Belarus, the Ukraine and some other countries arrive in Vitebsk to be present at the opening ceremony or send greeting telegrams and wish success to the participants of the festival.

In 1995 the first President of Belarus Alexander Lukaschenko opened “Slavyansky Bazaar - 95”. In his speech at the opening ceremony he promised that he would support this festival and we must admit that he has been as good as his word. Since that time “Slavyansky Bazaar” has become the concern of the Belarusian government. And at “Slavyansky Bazaar - 2002” Alexander Lukaschenko highlighted that this festival is a real fair of talents. The more we will communicate in the language of arts, the better mutual understanding will be. The President reassured the public and the participants, worried by the rumours spreading about that the festival would be held once in two years or even closed down, that in spite of the financial difficulties “Slavyansky Bazaar” would be held as usual, annually. His words were met with a burst of applause, which proves the wide popularity of the 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 fashion, 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. The amphitheatre is always overcrowded because the festival evokes great interest. And though people from 28 countries can watch it on TV, they prefer to be present at live concerts. Showmen and participants of “Slavyansky Bazaar” often highlight that the Vitebsk audience is the best in the world: it is the most exacting, but at the same time the most pleasing and well-wishing public.

In hot days of July Vitebsk celebrates its birthday. The inhabitants of this ancient city and its guests have a jolly time and enjoy themselves greatly. And it adds more glamour to the grandeur of “Slavyansky Bazaar”.

In a word, "Slavyansky Bazaar" demonstrates friendship of different nationals (first of all, the Slavonic peoples), their desire to live in peace and communicate with each other in the language of art.

IV. HOLIDAYS CELEBRATED IN BELARUS.

HOLIDAYS IN BELARUS

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

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

Easter is a religious holiday. It comes on a Sunday between the last decade of March and till the end of April. It is a church holiday and many churches have an outdoor service on this day. Easter marks the end of winter and the beginning of spring. There exists a custom to decorate eggs on that day.

Christmas is a religious holiday, too. According to Catholic church it is celebrated on the 25th of December. The Orthodox Church celebrates the birth of Christ on the 7th of January. Most churches have Christmas Eve service. The services usually begin before midnight on Christmas Eve and end early in the Christmas morning. On that day people send cards of Christmas greetings to their relatives and friends. They wish "Merry and Happy Christmas" to their friends and relatives.

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

Dziady is a holiday when people associate everything in nature with the souls of the dead. If a bird is seen at the window, people think it is the soul of our forefather and they try to guess what it wants to tell us about. Even the air itself is believed to be filled with solemn feeling on Dziady.

The most exciting holiday which makes everybody be thankful for our life and happiness is *Victory Day* marked on the 9th of May. On this day in 1945 Soviet people won the great victory over the German fascists. Since that

time people remember the names of those heroes who gave their lives for the future of our motherland. On the 9th of May we put flowers to the graves of the defenders of our country. We also honour those old people who live together with us and we express our respect and thankfulness to them. People wish the heroes of the war to live long and be healthy and happy.

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

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

Most of the folk holidays in Belarus are associated with farm work. One, called *Dozhinky* literally means picking up the last remaining wheatears in the field. It signals the end of the harvesting in autumn. This holiday is five hundred years old. During the holiday people make a show of their work and art: potters make pots and jugs, musicians play the svirel – the ancient woodpipe. People usually dance to fiddles. The most popular dance is called Bulba (Potato) – which is a very fast dance for women accompanied by singing.

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

“KALYADY” HAS COME

If you want to experience real joy – the joy that isn't even spoiled by falling snow or severe frost – you should come to Belarus when “Kalyady” is being celebrated. Catholics celebrate it from December, 25 to January, 6 when the sun turns its gaze towards spring and the days begin to become longer. 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 to house in Belarusian villages and towns. “Kalyady” celebrations have ancient, pagan traditions. In many countries of the world,

people have carnivals and masquerades to see the New Year in. Such festivals are also held in Belarus.

Each person in the processions of "Kalyadouschchiki" (carol-singers) has a role according to his character and temperament: one 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 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 "Kuttzya" (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.

On "Kalyady" Belarusians like to visit each other, celebrate weddings and arrange fairs. By the way, it was at the fairs in the old days when vagrant musicians and puppeteers gave their performances. Small puppet theatres called "Batleika" were popular in Belarus. They acted out stories about Christ from the Bible. Some people think that the word "Batleika" originated from the word "Bethlehem" – the name of Christ's birth-place. So we can say that our theatre has its roots in "Kalyady".

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 joy and optimism.

A MIDSUMMER NIGHT'S DREAM: "KUPALLE"

As it is known, the sun in its annual cycle passes through two very important points – winter solstice (which is connected with the holiday of Kalyady) and summer solstice (which is connected with another traditional holiday). People used to celebrate the Midsummer Day holiday on June, 25. But 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.

There are a lot of legends and customs connected with this magic holiday. According to one of them there is a constant struggle between good and evil (or symbolically, the sun achieves its highest point (as if reaching its heavenly throne to rule the world of light), the dark forces become very active, especially at night. People try to help the forces of light and themselves to defeat the evil witches and wizards. They light bonfires, dance and sing songs around them.

According to another legend Cod 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 them, 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 dance, 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. No wonder that a lot of young boys and girls spend hours in the search for the fern-flower in blossom, which is also a symbol of love.

Dozens of splendid folk songs were composed to celebrate this jolly holiday but unfortunately a lot of them have been forgotten by now. The holiday has been widely featured in the Belarusian literature and words of art. It lives on the Belarusian soil as if it were a living reminder of our past and our hope for a better future.

It's great that in the endeavour to reassert their national identity young people are eager to revive the national customs and traditions.

MAY 9 – VICTORY DAY

On June 22, 1941, the Hitlerite invaders treacherously attacked the former Soviet Union. Their blow was of unprecedented strength. It was delivered by 190 divisions – 5.5 million officers and men. The fascists were confident that nothing could stand up against such a blow.

A considerable portion of the territory of the former Soviet Union had been occupied, and this made the situation particularly grave.

The eyes of the world were focused on the developments on the Soviet-German front. Had the Soviet Union failed to withstand the blow, the greatest misfortune would strick mankind. This is absolutely obvious.

Mr Stettinius, the US Secretary of State at the end of the war, wrote that the American people should remember that they had been on the brink of disaster in 1942. If the Soviet Union had failed to hold on its front, the Germans would have been in a position to conquer Great Britain. They would have been able to overrun Africa, too, and in this event they could have established a foothold in Latin America.

The Leninist Party which was the ruling party at that period of time was the organizer of the Soviet people in the war.

The Party mobilized the masses for the sacred struggle and explained the character and peculiarities of the war that had been imposed on us. It proceeded from Lenin's idea that awareness of the causes and aims of a war by the masses is tremendously important for victory.

The Party concentrated on gearing the country's whole life to war. It proceeded from the following instruction by Lenin: "Once things have led to war, everything must be subordinated to the war effort; the entire internal life of the country must be subordinated to wartime needs; the slightest hesitation on this score is inexcusable."

The Party directed enormous mobilization work. In the first eight days of the war, 6.3 million people were called up for army service. About 60 volunteer divisions, 200 detached regiments and a large number of detached units were formed in the summer and autumn of 1941 on the initiative of the local Party organizations. The total numerical strength of volunteer units ran into two million.

The Soviet people proved capable of the thing which all Western military experts thought was impossible. The Soviet people halted the German war machine first at the walls of Moscow, then on the banks of the Volga at Stalingrad. Not only was it stopped, but it sustained grave defeats, which brought about a radical turn in the course of the war.

Franklin Roosevelt, President of the USA:

"... We wish for the continuance of the success of your heroic army which is an inspiration to all of us." (*February 22, 1943*)

General Dwight Eisenhower:

"I have been tracing Red Army progress on my map. Naturally I got a tremendous thrill out of the rate at which they are demolishing the enemy's fighting power ..." (*July 7, 1944*)

Mackenzie King, Prime Minister of Canada:

"In Canada we are filled with admiration for the valour of the Soviet troops and the strategic genius displayed by their commanders. The United Nations are all indebted to the Red Army for its determination, its military efficiency, and its vast contribution to ultimate victory." (*February 24, 1943*)

Then came the Red Army's great westward march of liberation, which began from the banks of the Volga. This march was highlighted by magnificent offensive military operations, as a result of which the German war machine was crushed and unavoidable retribution reduced the Third Reich to dust.

Winston Churchill, Prime Minister of Britain:

"It is the Russian Army that tore the guts out of the German military machine and is at the present moment holding by far that larger portion of the enemy on its front." (*September 27, 1944*)

Harry Truman, President of the USA:

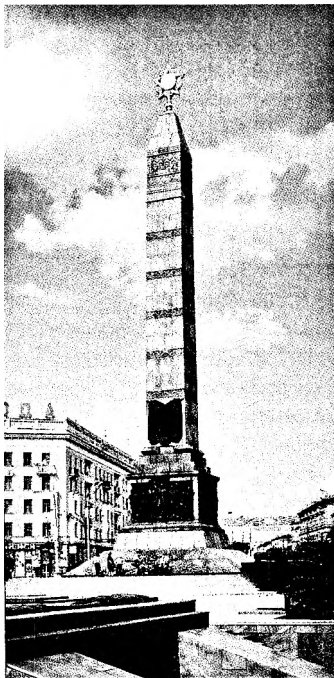
"We fully appreciate the magnificent contribution made by the mighty Soviet Union to the cause of civilization and liberty."

"You have demonstrated the ability of a freedom-loving and supremely courageous people to crush the evil forces of barbarism, however powerful."

(*May 8, 1945*)

The 9th of May or Victory Day became the greatest national holiday in the former USSR because on the 9th of May, 1945, the Soviet Army and its allies completely defeated the German Fascists and the second World War ended.

Victory Day is still celebrated in Russia, Belarus and some other former Republics of the USSR. In Belarus many war veterans take part in the military parade and lay wreaths to the war memorials. A lot of guests participate in the celebrations. Television broadcast films dedicated to the events which occurred during the Great Patriotic War. On the radio one can hear popular songs of that period of time, the "Victory Day" song being the most popular one.



Victory Monument in Minsk

VICTORY DAY

Words by *V. Kharitonov*

Music by *D. Tikhmanov*

Victory Day, Victory Day, Victory Day!
There were moments when it seemed so far away!
There were miles, dusty miles ahead, we knew,
But we struggled on to make our dream come true.

Oh, that Victory Day,
Smell of gunsmoke in the air,
Festive day
With the silver in its hair,
Joy and laughter,
But not without a tear ...
Victory Day!
Victory Day!
Victory Day!

At the foundries where the furnaces blazed bright,
Our country never slept by day or night.
Endless battles – we were never really through,
But we struggled on to make our dream come true.

Hello, Mother, some of us won't be returning ...
We'll run barefoot through the dew as day is dawning!
Half of Europe, half the world we've crossed for you,
As we struggled on to make our dream come true.

V. EDUCATION IN BELARUS.

EDUCATION.

The Republic of Belarus has entered the 21st century with a developed educational system.

The major priorities of the national education system in the Republic of Belarus are as follows: restoration of the national and cultural foundation of education; education of a free creative and moral personality; strengthening of physical and mental health of the nation and an individual; education democratization and humanization; interaction of education with science, production and social and spiritual sphere.

The structure of the national education system is based on the Constitution of the Republic of Belarus and on Laws *On Education*, *On Vocational and Technical Education*, *On Educating Individuals with Disorders of Psychophysical Development (Specialized Education)*, *On Languages in the Republic of Belarus*, *On National and Cultural Minorities*, and *On Rights of a Child*.

The institutions of education comprise as follows: preschool institutions, primary, basic, general secondary, vocational and technical, specialized secondary, higher and post-graduate, follow-up and retraining institutions of education, as well as specialized institutions of education for individuals with psychophysical development deficiency; out-of-school institutions of education; social and pedagogic institutions; and specialized training and educational institutions.

The education in the Republic of Belarus is administered by the state and society.

Preschool Education. The priority sphere of improving the preschool educational system is to provide free access to quality education, to comprehensively develop the preschool-age children accounting their age and individual characteristics and to create an environment for a successful transition to the following level of the basic education.

The tendency of expanding the network of preschool institutions of various profiles develops. Actually, all regions formed the preschool-age children databanks. The new legal framework allows forms of preschool education with a short stay of children in the institutions (game grounds, family kindergartens) to be developed.

Payment for maintaining a child in a preschool institution and 40% of the meal cost is subsidized by the Government. The parents having children with physical and mental deficiencies are provided free-meal benefits for children in the preschool institutions. All this creates real conditions for expanding the preschool-education coverage of children.

Belarus has solved a critical problem of preschool training of the total children population at the age of 5 (88.1% - in preschool institutions, 11.9% - other types of preschool institutions), thereby providing equal starting opportunities for transition to the following level of education. The preschool education quality improved.

The preschool institutions create conditions for care and medical service. Many of them have swimming pools. The number of preschool institutions having playgrounds is increasing. It should be specifically noted that some preschool institutions have an extensive experience in creating landscape/planting sites within their area (fountains, flower and shrub labyrinths, pools for water games, health trails, forest, garden corners, etc.). Creating the health-maintaining process of training, education and development and a comprehensive approach to the children health

rehabilitation allowed the children morbidity to be reduced in the preschool institutions.

General Secondary Education. The general education secondary school is the foundation of the national education system mainly predetermining the level and quality of education provided at the following education components.

To increase the quality of the general secondary education, the reform was launched in 1998 to shift over to the 10-year general basic education starting from 6 years of age and to 12-year general education secondary school.

The structure of the general secondary education to be reformed comprises 3 stages: 1-4 years of education (I stage), 5 -10 years of education (II stage) and 11 -12 years of education (III stage).

Instruction starts from 6 years of age or over based on the medical certificate of readiness to education in school and consent of the parents.

The education at the general primary education stage allows for developing physical and intellectual abilities of children, moral and spiritual features of an individual; fostering children's quest for learning and developing basic reading, writing and counting skills, providing initial knowledge about the nature, human and society; learning techniques of theoretical thinking, artistic/esthetic and practical activity, speech and behavior culture and fundamentals of the personal hygiene and healthy lifestyle.

The general basic education (II stage) is compulsory. The general basic education level is aimed at learning science fundamentals, further forming the student's personality, developing his/her abilities and bents, forming scientific world outlook, mastering techniques of the cognitive activity, social, cultural and moral norms and standards and also preparing students for participating in the system of public, legal and production relations and consciously selecting the sphere of future professional activity.

The III stage education finalizes the general education of students, formation of a rightful and responsible citizen capable of consciously selecting his/her professional activity.

The general basic and secondary education culminates in certification (school-leaving examination) after which the 10-grade leavers are granted the certificates of the general basic education, while the 12-grade leavers – the certificates of general secondary education. The institutions of education are funded from the budgets of local governments to which they report.

Two state languages are used for teaching and training: Belarusian and Russian. The parents of students of other nationalities residing in Belarus have an option sending their children to classes to be taught the native language, history and culture; schools and classes teaching disciplines in the native language are available.

Content of the general education is defined by a Standard Curriculum comprising state and school components. The state component defines the mix of disciplines and public/humanitarian, mathematical, natural scientific and esthetic, etc. courses being compulsory for learning in all types of general education institutions.

The school component allows the students to exercise the right to select the education content to meet their individual demands and abilities (higher or advanced levels of teaching disciplines and courses of the state component), the optional courses, structure of motivating and supporting classes and individual and group consultations. The ratio between the state and school components changes depending on the student's age. Therefore, the school component makes up 14% of the academic time at the I stage, while at the III-up to 21%.

Each institution of education designs its own curriculum based on the Standard Curriculum, given the available capacities, requirements and interests of the students. This allows for independence of the institutions of education and differentiation in education.

Introduction of the 10-mark system of assessing the student's progress was aimed to improve the individual work with students. Innovative educational information technologies are continuously integrated in the educational process.

Such forms as competitions, contests of research papers, and arranging summer discipline-oriented research schools to develop abilities of talented students are being extensively disseminated.

Participation of Belarusian students in international contests and the results they demonstrate is an evidence of the improved quality of the general education.

Specialized Education. The Republic of Belarus pays great attention to the fact that handicapped children and children with mental and physical deficiencies exercise their rights to general and vocational education. Legal, economic, social and institutional framework of the specialized education was defined. Having signed the Convention *On Child's Rights* and having approved the Law of the Republic of Belarus *On Education of Persons with Physical and Mental Deficiencies (Specialized Education)* in 2004, the government not only recognizes, but also guarantees the right of each child to be educated in accordance with cognitive abilities and health status.

The current national policy in the specialized education sphere is based on the idea of integrating children with development deficiencies into the society, educating them not separately, but jointly with healthy students of equal age. For this purpose, integrated education classrooms, special classrooms, and correction/pedagogical assistance centers are being set up in general education schools in the communities where children reside. 47.6% of the total number of children with physical and mental deficiencies are

integrated into general secondary education system to have a specialized education. Currently, it may be stated that integrating the systems of general and specialized education into single education system is quite feasible, thereby providing equal rights to children to education irrespective of their health status.

Handicapped children and children with specifics of mental and physical development are enrolled to the vocational and technical and specialized secondary and higher institutions of education on privileged terms depending on medical indications.

A novel activity in the sphere of the specialized education is providing a post-school guidance of the students of the students to monitor the activity of each leaver of the specialized institutions of education and his/her employment for two years.

The out-of-school education and training is an integral part of the unified education system intended for upgrading intellectual level, meeting interests, bents and abilities of students, their self-education and creative work, identifying professional inclinations, reasonable leisure and recreation. More than 400 out-of-school institutions of education function in Belarus: out-of-school activities, children and youth art creativity, tourism/regional studies and ecological/biological education, technical creativity centers (palaces, houses, associations), clubs, children studios and parks attended by nearly 365 thousand children and students. 149 specialized training and sport institutions are available in Belarus (children and youth sports schools, children and youth sports schools of the Olympic reserve) in which over 6 thousand children and students are being trained in different sports.

Belarus has restored the children health rehabilitation system. Children are rehabilitated in day-and-night camps and in day camps.

The vocational and technical education is one of the critical components of the national education system intended for forming an accessible, open and continuously developing system to provide free-of-charge vocational and technical education and general secondary education and allowing the economy and social/cultural sphere to fully meet the needs in qualified workers and employees.

The students are trained in more than 300 professions. In the majority of institutions of education students are given instructions both in professional and general educational disciplines. Only 5% of students being trained within the basic education system are not provided with the general secondary education. 57% of the institutions of education train, retrain and upgrade the qualification of the adult population.

Currently, the vocational and technical institutions of education are changing over to training versatile workers of integrated professions simultaneously phasing out training of single-profession workers.

To improve the vocational and technical education system and integrate it in the specialized secondary education, 54 vocational and technical colleges combining vocational/technical and specialized secondary education were set up. 43 vocational lycees provide general education and vocational training at a higher level.

Specialized Secondary Education. 140 public and 10 private specialized secondary institutions of education are available in Belarus (technical schools, vocational schools, colleges). 5 higher colleges, 54 vocational and technical colleges and 6 education and pedagogical centers based on the general education schools train specialists with the specialized secondary education.

The specialized secondary institutions of education train almost 160 thousand students including 116 thousand full-time students. The students are trained in over 150 specialities and 300 majors for all sectors of the national economy.

Special attention is paid to developing a new type of specialized secondary institutions of education – colleges – to provide an advanced specialized theoretical and practical training of students. Being college students, they may master several majors within one speciality allowing them to adapt to the professional sphere and social security in the labor market. The college graduates may enter the higher institutions of education and receive a higher education within a shorter period of time. In their turn, some institutions of education created conditions for receiving the specialized secondary education by leavers of the vocational and technical institutions of education within a shorter period of time.

Higher Education. The most specific feature of the higher school is switching over to mass higher education.

The higher school trains students in 360 specialities and in over 1,200 majors allowing the national economy actually to fully meet its needs in the specialists.

Transition to the mass higher education necessitated a more stringent control over the quality of providing educational services. All higher institutions of education, irrespective of their ownership category, were examined in terms meeting the education licensing criteria. The higher institutions of education may issue the governmental standard documents of education only after passing the state accreditation.

The rules of enrollment to the institutions of higher education provide for unified conditions for admission. The compulsory centralized testing in two (of three) admission disciplines has been introduced.

The two-stage training of specialists with higher education is being introduced. The 1st-stage education is completed by passing the state examinations and/or defending a diploma thesis. The students, who successfully completed the education, are issued a diploma and awarded a

qualification. A more stringent selection and much more advanced 2nd-stage curriculum (for obtaining the Master's Degree) allow a perfectly educated intellectual elite of the country to be formed.

Personnel Follow-Up and Retraining. The national policy in the sphere of follow-up education is based on the principles of completely meeting the needs of institutions in highly qualified personnel, forming the advanced follow-up and retraining system and ensuring economic, legal, institutional and other guarantees in this sphere.

The head advanced training and retraining institutions are available in each sector of Belarus being responsible for scientific, educational/methodical and institutional management and development of sectoral subsystems. The list including over 400 specialities was drawn up according to which the specialists with the specialized secondary and higher education require retraining.

Special attention is paid to the advanced training and retraining of the education personnel. Concurrently with the education system reforming, the prospects of development of the pedagogical personnel follow-up system were identified to provide the national education system with the personnel of the required qualification and high level of professional competence.

MEDICAL EDUCATION.

Training of physicians, pharmacists and stomatologists. Medical staff training has been conducted on the territory of Belarus since 1776 when a medical academy has been established in Grodno. This Belarusian higher medical educational institution consisted of 3 departments where physicians, surgeons and obstetricians were trained. Education in the Academy was of practical clinical nature.

At present, staff with higher medical education is trained in 4 medical universities.

Physicians are now trained at Minsk State Medical University at 6 faculties: Faculty of General Medicine, Pediatric Faculty, Stomatological Faculty, Military Medical Faculty, Medical and Prophylactic Faculty and Overseas Students Training Faculty.

At Grodno State Medical University students are taught at the Faculty of General Medicine, Pediatric Faculty, Medical and Psychological Faculty, Overseas Students Training Faculty and Department for nurses with higher education.

At Gomel State Medical University physicians are educated at the Medical and Prophylactic faculty and Medical and Diagnostic Department.

At Vitebsk State Medical University physicians are educated at the Medical and Prophylactic Faculty, Overseas Students Training Faculty;

pharmacists are trained at the Pharmaceutical Faculty and stomatologists at the Stomatological Faculty.

The major speciality of graduates from the Faculty of General Medicine of all medical universities is treatment and prophylactic activities. Upon graduation from the University, it is possible to obtain specialization in the following specialities: obstetrics and gynaecology, cardiology, endocrinology, hematology, physiotherapy, phtisiatry, surgery, traumatology and orthopedics, nephrology and hepatology, dermatovenerology, functional diagnostics, pulmonology, allergology.

The graduates from the Pediatric Faculty obtain speciality in pediatrics, neonatology, children's surgery, gastroenterology, psychiatry.

Upon graduation from the Stomatological Faculty, students obtain diplomas of a general practitioner stomatologist and respective specialization gives them a possibility to work as a stomatologist-therapist, orthopedist, surgeon or children's stomatologist.

Major specialities of graduates of the Medical and Prophylactic Faculty are physician-hygienist and physician-epidemiologist. They may also work as physicians-virologists, bacteriologists, assistant physicians, occupational pathologists, toxicologists, radiologists, dietologists, health care officers, scientific workers and teachers.

At the Military Medical Faculty of Minsk State Medical University physicians are educated for the needs of the Armed Forces of the Republic of Belarus. In addition to undergraduate's training, the faculty provides a possibility of specialization and advanced training of paramedical staff and physicians.

Training of physicians for foreign countries is carried out at medical faculties for foreign students which are available at Minsk and Grodno Medical Universities and at Vitebsk Medical University. Teaching at the faculties is performed either in Russian or English languages on contractual basis.

Upon graduation from the university, graduates of the medical faculties for foreign students obtain the degree of a Doctor of Medicine in specialities: general practitioner, stomatologist, pharmacist, etc.

At the Overseas Students Training faculties there are preparatory departments where all who wish to enter the university are taught subjects of the entrance examinations: the Russian Language, Physics, Biology and Chemistry.

Advanced training of the physicians in more than 50 medical specialities is carried out at the Belarusian State University for Advanced Training of Physicians.

Pharmacists upgrade their qualification at Vitebsk State Medical University.

Training of paramedical staff. Training of medical staff with secondary education is performed by 17 medical schools in specialties: nurse, doctor's assistant, obstetrician, dentist, dental technician, laboratory assistant, etc.

VITEBSK STATE MEDICAL UNIVERSITY.

Vitebsk State Order of Peoples' Friendship Medical University is one of the most distinguished higher medical educational establishments in the Republic of Belarus. The foundation history of Vitebsk State Medical Institute dates back to November, 1934. At the beginning of 1999 it was accredited to a University status. For the large merits in training of physicians for foreign Public Health Services Vitebsk State Medical Institute was awarded the Order of Peoples' Friendship and nowadays still keeps leading position in medical education. At the present moment more than 5 thousand students are studying here. Our paramount goal lies in training highly skilled doctors and pharmacists, who will promote harmonious spiritual and physical development of the society. They will definitely determine directions of improvement and perfection of medical science, public health services and medical education in the XXI century.



Education of a doctor and pharmacist demands many skills in self-education, steady persistence and immutable aspiration to master higher

levels of knowledge and skills in the indicated speciality. In this connection special attention is given to introduction of the new advanced and effective educational technologies, improvement of information supply of educational process, development of postgraduate forms of medical education and to expansion of contacts between specialists and universities of the neighboring countries.

Vitebsk State Medical University is rated high in the world-rating systems, its Degrees are recognized by World Health Organization (WHO), Educational Commission for Foreign Medical Graduates (ECFMG, Philadelphia, US), Lithuanian Center for Quality Assessment in Higher Education (Lithuania), Ministry of Education and Higher Learning (Republic of Lebanon), Federation Credentials Verification Service (FCVS, Dallas, US), Medical Councils of India, Sri-Lanka, Ireland, etc.

Medicine is the noblest profession and the ideal path for a clever, kind, talented and sympathizing person to enter. Vitebsk State Medical University can become for any student a perfect starting point in the beginning of a new prestigious career. It has a long history and profound traditions, huge strive for progress and significant creative and intellectual potential of the working staff. All this allows to state confidently and without any doubt: in medical science and education of the XXI century it will take a worthy and merited place.

Today **educational process** is carried out at 7 faculties:

- Preparatory Training Course;
- Faculty of General Medicine;
- Pharmaceutical Faculty;
- Stomatological Faculty;
- Overseas Students Training Faculty;
- Post-graduate Training Faculty;
- Faculty of Pedagogics and Psychology of Higher School.

Overseas Students Training Faculty was founded in 1981. By the decision of Ministry of Education and Ministry of Public Health of the USSR Vitebsk State Medical Institute was the first in Belarus to receive the right of training medical staff for foreign countries. Within 25 years of the Overseas Students Training Faculty existence 1250 doctors and pharmacists have been prepared and now they are working successfully in 110 countries of the world.

Foreign citizens are offered two forms of training: **Russian Medium** and **English + Russian Medium** (General Medicine only). The curriculum of both forms of training is the same except the language of instruction. Educational process is organized on the basis of traditional European curriculum which includes lectures, seminars, laboratory and practical classes. Studying clinical subjects is organized in the form of cycles (1-3 weeks each).

Russian Medium foreign students are admitted to the basic course of training after completing **Preparatory Training Course** in which they study Russian and other basic subjects such as Biology, Chemistry, Physics and Mathematics.

Preliminary testing in biology, chemistry and English is foreseen and the required result shouldn't be less than 50 % in each subject for **English + Russian Medium** foreign students.

On the 1st and 2nd courses all the disciplines are taught in English. At the same time students study Russian, pass state exam in Russian and beginning with the 3rd year they study all clinical disciplines in Russian being given consultations in English in all clinical subjects. Beginning with the 5th year elective courses are conducted in English (Hospital Surgery, Hospital Therapy, Obstetrics and Gynecology, Pediatrics, Anesthesiology and Reanimatology, Infectious Diseases).

| Faculty | Duration of Training | Awarded Qualification |
|-----------------------------|----------------------|-----------------------------------|
| Preparatory Training Course | 8-10 months | Certificate |
| General Medicine | 6 years | Physician; Doctor of Medicine |
| Stomatological | 5 years | Dentist; Doctor of Medicine |
| Pharmaceutical | 5 years | Pharmacist; Master of Pharmacy |

Educational process is organized at 58 departments, where 60 doctors and 179 candidates of sciences, including 39 professors and 139 assistant professors, work. The educational departments are equipped with modern automatic apparatuses for training, sets of plastic models and phantoms, complex medical-diagnostic equipment. The teaching is supported with skilled pedagogical experience, highly-qualified research activity and great academic means of training. Ratio and 3-stage system of students' knowledge assessment is used at the university (computer testing, practical skills and interview).

To improve the quality of teaching educative-industrial pharmacy, dental clinic, and control-analytic laboratory were created where students are able to put the acquired knowledge into practice.

Clinical bases of the university are the majority of city clinics containing necessary modern medical-diagnostic equipment. Total bed fund of clinical departments is 4200 beds. The main clinical bases of the university are Regional Clinical Hospital, Regional Oncological Health Centre, Hospital

of Emergency Medical Help, Regional Children Clinical Hospital, VSMU Clinic and others.

There is a **perfect library** at the University, available to each student and having a large number of books in all branches of knowledge in Russian and foreign languages. The majority of books are educational and scientific – textbook editions, unique editions of lectures, recommendations, monographs, scientific works and materials of conferences issued by various chairs.

The unique **electronic library** in the Republic of Belarus was founded in VSMU in 2003. The centre is equipped with new computer equipment with high Internet speed connecting. Teaching staff and students are given access to materials of scientific medical information department, databases “Medicine” (Russia), “Medline” (the USA), “International Pharmaceutical Abstracts” (the USA), etc.

There are **14 scientific-pedagogical schools** in medical-biological, clinical, pharmaceutical disciplines at VSMU which make a valuable contribution into contemporary medical and pharmaceutical science and practice development in the Republic of Belarus and CIS countries. Students’ scientific society has rich traditions and wide experience in the field of young scientists preparation. **The scientific activity** of VSMU is carried out in the following perspective scientific directions: field and extremal medicine; surgical diseases; medical aids; infection; prophylaxis and treatment of cardiovascular diseases; traumas; oncology; healthy mother – healthy child; prophylaxis of alcoholism, drug addiction and psychosomatic diseases; internal diseases; organization, management and economy of health care system.

The University edits **scientific practical journals** “News of Surgery”, “Bulletin of Pharmacy”, “Immunology, Allergology, Infectology”, “Bulletin of VSMU”, “Maternity and Childhood Protection”, published in large editions newspaper “Medvuzovets”.

Vitebsk State Medical University has comfortable hostels, consisting of dwelling blocks. There are also gyms, concert halls, international club, canteens, cafes, rooms for rest, computer clubs with high-speed Internet connections, etc. in these hostels. The reading halls work throughout the night.

During the educational day students may visit the canteen or cafe where they can have a meal.

Cultural life at the University is multinational in character. Every year several sports programs are organized: cricket tournament, chess competition, football championship and other sport events.

The immense number of cultural festivals and celebrations, which take place all year long, demonstrate international cultural diversity. The annual festival "Student Autumn", National Cuisine Feasts, Faculty Days, National Student Union Holidays with a wide range of cultural activities present a perfect chance for the students to display their skills and abilities.

The **graduates** may continue their medical education in clinical residency or at postgraduate training course in a large number of specialities (Surgery, Pediatrics, Cardiology, Urology, Oncology, Traumatology, etc.) Training in **clinical residency** is carried out according to the Educational Program approved by the Ministry of Public Health and lasts for 2-4 years. It includes theoretical and practical aspects. After completing the course a clinical resident receives the Certificate.

Postgraduate Training Course lasts for 3-4 years. Research work is conducted individually or in groups of young scientists from various University departments. A post-graduate student passes examinations and after graduation defends a thesis.

VI. MEDICAL SERVICE IN THE REPUBLIC OF BELARUS.

Organisation of the medical aid system

The right to health protection, including free treatment in state medical institutions, is guaranteed to citizens of Belarus. The state creates conditions for medical care available and affordable for all.

The state system of rendering medical aid to the population of the Republic of Belarus is arranged according to local territorial principle in conformity with administrative and territorial division.

Local medical institutions render emergency and primary paramedical and medical care to rural population.

District medical institutions render primary medical care to the population of district centres and the most mass types of specialized medical aid (surgery, otolaryngology, ophthalmology, neurology, endocrinology, psychoneurology, cardiorheumatology) to inhabitants of the whole administrative district.

City medical institutions render first medical, medical-and-sanitary and the most mass types of specialized medical care to urban population.

Oblast and republican medical institutions render narrow specialized medical care in addition to mass types of specialized medical care (urology, proctology, etc.).

The public health of the Republic is supervised by the Ministry of Health via Health Departments of the Oblast and Minsk City Executive Committees. Republican health institutions and enterprises are subordinate directly to the Ministry of Health.

In addition to the state system of rendering medical aid, there are departmental health services and private (non-governmental) medical institutions where nearly 6% of physicians and paramedics are employed.

Main parameters of Public Health

In compliance with the public health development concept approved by the Council of Ministers, its budget financing system is retained.

Measures are taken to increase economic independence of health authorities and institutions, redistribution of resources.

The Law of the Republic of Belarus *On Public Health* provides equal development possibilities to health institutions of various forms of property. Approximately 1,000 medical practice licenses were issued in the Republic to institutions of non-governmental form of property.

At the beginning of 1999, medical care to the population was rendered by 1,252 out-patient polyclinic institutions (independent or combined with in-patient institutions), 806 of them are located in the rural area; 113 dispensaries, 77 dental polyclinics, 201 ambulance stations, 49 medical and 801 paramedical stations, 2,861 paramedical and obstetric stations, 150 centers of hygiene and epidemiology. Medicine is also practised in the Republic by nearly 1,000 institutions of non-governmental form of property.

People got in-patient assistance in 806 hospitals.

Bedspace in 1998 was 124,3 per 210,000 citizens. At present the Republic of Belarus occupies one of the first places in the world in the number of physicians per 10,000 citizens.

On an average, 2.51 specialists with paramedical education are for one physician.

Out-patient services

Out-patient services in the Republic are based on the district and territorial principle. The basic unit is the polyclinic. The polyclinic serves a definite territory of the city which is divided into districts inhabited by not more than 3,000 people. Village dwellers apply for medical care at out-patient departments. 10-12 therapists usually work at a city polyclinic. Everyone of them administers his «own» district. As a rule they are experienced doctors who know well the patients who live in their districts. Patients' cards are available for everybody with all the data concerning one's health condition included into them despite the fact that there are many people who do not apply for medical care. For his patient's convenience the district therapist receives his patients alternately: three hours in the

morning, in the afternoon or in the evening. Home visits make up another three hours. The doctor comes at first call and he will come as often as it is needed. Depending on the patient's health condition the doctor decides if a patient is to be treated at home for some days or not, in the former case the patient receives a sick-leave certificate; this certificate is a document entitling one to receive payment for the entire duration of an illness. The district doctor also decides if a patient needs to be consulted by an assistant professor or a professor and to be directed to doctors of other specialities. When the patient's condition calls for it, the doctor arranges for hospitalization. Polyclinics always function in close contact with hospitals and many of them are subordinated to the latter.

It may be noted that 80 per cent of the patients start and finish their treatment at the polyclinic. Mass character and accessibility of out-patient services predetermine the leading part of polyclinics in our public health system. There are still shortcomings in their work which are concealed from no one. Visits to polyclinics are often accompanied by waiting in a queue, wasting time. Much has been done lately to improve the situation. The majority of polyclinics at present are open from 8 a.m. to 9 p.m. Doctors of basic specialities receive patients on Saturdays. At the same time laboratory services, physiotherapy rooms and treatment rooms are open. Even on Sunday there is a therapist on duty.

The increase in the number of elderly people in the Republic made them most frequent visitors of polyclinics during the past two decades. To provide maximum convenience for them and to relieve the district doctor of an overwork to some extent, special geriatric rooms are being opened in many major polyclinics. Considering specific age features of elderly patients they are received by gerontologist, a specialist in the field of ageing, prevention and treatment of diseases.

First of all one should take note of the fact that self-supporting out-patient clinics are not characteristic of our medicine. We have but several paid dental and cosmetic rooms in the regional centres and two out-patient clinics — the stomatological and cosmetic ones in Minsk, the Republic's capital. The availability of the paid out-patient clinics in no way contradicts the basic principle of our health protection system — rendering free medical care to the population. As was already said such aid is based upon the territorial principle. Such practice has proved to be right. But sometimes the patients want to be received by or to undergo a course of treatment given by a narrowly specialised physician. And in these cases they can take advantage of the services of the paid polyclinics. All citizens no matter where they live can apply for medical care at such polyclinics.

Offering consultations and giving treatments by most experienced practitioners are basic functions of such out-patient clinics. That is why they are being opened only in those cities where there are medical educational and

research institutes from which highly qualified personnel, specialists in narrow fields of medicine are being invited.

Protection of Motherhood and Childhood

Protection of female and children's health is ensured by the general system of health authorities and institutions.

In the Republic there are 130 medical institutions rendering obstetric services (maternity homes, obstetric and gynaecological departments in city and district hospitals) and over 160 maternity consultation centers.

One of the important aspects of safe maternity is a pregnant woman's addressing to specialists as early as possible.

Implementation of the National Programme of Prophylactic Measures preventing consequences of the Chernobyl disaster allowed to introduce measures for pre-delivery diagnosis of defects of fetus development and a number of hereditary diseases. Medical-genetic care to women and new-borns is rendered by the Research Institute of Congenital and Hereditary Diseases, the Republican and 5 regional medical-genetic consultation clinics.

Ultrasonic examination is passed by over 98 per cent of pregnant women. The number of female patients who have been examined by means of biochemical and invasive methods of pre-delivery diagnosis (determination of alpha-fetoproteins, biopsy of chorion, amniocentesis) has increased.

The legislation of the Republic ensures to every woman a maternity leave of 112 days (in case of a complicated delivery – of 136 days) irrespective of an actual child-birth date. Maternity leaves to females residing on the territory contaminated with radionuclides are provided for 126 and 140 days, respectively.

Reforms being implemented in the field of protecting the health of mothers and children are aimed, first of all, at establishment of specialized centres fitted with up-to-date medical perinatal (neonatal) equipment on the basis of the existing large-scale maternity homes and children hospitals, in order to concentrate therein pregnant women with high risk both for themselves and for their children and severely ill new-borns and to provide highly qualified medical care during delivery and nursing of babies.

State Scientific and Technical Programmes and Prospects of Medical Science Development

The following institutions function within the system of the Ministry of Health: 14 research institutes, 2 republican scientific-and-practical centres, 4 higher educational institutions and the Advanced Training Institute for Physicians. They employ 3,458 scientists, among them 334 Doctors and 1,300 Candidates of medical, biological, chemical and other sciences.

The network of scientific and research institutions, scientific and production potential of the branch ensure scientific investigations in the most actual, high-priority fields of medical science.

At present, 7 state scientific and technical programmes are under implementation in high-priority fields of medical science: Treatment and Diagnostic Technologies, Oncology, Infectious Diseases, Cardiology, Rehabilitation, Stomatology and Maxillofacial Surgery, Health and Environment, and 1 branch scientific and technical programme Protection of Maternity and Childhood and Medical genetics.

The aim of scientific and technical projects is implementation of scientific investigations and projects aimed at creating and mastering new types of products and technologies.

International Co-operation in Public Health

The Ministry of Health of the Republic of Belarus conducts active work on expansion of the international cooperation.

The Ministry of Health gives a high-priority importance to reinforcing the long-term and steady co-operation with the Russian Federation in the field of rendering medical care to population, determining the policy of public health development, sanitary and epidemiological well-being, implementing inter-state medical and social programmes, development of the medical science, medical staff training, improving the plant and equipment of the public health. Co-operation in the medical sphere is a relevant political and vital necessity because even today it can ensure, to some extent, actual improvement of the life of the both countries' population.

A number of inter-state programmes of the Union of Belarus and Russia in the field of public health were developed and approved.

The Belarus Ministry of Health carries out harmonization of legislative and normative acts in the sphere of hygiene and epidemiology with those of the Russian Federation.

VII. BELARUSIAN TOWNS.

YOUNG TOWNS.

There are many cities and towns in Belarus. Information has come down to us from ancient times not only about Minsk, but also about Grodno, Mstislavl, Zaslavl, Pinsk and Nesvizh. In its long and difficult life Belarus has seen and experienced a great deal; it more than once suffered from foreign invaders. Its cities shared its fate.

There are also many young towns in Belarus. They sprang up quite recently, but they stand side by side with the old cities as if they had been there since ancient times. One of such towns is **Novolukoml**, the power engineering center of the republic. The gigantic thermal power station built there provides nearly half of the electric power resources that Belarus has today.

Beloozersk is another young town which owes its birth to a large terminal power station.

The chemical industry gave life to the town of **Svetlogorsk**. Here a huge plant for the production of synthetic fibres has grown. And near the young town there is a high capacity district power station called after the settlement of Vasilevichi which is situated not far away.

One more young town is **Soligorsk**, well known as a big producer of mineral fertilizers. In August 1993 Soligorsk celebrated its 35th anniversary. Only 35 years have passed since the day when vast deposits of potash salt were discovered and today the Belaruskaly Association supplies 15 per cent of the world output of potassium.

The town of **Zhodino** was founded in 1963. Since then the town has been rapidly growing and developing. The republic's largest topping lorries and other motor vehicles are manufactured in Zhodino by the BelavtoMAZ Production Association. They are famous throughout the world.

Novopolotsk is one of the youngest towns in Belarus. It is situated on the Dvina river. It came into existence as a town of chemistry. There are four industrial enterprises here: the chemical works "Polymir", the vitamin works, the measuring devices plant and the refinery. The population of the town constantly increases. It is a town of young people.

CHIEF TOWNS.

MINSK. Menesk, as the chronicles called Minsk in the year 1067, was founded on the banks of the Svisloch River and the Nemiga River at the end of the 11th century as a result of movement from an older settlement (16 km from the present-day Minsk) on the Menka River, to which the city owns its name.

Originally, it was a wooden fortress close to the Prince's yard that was enclosed with earthen walls and houses of townsmen, built over the territory within the walls. In the 12th century, with the first stone temple erected there, Minsk became the center of apanage principality separated from the Polotsk Land where the foundations of Belarusian statehood were laid.

Having joined the Great Lithuanian Duchy (GLD), Minsk turned out to be among 15 largest towns of the state, and in 1499 it was granted the Magdeburg Right to self-government. In the year 1566, Minsk became the

center of the Minsk Province and district. The seat of the Supreme Court of Appeal of GLD was also there.

From that time onward the Upper Market – the present-day Square of Freedom and its adjacent streets – became the focus of administrative, cultural and spiritual life of the town. Up to now the buildings of three Catholic and two Uniate Monasteries, rows of stalls, dwelling houses, associated with the names of many remarkable people, remained there. The recently reconstructed City Hall imparts an air of architectural integrity to this cozy nook of the city.

In the vicinity of the Upper Market the Trinity suburb was founded where merchants and tradesmen settled down and bustling fairs were held. Among the survived buildings there are mainly old dwelling houses transformed into shops, coffee-houses, taverns, museums, etc.

At the end of the 18th century, being a part of the Russian Empire, Minsk became the center of the largest and dynamically developing Belarusian province. That was decisive for its further fate: on January 1, 1919 the city was given the status of a capital. World War II left the ghastly ruins in place of the former Minsk, but it was revived by the end of 1950s. At present this is a megapolis, the population of which is over 1 million 700 thousand people. Its arterial street – the Nezalezhnasti Avenue of more than 10 kilometers in length – is considered to be a unique monument of architecture and urban development in post-war Europe.

BREST. Brest was first mentioned in the chronicles in the year 1019 under the name of Biarestsie. Due to the efforts of experts, a fragment of wooden Biarestsie survived from the early centuries of its existence has been preserved, and it is currently on display in the museum pavilion.

Brest is situated in a very convenient position for trade at the junction of different countries and cultures. In 1390, Brest was the first among the contemporary Belarusian towns granted the Magdeburg Right for self-government. The town was in its prime in the period between the 16th and early 17th centuries. In 1553, a Calvinist printing house was launched; it printed one of the best Renaissance books in Belarus – the Brest Bible. In 1596, the unification of Roman Catholic and Orthodox Christianities (Union) was proclaimed by the majority of Orthodox bishops of Belarus and Ukraine at the Brest Church Assembly. It was really an epoch-making event. That had marked the beginning of the Uniate Church that existed in Belarus for more than two centuries.

In the years of flourishing many stone temples, monasteries, palaces of the nobles and town-dwellers were constructed in Brest. Natural landscape added a special charm to the town: large and small islands twinned round with the arms of the interflowing rivers – the Zapadny (Western) Buh and the Mukhavets. After the partition of Rzecz Pospolita, it was decided to transform the town into a fortress of the Russian Empire on its western

boundaries. In 1830s the old buildings were pulled down for the construction of a fortress in the place. That gave rise to new Brest with a different fortune and different traditions.

The fortress witnessed many important historical events of the 20th century. Thus, in the year 1918 the well-known Brest Pact was signed in the White Palace, while in 1939 and 1941 the fate of the town was decided in the battles for the fortress.

After World War II Brest became the “key gate” of the Soviet Union. Another sudden change of history occurred in the vicinity of Brest on December 8, 1991, when the Heads of Belarus, Russia and Ukraine signed an agreement on dissolution of the USSR and establishment of the Commonwealth of Independent States in the government residence Viskuli.

GRODNO. Grodno is known as a center of apanage principality. The town on the right steep bank of the Nieman River was founded as an important military, strategic and trade center in the north-west of Kiev Rus. That contributed to its rapid economic development and transformation into a trade and cultural center. As early as in the 12th century the town had its original architectural school that is well-represented by the S.S. Boris and Gleb (Kalozha) Church, a true gem of the ancient Russian architecture.

From the end of 1270s Grodno was a part of the Great Lithuanian Duchy. The 13th and 14th centuries passed in never-ceasing struggle against the Teutonic Order. In the year 1410 the Grodno gonfalon met crusaders in the battle of Grunwald. During the rule of Grand Duke Vitaut Grodno actually turned into a second (along with Vilnia) capital of the state. In 1496 the town was granted the Magdeburg Right. In the 16th century the residence of the King of Poland and Grand Duke of Lithuania Stephan Batory was situated there for ten years. At that time the old Gothic-style buildings in the Castle were rebuilt in the Renaissance style.

From the second half of the 17th century general assemblies (Seim) of Rzecz Pospolita were held there. In the 18th century the meetings of the treasury commission (*Ministry of Finance*) and the High Tribunal of GLD were held in the town. Grodno was leading an active political life. It was then that it became famous as “a town of temples, castles and king’s palaces”. It was in one of those palaces where Stanislaw Augustus Poniatowsky (1732-1798), the last monarch of Rzecz Pospolita, resigned the Polish crown in 1795.

Grodno stands out among other towns of Belarus for unique and harmonized urban development, thereby enabling us to speak about it as about a museum town with its specific charm. There exist the Russian, Polish, Lithuanian, Tatar, German, Jewish and Ukrainian national associations. That is why international festivals of national cultures are held here every other year.

VITEBSK. According to a legend, Vitebsk was founded by Princess Olga of Kiev in 974. Princess Olga was greatly impressed by the beauty of the high hill situated at the point of confluence of two rivers – the Western Dvina and the Vitba River. The town was named after the latter. A castle was erected on the hill.

In 1892, the famous Russian painter Iliya Repin (1844-1930) purchased the “Zdravnevo” estate in the vicinity of the town. The names of many splendid painters such as Mark Chagall, Kazimir Malevich, Mstislav Daburzynski and others are associated with Vitebsk.

In 1919 Mark Chagall opened a School of Arts in Vitebsk where many masters of brush were involved in teaching. They turned Vitebsk into a kind of art studio by having painted in impossible colors and producing pictures and posters with allegorical subjects in its streets and squares. Nowadays there is an Art Center and a Memorial House-Museum of Mark Chagall where documents and works of the Master associated with the years of his life and his parents in Vitebsk are on display there. When, at the beginning of the 20th century Mark Chagall came to Paris for studies, he exclaimed: “Oh, Paris! You are my second Vitebsk”.

The artistic traditions of Vitebsk have survived. There you can find the Art Museum, several art schools for children, numerous studios, workshops, and display halls. Two universities teach future artists and designers. You can come across works of local painters in museums and private collections anywhere in the world.

Every summer Vitebsk turns into a musical capital center the Slavyansky Bazaar International Art Festival. Moreover, it also annually hosts festivals of modern choreography and chamber music. These cultural



initiatives perfectly harmonize with the nooks and corners of the old town and the graceful tower of the Town Hall.

MOGILEV. The origin of this town, situated on the right hilly bank of the Dnieper, is shrouded in mysteries and legends. It is commonly supposed that Mogilev was founded in the year 1267, though it was first mentioned in authentic written sources of the late 14th century as a possession of Queen Jadwiga, the wife of Sigizmund I the Old, the King of Poland and the Grand Duke of Lithuania. Between the twenties and thirties of the 16th century Mogilev was the largest town in the Belarusian Dnieper Land.

In 1561, Mogilev was granted the right of limited self-government, and in 1577 the sovereign of Rzecz Pospolita Stephan Batory granted it the Magdeburg Right and a coat of arms with a dominant high stone tower against the blue background. By that time Mogilev caught up with metropolitan Vilnia in its economic development. Its merchants were trading with Poland, Czechia, the Baltic countries, Russia, etc. Between the 16th and 18th centuries Mogilev turned into a large center of the Belarusian Orthodoxy. Regardless of devastating wars in the middle of the 17th century and early 18th century the town had been steadily developing, and when annexed to Russia in 1772, it was turned into the capital of the Mogilev province and the center of all Roman Catholic parishes in the Russian Empire.

The historical center, established by the 18th century, caught the fancy of any traveller with the integrity of its appearance and exquisite outlines formed by numerous towers of defensive, cultic and civic buildings. The most important among the survived architectural monuments of the town are St. Nicholas Orthodox Convent and the expressive Baroque-style St. Nicholas Church with its frescos of the 17th- 18th centuries, and the former Carmelite Roman Catholic Church that currently serves as St. Stanislaus Archicathedral Catholic Church with its frescos of the second half of the 18th century. The latter stands out of the similar monuments of architecture in Belarus due to the fact that the entire scriptural cycle is represented there.

The face of the city is presented by the monuments of architecture of the 18th to 20th centuries and modern ensembles and complexes. The traits of the past and the present have been intertwined especially strikingly in one of the most beautiful streets of the city, Leninskaya Street, formerly Large Sadovaya Street. After restoration, the street became a visiting card of Mogilev, the favourite place of the Mogilev inhabitants and guests.

Every year, Mogilev becomes the centre of major international activities, such as the "Mahutny Bozha" ("Mighty God") Sacred Music Festival, "Golden Hit-Parade" Festival and the animation cinema festival.

GOMEL. This is the second largest city to Minsk in Belarus with population exceeding 600 thousand. The city is situated on the high bank of the Sozh River which is a tributary of the Dnieper. According to chronicles, Gomel is older than 860 years. However, archeologists dispute the statement.

They claim that Gomel is “about one thousand years old”. The town was founded on the territory occupied by the tribe of Radzimichy that served as a basis for formation of the Belarusian ethnic group together with the tribes of Kryvichy and Dryhavichy. Over a long period of time Gomel remained a small settlement that experienced many plundering raids in the course of long wars between the Great Lithuanian Duchy and Moscovia and then between Rzecz Pospolita and the Russian Empire. Only in the year 1852 Gomel actually acquired the status of the principal town in the Mogilev Province of the Russian Empire. By the turn of the 19th century the town was a big industrial town of Palesie, and an important railway junction and center of brisk trade.

The major place of interest in Gomel is a large palace-and-park ensemble that was founded in the year 1777 by Field-Marshal P. Rumiantsev at the site formerly occupied by a wooden castle. Then the palace was reconstructed by Prince I. Paskevich, a new owner, by the middle of the 19th century. The palace is among the first buildings of classical style in Belarus where the motives of late Renaissance were reproduced. The palace rising above the town is surrounded by a large landscape park with a lot of exotic plants. Close to the palace there is the magnificent Cathedral Church of S.S. Peter and Paul (1824) and an original chapel (1889) that serves as a burial-vault of the Paskevich family. In 2004, after the restoration, the central part of the Rumiantsev and Paskevich Palace was commissioned.

MUSEUM TOWNS.

MIR. In the year 1395 the settlement of Mir was invaded by crusaders who burnt it to ashes. Thereby it got to chronicles. From the year 1434 Mir became a private possession of big barons. Among them were the Ilyinich and the Radzivil families. As years went by, it turned into a township and later on to a center of the Mir County.

Late XVI – early XVII Mir earthen walls were built around the township turning it into a fortress. There were four gates (their foundations were excavated by archeologists) letting access to the Castle. The gates were named Zamkavaya, Vilenskaya, Minskaya, and Slonimskaya to indicate the direction of the main roads crossing the township.

In 1579 Mir’s owner Mikalai Kryshtof Radzivil of the time granted it a privilege of limited self-government. That attracted craftsmen and tradesmen of various national origin – Belarusians, Tatars, Jews, Gypsies ... The mixed national character of population in the township cannot but influence the mode of life established there. Thus in the Market Place of the township, in close vicinity of each other cultic buildings were built. They were Roman Catholic Church, Orthodox Church, yeshivah with synagogues and a mosque.

The Mir fairs attracted merchants with their goods from all parts of Belarus, Poland, Baltic countries, and Russia.

The name of the township with population of two thousand and a half is well-known beyond the country due to its major place of interest – the Castle. In the year 2000 the Castle was put on the UNESCO World Heritage List.

The “medieval flower”, as the Castle is called, was built by the magnate families of Ilyinich and Radzivil. The walls and towers of the Castle appeared in 1520s, the Renaissance palace on its territory was built between the late 16th and early 17th century. The magnate residence preserved its authentic appearance. Restoration work in the palace is nearing completion. With the restoration complete, the Castle will accommodate a small hotel and a restaurant of old-time cuisine apart from the museum display and the conference hall. In the vicinity of the Castle there is a large park that was laid out late 19th – early 20th centuries. In the park there is a chapel serving as a burial-vault. The chapel was built in modernist style in 1904 by the last titled owners of Mir – Sviatopolk-Mirski Princes. At the opposite end of the lake there are some remains of their estate buildings. Moreover, in the central part of the township – the former Market Place currently called 17th September Square – some old buildings remained. Thus, the monumental Renaissance St. Nicholas Roman Church (XVI-XVII c.c.), the Trinity Church, founded in the 16th century, dwelling houses and shops (late XIX- first half of XX c.c.) face the square. The kahal (Jewish self-government) building, two synagogues and a yeshivah (Rabbinic academy for the advanced study of the Talmud) dating from the 19th century are located adjacent to the square.

NESVIZH. Modern historians are of the opinion that the town of Nesvizh started its life in 1446. About a hundred years later we can see Nesvizh in the hands of the Radzivil family, the major and influential barons in the Great Lithuanian Duchy (GLD).

Nesvizh was in the possession of the Radzivils who turned it into the capital city of the family for more than four centuries and it won fame as one of the most prosperous and well-organized towns among the private-owned towns of Belarus.

At the turn of centuries XVI and XVII, Nesvizh was radically reconstructed by its owner of that time Prince Mikalai Kryshstof Radzivil nicknamed the Orphan (1549 – 1616). Under the rule of Mikalai the Orphan, who was a prominent statesman, military man, reformer and patron of art and literature, the town was completely replanned – the earlier chaotic net of medieval streets was rearranged to form a clear-cut block plan of the town that survived till today.

According to the structure plan of the town, Nesvizh formed a pentagon approaching to a square. The main street crossed the town from east to west and rested against earthen walls that surrounded the town, thereby

turning it into a fortress. The remains of the fortification at the south-eastern side where the major bastion of the existing seven bastions was situated, have survived to the present day. In the year 1586, Nesvizh was granted the Magdeburg Right for self-government. The town rapidly developed. Its population increased at a brisk pace, and numerous trade guilds appeared. In the 18th century the first artistic casting shop was opened and various manufactories were founded. Unique monuments of architecture and landscape architecture, canvases and engravings, as well as printed books and sheet music were created there. The first stationary theater in Belarus, the Comedy House, was also performing there. At the early stage the theater was amateur and then it turned into a professional court theatre.

Centuries followed one after another. Nesvizh underwent many severe trials, the ordeals of the war years, devastating fires and plunders, ups and downs of different states where it belonged at the will of history. The Nesvizh entailed estate of the Radzivils survived the Great Lithuanian Duchy, Rzecz Pospolita, and the Russian Empire. The seemingly ineradicable entailed estate was annihilated in the year 1939.

At present Nesvizh is one of the most brisk tourist centers in Belarus. There are many well-preserved monuments of history. Some of them are of international importance. Among them first of all is the famous Radzivil Castle, the former Jesuit Catholic Church, the Town Hall, the Benedictine Convent, the Town Defensive Tower (all of them of XVI century). Of later buildings it is worth noting the Slutsk Gate (XVI-XVII c.c.) and dwelling houses (XVIII-XIX cc). Currently large-scale restoration work is underway in the town.

NOVOGRUDOK. The currently used name of the town was formed under the influence of the Polish language in the XVI century. Formerly it was known as Novogorodok, Novgorodok, Novgorod, etc. The first written mention of it dates back to 1044 and is connected with the campaign of the Grand Duke of Kiev Yaroslav the Wise "against Lithuania".

The town that occupies the central part of the Novogrudok Hills surrounded by the Nieman River in the north is situated on the Castle Hill (that is one of the highest points in Belarus" (323 m above sea level). A highly picturesque view opens up to any traveller approaching the town from any direction.

By the XIII century Novogrudok was one of the most developed towns in the Upper Neman Land, the so-called Black Russia. Extensive trade ties of Novogrudok with the Central European countries and Scandinavia, the Baltic countries and Byzantium as well as its position on the border of lands, inhabited by the Balts and the Slavs, determined its distinctive future – the town became the capital of the Great Lithuanian Duchy (GLD) – a new state that had been formed from fragments of the Kiev Empire of "Ryurikovich".

After the capital was transferred to Vilnya (1323), Novogrudok, being the Grand Duke's domain, continued to play the important role as before in the history of Belarusian and Lithuanian power as a defensive outpost and a spiritual well. There was the cathedral of the Lithuanian-Novogrudok Orthodox (later Uniate) Church archdiocese. Novogrudok made an important contribution to the development of Reformation ideas in Belarus.

In 1507 the town became the center of province (vojevodstvo). Since the year 1581 the meetings of the Principal Lithuanian Tribunal, i.e. Supreme Court of Appeal of the Great Lithuanian Duchy were held in Novogrudok and Minsk by turns.

Wars in the mid-XVII and early XVIII centuries wiped off the evidence of the former greatness of Novogrudok as a tornado, but regardless of all the trials the town still retains memories of the past ages.

The ruins of the castle and burial mounds, monuments of architecture and old cemeteries, dwelling houses and the plan of the ancient town that has been keeping memories about many outstanding people, reality and legends, lines in the chronicles and traditions cannot but leave a mark in the heart of anyone setting foot on the Novogrudok land.

POLOTSK. The pantheon of native history, Polotsk, was the first capital of the ancestors of present Belarusians and the spiritual cradle of the country that had not yet been known under the name of Belarus. The Slavic tribe of Kryvichy founded the town upon the confluence of the Polota River and the Western Dvina River. The first mention of Polotsk in the chronicles among the oldest towns of Eastern Europe dates back to 862.

The 11th century was the time of flourishing for the Polotsk Power. It was ruled by Prince Vseslav Brachyslavavich (1029?-1101), called the "Magician" for his remarkable talent of a military leader and statesman. At that time the boundaries, of the Polotsk Power stretched from the Baltic Sea in the West to Smolensk in the East. Polotsk held the key of the famous way "from the Greeks to the Varangians", gaining numerous benefits from trade with Scandinavian countries, Baltic countries and Bizantium.

Under the rule of Prince Vseslav a monumental seven-domed temple was erected in the name of St. Sophia at the end of 1060s. In the temple they officially received foreign ambassadors, declared war or peace, kept the public purse and sacred objects. In the 18th century St. Sophia



Cathedral was put on Late Baroque luxurious robes. The sanctuary situated on the steep bank of the river is currently perceived as a stone epigraph to the centuries-old history of Belarus. At present St. Sophia Cathedral serves as a museum and a concert hall where concerts of organ music are given.

The Reverend Evfrosiniya of Polotsk was born at the beginning of the 12th century. She was a nun-enlightener, the heavenly mediatrix of Belaya Rus whose selfless labor seems to be a legend. At the same time skilful masters were working there – Lazar Bogsha, the jeweller, and Johannes, the architect. The original Polotsk architectural school was established, it greatly influenced stone building in many towns of Ancient Russia. The eight-century old Church of the Transfiguration of Our Lord with its fresco paintings located on the territory of the Convent of St. Evfrosiniya enables you to feel an aroma of the past time.

At the end of the 15th century Francisk Skaryna was born in Polotsk. That was an event of world-wide importance. He was the first Belarusian printer, enlightener and one of the Renaissance Titans. The publication of the Psalter and the Bible translated into the East Slavic language (1517-1522) was period of triumph for Belarusian and East Slavic book-printing. Nowadays Francisk Skaryna is still present there as a bronze monument erected to him by his native town-dwellers.

PINSK. Pinsk is more than 900 years old. It is often referred to as the capital of the Belarusian Pallessie – “the land of woods, bogs, and fogs”. The architectural dominant of the town is the former Franciscan Church and currently the Cathedral Catholic Church of Virgin Mary’s Assumptions. The Franciscan Church ensemble on the high bank of the Pina River with its staircase running down to the river “holds” the view of the entire historical part of Pinsk.

Six centuries have passed since the foundation of the monastery. The early XVI-century timber was replaced with brick. Then the church was destructed many times and restored from century to century. That is why you can see here brickwork in Gothic-Renaissance style and refined Late Baroque ornament of the main front, as well as the violent rococo fantasies in the decoration of the interior. The latter is full of numerous sculptures of angels and saints, icons and wall-paintings, glitters with gold and silver and is deep in music produced by a magnificent organ that addresses pathetically anyone crossing the threshold of the Minor Basilica. The Pinsk shrine was granted the honorable title in the year 1999 – its sixth centenary – with blessing of Pope John Paul II.

Dwelling-houses of XIX-early XX centuries come up to the walls of the Franciscan Monastery. The old blocks of the town let us feel the atmosphere of Pinsk of the time when Jews accounted for a large part of its population. That very picturesque layer of urban subculture is currently displayed in one of the showrooms of the local museum of Belarusian

Palessie arranged in the building of the former Jesuit College that still keeps its sculptural forms.

Strolling along the wonderful quay, you can get to the eastern part of the town where the Caroline suburb that looks like a large green farmstead was situated formerly. Bernardine Fathers settled down there in the early 18th century and Roman Church of Michael the Archangel reminds us of the event. In the middle of the 18th century monks-communitarians settled down in the vicinity of the Bernardines. Members of that peculiar Catholic Order were living in a community (commune) and made use of the common fund of the money earned. Their sole representation in GLD – Roman Catholic Church in the name of Karl Baramieus – was situated in Pinsk. At present it is used as a concert hall and an exhibition at a time.

Making a declaration of love to Pinsk, the most productive writer of all times and nations (as states the all-knowing Guinness World Records Book) Josef Ignacy Krasheuski, originating from Palessie, referred to the town vividly described in his books more than once as “the Sun of environs”.

TRANSFORMATION OF THE COUNTRYSIDE.

Most Belarusians, because of the natural formation of the urban infrastructure, are more at home in the countryside than in the city. Though 64 per cent of the population live in towns and cities nearly half of them have moved there only recently. Their hearts and roots are still at the place where they were born.

There is no other place like a countryside for those who have learned in childhood to love its monotonous landscape with innumerable lakes, rivers, forests and fields, its small quiet villages and modern settlements. I do love all that. I like the village with its winding streets, local people, green carpets of meadows. I like to stand on the highest hill, where there is a monument to those killed in action during World War II. I like to see how the Pripyat flows unhurriedly to the Dnieper. The working men and women who live on its banks are as tireless as the river itself. They mow the thick grass in the meadows, gather in the rich grain harvest and build new plants.

A distinctive feature of modern countryside is its industrialization. Numerous workshops and even small factories are set up on collective farms, such as workshops for the processing of vegetables and fruit, for the production of furniture, clothes, overcoats, jackets and sheepskin coats. All this has entailed a change in the structure of trades. Technologists and construction workers have become particularly important men, as well as grain-growers and machine operators.

Today's countryside has its own infrastructure: roads, service establishments, stadiums. New buildings are mushrooming here: urban-type

two-storeyed houses with all modern conveniences, with a garage and a telephone. Over the last few years a number of such urban-style settlements have been built in which every house is an attraction.

Some people, however, prefer to live in wooden houses with big orchards and gardens attached to them. It is really very important not to lose the delights of the village way of life. It is particularly dear to every villager to hear a cock that crows every morning.

It is impossible to tear a peasant from the land, from everything that has gone into his heart and mind since his childhood. The roots of the real villager are always to be found in the soil he loves.

VIII. POLITICAL LIFE.

THE CONSTITUTION OF THE REPUBLIC OF BELARUS.

Every country has its own Constitution. It's the main document of any country. When Belarus was a member of the former Soviet Union it submitted to the Constitution of the USSR.

A new stage in the history of Belarusian statehood began on July 27, 1990 when the BSSR Supreme Soviet adopted the Declaration "On the State Sovereignty of the BSSR". On August 25, 1991 the BSSr Supreme Soviet declared the political and economic independence of Belarus. On December 11, 1991 the Supreme Soviet ratified the Agreement on the creation of the Commonwealth of Independent States, signed on December 8, 1991 by the leaders of Belarus, Russia and the Ukraine in Viskuli in Belavezhskaya Pushcha. Simultaneously the Supreme Soviet denounced the treaty on the creation of the USSR. The final legal act that pronounced Belarus a new democratic state in Eastern Europe was the new Constitution of the Republic of Belarus adopted by the Supreme Soviet on March 15, 1994.

According to the new Constitution, Belarus is a presidential republic. The head of the state and of the executive power is President who is elected for a 5-year term. The new Constitution consists of a preamble and 8 chapters:

1. the basis of the constitutional system;
2. person, society, state;
3. election system, referendum;
4. legislative, executive and judicial branches of power;
5. local government and self-government;
6. state control and supervision;
7. finance and credit system;
8. the Constitution in action and the order of its changing.

Now we are going to study some of the articles which deal with youth policy.

In conformity with **Article 32** of the Constitution ‘parents or persons who substitute them have the right and must be obliged to bring up their children and take care of their health, development and education. The child must not be subjected to cruel treatment or involved in work that may cause harm to his physical, mental or moral development’.

Part four of Article 32 of the Constitution says that ‘children may be separated from their family against the will of the parents or other persons who substitute them only on the basis of the court’s decision if the parents or other persons who substitute them do not fulfill their duties’.

In conformity with **Article 32** of the Constitution each person is guaranteed freedom of opinion, convictions and their free expression. No one may be forced to express his convictions or renounce them.

Freedom of peaceful meetings, rallies, marches, demonstrations and picketing that do not disturb order and the rights of other citizens of the Republic of Belarus is guaranteed by the State (**Article 35**).

Every person has the right for freedom of association (**Article 36**). Public associations are to be organized on the initiative of not less than ten citizens of the Republic of Belarus who have attained to the age of 18. Youth and children’s public associations may be organized by citizens of the Republic who have attained to the age of 16. Public associations may found unions of public associations.

The right to education is guaranteed by the Constitution (**Article 49**) which says that “each person has the right to education. Accessible and free secondary and vocational education is guaranteed. Secondary and higher education is accessible for all people depending on the capabilities of every person. Each person has the right to obtain education in state educational institutions on the basis of contest and free of charge”.

General secondary education consists of three steps: elementary education (4 years), basic education (9 years) and secondary education (12 years). New types of educational establishments have appeared, i.e. gymnasiums and lyceums which cultivate pupils’ interests in knowledge and they involve them in scientific activities. Every year more than 95% of graduates of these educational establishments enter higher educational institutions.

PARLIAMENT.

The Parliament, i.e. the National Assembly of the Republic of Belarus is the representative and legislative body of the Republic of Belarus.

The Parliament consists of two Chambers, the Chamber of Representatives and the Council of the Republic. The Constitution defines the quantitative composition and the procedure of forming the Chambers. The Chamber of Representatives consists of 110 deputies elected on the basis of universal, equal and direct suffrage, by secret ballot. A deputy of the Chamber of Representatives must be citizen of the Republic of Belarus reaching the age of 21. The Council of the Republic is the Chamber of territorial representation. In each region and in the city of Minsk, 8 members of the Council of the Republic are elected at sittings of deputies by secret ballot. Eight members of the Council of the Republic are appointed by the President of the Republic of Belarus. A deputy of the Council of the Republic must be citizen of the Republic of Belarus reaching the age of 30 and residing on the territory of the respective oblast or the city of Minsk for at least 5 years.

Sittings of the Chambers are held separately. Each Chamber elects its own Chairman and his vice-chairmen who run the sittings and manage the internal regulations.

In conformance with the Constitution, the Chamber of Representatives is entitled to hear the reports of the Prime-Minister on the Government's programme of activity, give a vote of no confidence to the Government, and consider the issue of confidence to the Government upon the request of the Prime-Minister.

The Chamber of Representatives appoints elections of the President and accepts the dismissal of the President.

The Council of the Republic may cancel the decisions of local Councils of Deputies, which run contrary to the legislation, and takes decisions on dissolution of a local Council of Deputies in case of systematic or gross violations of the legislation and in other cases stipulated by the law.

Any draft law, unless otherwise provided by the Constitution, is first considered by the Chamber of Representatives and then by the Council of the Republic.

A draft law, with the exception of cases provided by the Constitution, becomes a law upon adoption by the Chamber of Representatives and approval by the Council of the Republic, with a majority of votes of the full list of members in each Chamber.

The Constitution establishes the right of the Council of the Republic to consider the Decrees of the President on introducing the state of emergency, the martial law, total or partial mobilization, and take an appropriate decision within three days after their submission.

The Parliament takes a decision on the President's dismissal. The term of office of the Parliament is 4 years. The Parliament's term of office may only be extended in case of war.

THE PRESIDENT OF THE REPUBLIC OF BELARUS.

A.G.Lukashenko was born on August 30, 1954 in an urbanized settlement of Kopy, Orsha district, Vitebsk Oblast. Nationality Belarusian. Graduated from the History Faculty of Mogilev Teachers' Training Institute (1975) and Belarusian Agricultural Academy (1985). Educational background – teacher of history, agricultural production economist. Obtained a diverse practical experience. In 1975-1977 and later in 1980-1982 served in the Border Guard Troops and in the Soviet Army. In 1977-1978 worked as civil servant in a district Executive Committee of the Soviet of Workers' Deputies. In 1978-1989 worked as Executive Secretary of Shklov district organization of *Znaniye* All-union Association. From 1982 worked in the agro-industrial complex.

In 1990 A.Lukashenko was elected to the Parliament, i.e. the Supreme Soviet of the Republic of Belarus. While chairing the commission of the Supreme Soviet on fighting corruption (April 1993 - July 1994) A.Lukashenko for the first time on the national level showed himself as an outstanding tribune, an opponent of corruption, and an independent deputy with his own standpoint on the main lines of reformation and democratization of the Belarusian society.

On July 10, 1994, after a hard struggle with the other five candidates representing the entire spectrum of the country's political forces, A.Lukashenko was elected President of the Republic of Belarus. He collected more than 80% of the votes.

On July 20, 1994 A.Lukashenko took an oath at the extraordinary session of the Supreme Soviet. In his speech he referred to the words by Abraham Lincoln that a true democracy is the power of people, from the people and for the people. He also mentioned the only possible dictatorship, that of the law, and said that all his hopes are connected with building a civil consensus in the society.

A.Lukashenko is Commander-in-Chief of the Armed Forces of the Republic of Belarus, he chairs the Security Council of the Republic. In April 1996 he was elected Chairman of the Supreme Council of the Commonwealth of Belarus and Russia, while since April 1997 he acts as Chairman of the Supreme Council of the Union of Belarus and Russia.

In 1995 elected Honourable Academician of the Russian Academy of Sciences. In May 1997 elected President of the National Olympic Committee of the Republic of Belarus.

In May 1997 A.Lukashenko won the M.Sholookhov's International Prize "for courageous political publicism and a selfless approach in defending national interests".

On September 27, 1998 Belarusian Orthodox Church awarded him Order of Crucifix of St. Yefrosinya of Polotsk for a great contribution into the spiritual renaissance of the nation.

A.Lukashenko represents a new generation of post-Soviet politicians. He never belonged to the party or the so-called Communist nomenclature, and never occupied positions in the higher hierarchy of power. He belongs to the group of statesmen who are "self-made". A.Lukashenko ignores any dogmas of political parties, he is oriented towards the national interests of Belarus and realises that they must be balanced with the national interests of partners.

A.Lukashenko has always been intensively engaged in sports activities. He is sure that the huge psychological loads which the head of the State carries every day, and the state of a nervous stress may be lifted off by active sport. He enjoys driving a car, likes to travel without guards or escort and to visit objects of municipal services without a prior notice, thus obtaining first-hand information. The President whose day is meticulously pre-scheduled always tries to save some time beyond state duties in order to come up to the book shelf. Reading books is one of the best occupations for him. He likes getting acquainted with technical novelties and recent achievements of the scientific thought.

Lawyer's answer

If you have a question

On procedure and rules of foreign citizens' stay on the territory of the Republic of Belarus

Question: Within what terms and to which government authority should a foreign citizen apply to pass registration?

Pursuant to Article 14 of the Rules of Stay of Foreign Citizens and Stateless Persons on the Territory of the Republic of Belarus adopted by the Resolution of the Council of Ministers of the Republic of Belarus dated 25.10.1999 foreign citizens within 3 days (excluding official holidays and days-off) upon their arrival in the Republic of Belarus should personally apply for registration at the government authorities for internal affairs in the place of their residence.

Foreign citizens arriving at the hotels pass the procedure by filling out a special questionnaire which they submit to the hotel administrator while moving in. Administrator returns the completed questionnaire with an

appropriate mark and a seal. A foreign citizen does not have to apply to the government authorities for internal affairs then.

Question: *Does a foreign citizen have to inform the government bodies for internal affairs about change of his place of residence in Belarus?*

Foreign citizens may reside in the Republic of Belarus only in the place where they were registered. In case of change of the place of residence they should register at the local government bodies of internal affairs within 3 days after such a change.

Foreign citizens who arrived in the Republic of Belarus for week-end or official holidays, or for the term shorter than 3 days, are released from the obligation to register.

Question: *What kind of liability may a foreign citizen incur in case of violation of the rules of stay on the territory of the Republic of Belarus?*

Pursuant to Article 185 of the Code of Administrative Offenses of the Republic of Belarus a foreign citizen may incur administrative liability for violation of the rules of stay on the territory of the Republic of Belarus in the following cases:

- residing on the territory of the Republic of Belarus without a residence permit;
- residing in the Republic of Belarus on the grounds of invalid documents;
- violation of the established procedure of registration;
- violation of the established procedure of residence registration ("propiska") or traveling and choice of the place of residence in the Republic of Belarus;
- failure to leave the territory of the Republic of Belarus upon expiry of the period of his stay, as well as violation of the rules of transit travel across the territory of the Republic of Belarus;
- violation of the rules of labour, business, and other activity.

A foreign citizen may be officially warned or fined at the rate up to twenty four basic units (approximately \$ 220).

Pursuant to Article 371-2 of the Criminal Code of the Republic of Belarus a foreign citizen may incur criminal liability for violation of the rules of stay on the territory of the Republic of Belarus, if within one year he has incurred administrative liability more than twice for the same violations. In such a case a foreign citizen may be fined, or arrested for the term up to six months, or imprisoned for the term up to one year.

IX. GRAMMAR IN FACTS AND FIGURES.

HEROIC FAILURES.

Fed up with everyone else's apparent obsession with success, Stephen Pile resolved to collect tales of those who have distinguished themselves by doing something especially badly. **To this end** he formed the "Not Terribly Good Club of Great Britain". Membership depended on one not being terribly good at something and, ideally, **downright** awful. Inspired by members' tales of disaster and gross inefficiency he compiled "The Book of Heroic Failures" which began with the following dedication:

"To all those who have written terrible books on how to be a success, I dedicate this terrible book on how it's perfectly all right to be incompetent for hours on end, because I am and so is everyone I know."

Here are some of Stephen's favourite stories:

The least successful newspaper

Described on **billboards** as "Britain's most fearless newspaper", the *Commonwealth Sentinel* opened on 6 February 1965 and closed on the 7th. Designed to cater for all Commonwealth citizens, the paper was founded by Mr. Lionel Burleigh in London. He spent a hectic week collecting the advertisements, writing the stories and seeing the first issue through the press. Then Mr. Burleigh received a **'phone** call from the police.

"Are you anything to do with the *Commonwealth Sentinel*?" asked a constable "Because there are 50,000 of them outside the entrance to Brown's Hotel and they're blocking Albemarle Street."

"We had forgotten to arrange any distribution," Mr. Burleigh said later, "and they were just dumped outside the hotel where I was staying. To my knowledge we only sold one copy. I still have the **shilling** in my drawer." It was sold by Mr. Burleigh's daughter to a passer-by. This caused so much excitement that a photograph was taken of the transaction.

The least successful attempt to find the Loch Ness Monster

All attempts to find the **Loch Ness Monster** have failed. No one has failed more magnificently than the four Hemel Hempstead firemen who in 1975 tried to seduce it.

Believing that **feminine wiles** would lure the beast from the deep, they built a 30-foot-long [nine-metre] *paper mâché* female monster, equipped with long eyelashes, an outboard motor and a pre-recorded mating call. "Sex solves everything," said one fireman.

Painted blue and green, the monster then set off in search of romance with two firemen inside steering. They traveled 15 miles [24 kilometres]

offering flirtation and mystery, but encountered only **sustained hormonal indifference** from the deep. There are two possible reasons:

First, the firemen learned that their pre-recorded mating call was that of a bull walrus and so unlikely to interest the Loch Ness beast. Second, the outboard motor developed a fault during the voyage. The monster went into a **flat spin**, veered off backwards and crashed prostrate across a jetty.

No girl is at her best under these circumstances.

The least successful houseparty holiday

Attracted by the prospect of meeting 30 new people, a London solicitor booked a place on a **houseparty holiday** for young **singles** in Austria. When he arrived, he was the only person who had chosen the holiday.

The “Miss Smile” who was miserable

As part of “National Smile Week”, Miss Moya Ann Church was voted Miss National Smile Princess.

Only 60 seconds after the 25-year-old beauty queen **took office**, she lost her crown.

It was eventually found in a pile of rubbish after an anxious search. Once found, she smiled with relief. This was the only occasion when she smiled during her entire week of office.

Then a jostling bystander spilled coffee over her “Smile” sash and ?100 dress. Both were ruined. Next day she locked herself out of her house at Weston-Super-Mare. “That was bad enough”, she said, “but on Tuesday my car broke down and, when I left it to ‘phone the garage, I got a **parking ticket**. So many things have gone wrong that you have to smile,” she said without smiling.

After her final photographic session she missed her train home.

The worst homing pigeon

This historic bird was released in Pembrokeshire, Wales, in Jules 1953 and was expected to reach its base that evening.

It was returned by post, dead, in a cardboard box, eleven years later from Brazil. “We had given it up for lost,” its owner said.

Commentary:

To this end with this intention.

downright thoroughly.

billboards large outdoor boards which carry advertisements.

‘phone usual abbreviation in speech for telephone.

shilling British coin abolished when currency was decimalized in 1971, and replaced with the five-pence piece.

Loch Ness Monster a huge amphibious creature believed by some to inhabit the depths of one of the deepest lochs (salt-water lakes) in Scotland.

feminine wiles female cunning used to attract a male.

sustained hormonal indifference a humorous way of saying that the feminine wiles had absolutely no effect at all on the Monster – his sex hormones were not activated.

flat spin literally, spinning horizontally; often used to express agitation or panic.

took office started performing her duties.

parking ticket notice of a fine for parking illegally.

houseparty holiday a holiday when a group of people who don't necessarily know each other share a house, the aim being to make new friends.

singles this particular houseparty was only for people who were unattached.

THEY ARE THE TOPS.

What's the biggest? The tallest? The widest? The absolute "tops" of its kind in the world?

The highest mountain? Few of us are likely to have any doubts about that. Yes, it is Mount Everest, of course – 29,002 feet high.

Is the next highest Kangchenjunga, also in the Himalayas, or K2 in the Karakoram range? The answer is K2 – 28,250 feet high, or just 104 feet higher than Kangchenjunga.

The largest ocean? The right answer is the Pacific, which is reckoned as having a total area of 63,986,000 square miles.

You can't put walls round these huge areas of water, of course, to mark where they start or end – but according to the reckoning of the geographers, the Atlantic Ocean, the next largest is only 31,530,000 square miles in extent, the Indian Ocean, with 28,350,000 square miles, coming third.

The longest river? The Nile, which is more than 4,000 miles long, or about twice the distance by air from London to Beirut. But it beats South America's Amazon by only a few miles.

The biggest island? Greenland, which belongs to Denmark and is about 840,000 square miles in extent, though a good deal of this is barren, icy territory where nobody would want to live.

The largest lake? The Caspian Sea. Yes, geographers count it as a lake, because it doesn't connect with any of the great oceans. It has an area of about 170,000 square miles, so there is a very big difference between this and the next largest, North America's Lake Superior, which covers only some 32,000 square miles.

The deepest sea? So far as we know at present (but this is one of the things science is trying hard to find out more about these days), the greatest

depth is in the Pacific Ocean off the Philippines, where a great “dip” called the Marianas Trench goes down to nearly 37,000 feet, or much more than the height of Everest.

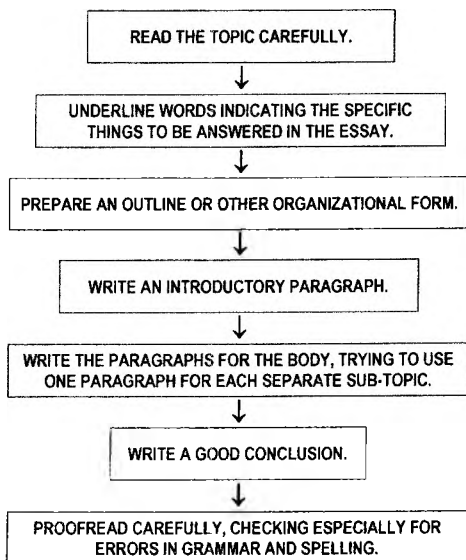
Next greatest known depth occurs in the Atlantic, where the Puerto Rico Trench is 27,498 feet deep.

The biggest volcano? Of those which are still active, Cocopaxi, in Ecuador, South America, is the highest – 19,612 feet. Aconcagua, between Argentina and Chile, is more than 3,000 feet higher, but it is believed to be extinct.

APPENDIX

ESSAY WRITING

A patterned plan of attack



In order to write an effective essay you should keep the following points in mind:

1. Address the assigned topic completely, being sure to answer all parts of the question asked.
2. Write a good introductory paragraph and conclusion.
3. Organize your thoughts before beginning writing and organize your paragraphs well.
4. Use correct grammar, vocabulary, and spelling. Use vocabulary and grammatical constructions that you are sure of. It is better to write simply and correctly than to try to write eloquently but make errors.
5. Keep your essay to no more than 200 or 300 words.
6. Allow enough time to write the essay well. Don't take so much time organizing your thoughts that you do not have time left to write. You

should spend no more than 10 minutes organizing so that you have at least 20 minutes to write the essay.

7. Use specific details and avoid too many generalizations. Be sure to answer all questions presented in the topic.

PLANNING YOUR ESSAY

You should use a standard outline, a cluster outline, or some other method to organize your thoughts before you begin to write.

Introductory Paragraph

Every good essay has a strong opening paragraph. One method that is useful for constructing an opening paragraph is the *Generalize-Focus-Survey* structure. This is a three- or four-sentence paragraph in which the first sentence makes a generalization about the topic, the second sentence focuses on what will be discussed, and the last one or two sentences survey the details you will present in the body of the essay.

Body

The body of the essay should follow the form of your outline with separate paragraphs for each major topic. Try to avoid very short paragraphs or very long paragraphs.

Conclusion

The conclusion should sufficiently restate, but not simply repeat, the major points that you have stated in the body of the essay.

«GIVING A SUCCESSFUL TALK»

It comes to most of us! Few people can go through life without having to make a speech or give a talk. But most of us hate getting up to speak in public. It is always an ordeal. We envy those who can speak in public with ease and confidence. What is their secret? Can anyone learn it? No one can give you instant self-confidence, but you can be helped to build it for yourself.

Giving a successful talk

Choose a subject you know a great deal about.

Never write out your speech as an essay and read it out to your audience.

Use notes prepared beforehand with headings so that you will say all you want and know how to proceed.

Give yourself plenty of aids with diagrams, charts, actual objects, sound effects, etc.

Keep the personal approach.

Mind the following: your appearance, speech, good conclusions and recommendations, logical structure and good organization of material, use of language, overall impression.

Here are some possible points for the speech assessment:

| <i>Skill Area</i> | <i>Points to Look for</i> | <i>Grades</i> |
|--------------------|--|----------------------|
| Impact | contact with audience (eye contact, use of body language, appearance) | totally unacceptable |
| Language | choice of words, phrases; a good mixture of formal and informal language, humour | fair |
| Speech | clarity, volume, voice projection, variety of tone | average |
| Voice | monotonous, well varied in pitch, friendly, arrogant, audible | good |
| Pace | too quick? too slow? use of pause and length | excellent |
| Mannerism | any irritating mannerisms of speech and behavior? | acceptable |
| Overall impression | lively? interesting? any enthusiasm conveyed? stimulates your interests? | |
| Commitment | do you feel committed to take this course of action? | |

While preparing an oral presentation keep to the following plan.

| PHASE 1: Define the Task | |
|---------------------------------|---------------------------|
| STEP 1: | Define presentation task |
| STEP 2: | Identify learning purpose |

| PHASE 2: Explore the Topic | |
|--|-------------------------|
| STEP 3: | Define ideas |
| STEP 4: | Look for a shaping idea |
| STEP 5: | Collect information |
| Have you found 1) material to interest audience? 2) your main point or idea to shape the material? NO: return to Step 3. YES: go on to Step 6. | |

| PHASE 3: Explore the Topic | |
|-----------------------------------|-------------------------|
| STEP 6: | Draft outline |
| STEP 7: | Draft aids |
| STEP 8: | Rehearse and evaluate |
| STEP 9: | Revise outline and aids |

STEP 10: Present

Assessing Presentations: Checklist

| | |
|--|-------------------------|
| 1. Was the presentation interesting? | No / quite / yes |
| 2. Did the speaker help you to follow the main points? | No / yes |
| 3. If photos / posters were used, were they: | |
| a) legible? | No / quite / yes |
| b) understandable? | No / quite / yes |
| 4. Did the speaker maintain sufficient eye-contact with the audience? | No / yes |
| 5. Comment on the speaker's voice: | |
| a) speed | Too fast / too slow |
| b) volume | Too quiet / about right |
| c) pitch variation | Monotonous / expressive |
| 6. Did the speaker help the audience to understand any unusual words that were used? | No / yes |
| 7. Did the speaker manage the timing well? | No / quite / yes |
| 8. Did the speaker deal with questions well? | No / quite / yes |
| 9. Did the speaker conclude satisfactorily? | No / yes |
| 10. What could the speaker do to improve the presentation next time? | |

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KEYS

Unit One: Republic of Belarus (general).

Exercise 2. Match the adjectives on the left with their definitions on the right.

1e; 2f; 3h; 4b; 5i; 6j; 7d; 8c; 9a; 10g.

Quiz.

1a; 2c; 3a; 4a; 5c; 6b; 7c; 8b; 9b; 10a; 11c; 12a; 13d; 14b; 15d.

Unit Two: Administrative and Territorial Structure of the Republic of Belarus.

Exercise 4. Express the idea of the following by using suitable proverbs and sayings with the Present Indefinite Tense form of the verb predicate. Consult the reference list below.

1j; 2e; 3a; 4b; 5i; 6c; 7d; 8g; 9f; 10h.

Exercise 14. Test yourself. Put the verbs in brackets into the correct tense forms.

1. were; 2. had spring come; took off; 3. wrote; had been trying; 4. start; spend; 5. is; originates; is becoming; 6. met; fell; 7. get; didn't get; am; 8. returned; had packed; was waiting; 9. is; has not been; 10. were having; returned; 11. is; is losing; 12. will be reading; will be ringing up; 13. have been writing; 14. don't feel; shall meet; shall I recognize? 15. looks; think; has been reading; 16. speaks; is speaking; have been speaking; 17. have put ... and caused; did not; live; had; 18. is; pledged; 19. shall have been living; 20. shall have passed; 21. is; have forgotten; 22. are; has been smoking; 23. is reading; 24. were talking; came in; was talking.

Exercise 5. Match these words with their definitions.

1c; 2d; 3a; 4b; 5f; 6i; 7j; 8e; 9k; 10g; 11m; 12n; 13h; 14l.

Exercise 6. Choose the word from the box to put into each gap.

1. environment; 2. settlement; 3. enterprises; 4. rehabilitation; 5. unique; 6. chronicles; 7. flax; 8. beneficial; 9. revived; 10. vicinity; 11. output; 12. peat.

Exercise 9. Put in the right prepositions where necessary.

1. of, to, of; 2. of, against, from, over; 3. by, of, of; 4. of, to, through; 5. of, of; 6. in, of, in; 7. of, for; 8. through, with, from, of, to, of; 9. in, in, of, of; 10. in, of; 11. of, in, of; 12. in.

Exercise 10. Find the correct ending for each sentence according to the information in the text.

1c; 2d; 3a; 4b; 5g; 6i; 7e; 8f; 9j; 10h.

Quiz.

1b; 2c; 3d; 4b; 5a; 6b; 7d; 8b; 9c; 10b; 11a; 12d; 13a; 14c; 15d.

Unit Three: Population of the Republic of Belarus.

Exercise 1. Supply appropriate prepositions and analyze the use of the tense forms in the following sentences.

1. at; 2. on; 3. of; 4. to; 5. with; 6. at; 7. to; 8. for; 9. to; 10. on; 11. for; 12. to; 13. at.

Exercise 9. Complete the following sentences using the verbs in brackets in the appropriate passive forms. The first sentence has been done for you.

1. was reached; 2. are published; 3. was called; 4. are known; have been appraised; 5. is visited; was designed; was erected; is recognized; 6. was being repaired; 7. will be told; 8. had been rented; 9. were allowed; 10. is being done; 11. are spoken; 12. has been represented; has been made.

Exercise 10. Express the idea of the following by using suitable proverbs with the passive form of the verb predicate. Consult the reference list below.

1d; 2g; 3a; 4e; 5h; 6i; 7f; 8c; 9b.

Exercise 5. Match these words with their definitions.

1f; 2g; 3a; 4b; 5c; 6d; 7e; 8l; 9h; 10m; 11n; 12i; 13j; 14k.

Exercise 6. Put one word from the box into each gap to complete the sentences.

1. Orthodox; 2. promotion; 3. subsidy; 4. Catholic; 5. polyethnic; 6. allowances; 7. enclaves; 8. self-consciousness; 9. dense; 10. confessionally; 11. maintain; 12. Judaistic.

Exercise 9. Put in the right prepositions where necessary.

1. by, of; 2. of, among; 3. in, of, for; 4. in, by; 5. in, in; 6. of, in, over; 7. in, in, to; 8. of; 9. of, in, by, of, in; 10. in, to, into, in; 11. from; 12. for, of.

Exercise 10. Find the correct ending for each sentence according to the information in the text.

1b; 2d; 3a; 4f; 5c; 6e; 7j; 8g; 9h; 10i.

Quiz.

1c; 2d; 3b; 4b; 5c; 6a; 7b; 8a; 9c; 10b; 11a; 12d; 13b; 14c; 15b.

Unit Four: The Constitution of the Republic of Belarus.

Exercise 6. Use the verbs to form non-finite forms and fill in the gaps.

1. known; 2. paid; 3. held; 4. used; 5. living; 6. convicted; 7. voting; 8. proposed; 9. elected; 10. known; 11. governing; 12. leading; 13. paid; 14. have been sitting; 15. prepared; 16. consulting.

Exercise 9. Insert the words of the active vocabulary. The words are given below.

1. supremacy; 2. provision; 3. inalienable; 4. aliens; 5. referenda; 6. grant; 7. rigorous; 8. provisions.

Exercise 13. Rewrite the sentences. Each time use the information in brackets to make an -ing clause or an -ed clause.

1. governing; 2. persecuted; 3. including; 4. established; 5. having; 6. recognised; 7. having; 8. stipulated.

Exercise 14. Complete each sentence from A using the proper variants from B.

1. d, f, k, l, g.
2. a, b, c, i, h.
3. e, j.

Quiz.

1a, 2c, 3c, 4c, 5b, 6c, 7d, 8c, 9b, 10a, 11c, 12b, 13c, 14d, 15c.

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