



Е. В. Резникова  
И. И. Скнарина

# English for students in Geography

учебное пособие



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное  
учреждение высшего образования  
«ЮЖНЫЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

**Е. В. Резникова, И. И. Скарнина**

**ENGLISH  
FOR STUDENTS IN GEOGRAPHY**

*Учебное пособие*

Ростов-на-Дону – Таганрог  
Издательство Южного федерального университета  
2019

УДК 811.111`24(075.8)  
ББК 81.432.1-5я73  
Р34

*Печатается по решению кафедры английского языка  
естественных факультетов Института филологии,  
журналистики и межкультурной коммуникации  
Южного федерального университета  
(протокол № 8 от 29 марта 2019 г.)*

**Рецензенты:**

ст. преподаватель кафедры английского языка естественных  
факультетов Института филологии, журналистики  
и межкультурной коммуникации ЮФУ

***Н. А. Беляева;***

доц. кафедры иностранного языка Института водного транспорта  
им. Г. Я. Седова – филиала ФГБОУ ВО «ГМУ им. адм. Ф. Ф. Ушакова»

***М. П. Киселева***

**Резникова, Е. В.**

English for students in Geography : учебное пособие / Е. В. Резникова, И. И. Скнарина ; Южный федеральный университет. – Ростов-на-Дону ; Таганрог : Издательство Южного федерального университета, 2019. – 114 с.

**ISBN 978-5-9275-3197-4**

Учебное пособие предназначено для студентов 1-2 курса заочного отделения Института наук о Земле. Целью пособия является развитие навыков аудиторной и самостоятельной работы, а так же навыков устной и письменной речи на английском языке у студентов по направлению «Педагогическое образование», профиль «География». Пособие состоит из 5 модулей. Каждый модуль включает методические рекомендации для студентов по выполнению заданий и состоит из 3 разделов (Units), в котором предлагается по ряду заданий (Exercises). В конце каждого раздела (unit) есть список слов и терминов по модулю (Vocabulary) для запоминания и задания на самостоятельную работу (Self-study tasks). Учебное пособие так же включает раздел Supplementary Reading с текстами для дополнительного чтения по темам модуля.

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## МЕТОДИЧЕСКАЯ ЗАПИСКА

Данное учебное пособие предназначено для студентов 1–2 курса заочного отделения Института наук о Земле. Целью данного пособия является развитие навыков аудиторной и самостоятельной работы, а так же навыков устной и письменной речи на английском языке у студентов по направлению «Педагогическое образование», профиль «География».

Настоящее учебное пособие предлагает комплект лексико-грамматических упражнений и коммуникативных заданий по 5 модулям: «Introduction» (Вводный модуль, рассматриваемый обычно в период установочной сессии), «My Personal Profile», «Education», «Countries» и «My specialty», которые развивают навыки чтения, письма и говорения на английском языке. Каждый модуль включает методические рекомендации для студентов по выполнению заданий и состоит из 3 разделов (Units), в котором предлагается по ряду заданий (Exercises). В конце каждого раздела (unit) есть список слов и терминов по модулю (Vocabulary) для запоминания и задания на самостоятельную работу (Self-study tasks), за которые студенты получают баллы в соответствии с учебной картой дисциплины. В конце пособия студенты могут пользоваться грамматическим справочником (Grammar reference), где дается краткая грамматическая справка по темам, предлагаемым в пособии.

Учебное пособие так же включает раздел Supplementary Reading с текстами для дополнительного чтения по темам модуля.

Данное пособие составлено с учетом рабочей программы по дисциплине «Иностранный язык (английский)» в соответствии с целями и задачами учебной карты дисциплины. Преподаватели и студенты могут соблюдать последовательность, в которой представлены тематические разделы пособия или выбирать для изучения те разделы из них, которые представляют наибольший интерес.

## MODULE 1

# Introduction



**Unit 1. Meeting people**  
**Unit 2. Simple Tenses**  
**Unit 3. Daily Routine**

## UNIT 1. MEETING PEOPLE

### *Методические рекомендации*



Данный раздел содержит упражнения на развитие коммуникативных навыков говорящего на английском языке по теме «Знакомство», которые включают умение представиться, получить личную информацию у собеседника, найти общие интересы и хобби. Некоторые задания нацелены на повторение и закрепление грамматического материала, правила и примеры вы сможете найти в разделе «Grammar reference». Вы сможете изучить лексику в разделе «Vocabulary» и потренироваться в употреблении слов, выполняя лексические упражнения в конце каждого раздела.

#### **Ex. 1 Introduce yourself using the prompts:**

- Name;
- Surname;
- Job;
- Country and city/town;
- The reason why you are here.

#### **Ex. 2 Put the words from the box into the categories:**

Town; close to; to get qualification; an accountant; far from; to broaden horizons; city; a teacher; to learn something new; 200 km away; village; a travel agent; settlement; to enhance teaching skills; a manager; Rostov Region; suburb; to understand geography better.

Places to live	Jobs	Distance	Reasons to study

**Ex. 3 Choose the words from Ex2 and fill in the gaps:**

- 1) They live in a big crowded \_\_\_\_\_ located on the Volga River.
- 2) He decided to do this course to \_\_\_\_\_ skills.
- 3) Now I'm a Geography student and I want to \_\_\_\_\_ better.
- 4) My friend works as a \_\_\_\_\_, he knows much about this country.
- 5) It takes him much time to get to the city center, because he lives in a \_\_\_\_\_ of Krasnodar .
- 6) Azov is not \_\_\_\_\_ Rostov-on-Don.
- 7) Many young people go to universities to \_\_\_\_\_ in many specialties.
- 8) Learning foreign languages can \_\_\_\_\_.

**Ex. 4 Complete the sentences about you:**

- 1) My name is \_\_\_\_\_.
- 2) My surname is \_\_\_\_\_.
- 3) I'm from \_\_\_\_\_.
- 4) It's located in \_\_\_\_\_.
- 5) I like my city/town/village, because \_\_\_\_\_.
- 6) I work as a \_\_\_\_\_.
- 7) I (don't ) love my job, because \_\_\_\_\_.
- 8) In my spare time I usually \_\_\_\_\_.
- 9) I am a geography student, because I \_\_\_\_\_.
- 10) As a person, I am \_\_\_\_\_.

**Ex. 5 Choose am, is, are:**

- 1) My University group \_\_\_\_\_ big.
- 2) My group mates \_\_\_\_\_ friendly .
- 3) My friend \_\_\_\_\_ a Science student too.
- 4) He \_\_\_\_\_ an intelligent man.
- 5) My parents \_\_\_\_\_ nice people.
- 6) The University I study at \_\_\_\_\_ big.
- 7) It \_\_\_\_\_ rather far from my place I live.
- 8) The University subjects \_\_\_\_\_ interesting.
- 9) I \_\_\_\_\_ fond of sports.
- 10) The University teachers \_\_\_\_\_ skilled.

**Ex. 6 Translate the following into English:**

- 1) Я – студент(ка) первого курса заочного отделения.
- 2) Моя одногруппница – из Китая.

- 3) Университетская программа – интересная.
- 4) Я сейчас в Ростове.
- 5) Мои родители – хорошие люди.
- 6) Они сейчас в Новочеркасске.
- 7) Этот учебник английского языка новый.
- 8) Мои друзья очень общительны.
- 9) Мой родной город красивый.
- 10) Эта классная комната – маленькая.

**Ex. 7 Look at the words and ask questions:**

- 1) Name \_\_\_\_\_?
- 2) Surname \_\_\_\_\_?
- 3) Age \_\_\_\_\_?
- 4) Country \_\_\_\_\_?
- 5) City \_\_\_\_\_?
- 6) Job \_\_\_\_\_?
- 7) Hobbies and interests \_\_\_\_\_?
- 8) Telephone number \_\_\_\_\_?

**Ex. 8 Read the dialogue “At the University” and answer the questions:**

- 1) Which of them is a Russian student: Ann or Alex?
- 2) Where is a library?
- 3) What does Alex study?
- 4) What does Alex do in free time?

 <p><b>Student 1</b></p>	<p><b>Student 2</b></p> 
<p>Hello!</p> <p>I'm a new student here. Where is the library?</p> <p>My name is Alex, by the way. I'm from Colombia.</p>	<p>Hello! Can I help you?</p> <p>Yes, it's on the third floor.</p>

Nice to meet you too.

Yes, it is a very interesting city.  
The people are really nice.

Yes, I am. I study Geography.  
And you?

I play football and love music. I  
play the guitar.

Can I play football here too?

Thank you very much for your  
help. It was nice meeting you.

Sure. Here is my telephone  
number. May be, see you here  
tomorrow.

Have a nice day! Bye!

My name is Ann. I'm a Russian  
student. Nice to meet you.  
Do you like Rostov?

Are you a science student?

I'm a distant learner at the Insti-  
tute.

What are your hobbies?

Sounds interesting. Here is the  
gym. Students play football,  
volleyball or tennis here.

Yes, sure. Here is the library.

You are welcome. You can write  
down my telephone number. If  
you have any questions, don't  
hesitate to call me.

I hope to see you too.

Bye! Have a nice day too!

**Ex. 9 Listen to the two people who are at the party and complete the chart:**

Name		
Country		
City		
Nationality		
Job		
Likes		

**Ex.10 Listen to the dialogue again and complete the questions:**

- 1) What \_\_\_\_\_? (name)
- 2) Where \_\_\_\_\_? (country)
- 3) What city \_\_\_\_\_?
- 4) What \_\_\_\_\_? (nationality)
- 5) What \_\_\_\_\_? (job)
- 6) What \_\_\_\_\_? (likes)

**Ex. 11 Act out the similar dialogue. You meet a foreigner and talk to him/her. Choose from the following:**

- 1) In a class-room.
- 2) At a conference.
- 3) At a party.
- 4) At a student's cafeteria.
- 5) Near the Institute of Earth Sciences.

**Ex. 12 Complete the sentences about yourself.**

- 1) Hello! Let me introduce myself. My name is \_\_\_\_\_.
- 2) My surname is \_\_\_\_\_.
- 3) I am from \_\_\_\_\_.
- 4) I live in a \_\_\_\_ (city/town/village). It's located in \_\_\_\_\_.
- 5) My (city/town/village). \_\_\_\_\_ is \_\_\_\_\_.
- 6) I work as a \_\_\_\_\_ and study \_\_\_\_\_.
- 7) At work I usually \_\_\_\_\_.
- 8) I like to study at the Institute, because \_\_\_\_\_.
- 9) I have a (big/small) family, consisting of \_\_\_\_\_.
- 10) In my spare time I \_\_\_\_\_.



7) Last summer was \_\_\_\_\_ (dry, drier, the driest) for the last 5 years,

8) Zorge street is \_\_\_\_\_ (busy, busier, the busiest) than Erenenko street.

9) This device \_\_\_\_\_ (smart, smarter, the smartest) than that one.

10) The climate here is \_\_\_\_ (mild, milder, the mildest) of all the countries in Africa.

**Ex. 15 Open the brackets:**

1) This map is \_\_\_\_\_ (beautiful) of all I have seen.

2) These geography books are \_\_\_\_\_ (expensive) than those books.

3) The topic at English class yesterday was \_\_\_\_\_ (difficult) we have ever learnt.

4) People in Great Britain are \_\_\_\_\_ (polite) in the world, as some people say.

5) This teaching method is \_\_\_\_\_ (effective) than that we used last year.

6) The weather in Moscow is \_\_\_\_\_ (predictable) than in Rostov.

7) Tsunamis are \_\_\_\_\_ (dangerous) hazards in my opinion.

8) This geography tool is \_\_\_\_\_ (useful) than an anemometer.

9) China is \_\_\_\_\_ (polluted) country in the world,

10) The measurements taken this year are \_\_\_\_\_ (accurate) than we took last year.

**Ex. 16 Translate the following into English:**

1) ЮФУ – самый большой университет на юге России.

2) Я учусь в одном из лучших и самых престижных вузов России.

3) Учеба в университете труднее, чем в школе.

4) Сейчас у меня меньше свободного времени, чем в школе.

5) Мне нравится моя специальность, потому что это одна из ведущих в стране.

6) Самый интересный предмет для меня – это география.

7) Самые высококвалифицированные преподаватели работают в нашем университете.

8) Он использует самые современные методы преподавания.

*Self-study tasks***Ex. 17 Read the letter. Translate it.**

Dear friend,  
 Surfing the Internet I saw your profile and decided to write you. I hope we could be good pen-friends.  
 My name is Barbara. I'm from England. I live in London, a big and beautiful city in the south of England. My city is popular all over the world. I'm 25 years old. You can see my photo to understand what I look like. I work as a gemologist for one private company. I love my job very much. In my spare time I love meeting my friends and doing interesting activities. I listen to different music. I play the guitar. I go to the gym 3 times a week. I love watching DVD films.  
 Where are you from? What city do you live in? What is it famous for? What do you do for living? Do you have any hobbies?  
 Best regards,  
 Barbara.

**Ex. 18 Write a letter to Barbara.**

**VOCABULARY**  
**UNIT 1**

**Read, translate the words and try to remember:**

1) surname	
2) far	
3) suburb	
4) the Institute of Earth Sciences	
5) a distant learner	

6) to consist of	
7) age	
8) close to	
9) to introduce	
10) to enhance	
11) skills	
12) settlement	
13) in spare time	
14) to broaden horizons	
15) to hesitate	

## UNIT 2. SIMPLE TENSES

### The Present Simple Tense

Данный раздел содержит грамматические упражнения, которые позволяют обучающимся понять и потренировать времена группы Simple в английской грамматике: the Present Simple, Past Simple and Future Simple tenses.

### The Present Simple Tense

**Ex. 1 Grammar reference** тема «Present Simple». Unit 2.  
**Прочтите информацию. Complete the sentences with the right verb form:**

- 1) I seldom (to watch) TV.
- 2) She never (to stay) at home on Saturday evenings.
- 3) My sister (to own) a large house in Azov.
- 4) Scientists (to carry out) new experiments every day.
- 5) Your friend (to visit) his relatives at the weekend.
- 6) We (to invite) lots of friends to our parties.
- 7) He (to watch) a lot of sports programmes on TV.
- 8) Water (to boil) at 100 degrees Celsius.
- 9) He always (to reply) to all his e-mails at once.
- 10) They (to travel) to new countries every summer.

**Ex. 2 Write questions to the sentences in Task 1.****Model:** 1) Do you watch TV? How often do you watch TV?**Ex. 3 Write true answers about yourself.**

- 1) What do you do at the weekend?
- 2) Who do see every morning?
- 3) What other languages do you want to learn?
- 4) What kind of music do you listen to?
- 5) How often do you learn English?
- 6) When do you prefer to study?
- 7) Do you often go out?
- 8) Which do you prefer: going to the cinema or watching DVD at home?

**Ex. 4 Write negative forms of the following sentences:**

- 1) I like my home town.
- 2) We learn German.
- 3) I listen to English songs.
- 4) My friend plays computer games.
- 5) She studies Geography.
- 6) I often call my parents.
- 7) They go to a gym three times a week.
- 8) I have a big breakfast.
- 9) She has many pen pals from different countries.
- 10) He likes doing sports.

**Ex. 5 Translate the sentences into English:**

- 1) Каждый день я хожу в университет пешком.
- 2) На это уходит 10-15 минут.
- 3) Где вы предпочитаете заниматься?
- 4) Иногда некоторые студенты не делают домашние задания.
- 5) Она часто опаздывает на занятия.
- 6) Я редко обедаю в университетской столовой.
- 7) Мой друг никогда не смотрит фильмы на английском языке.
- 8) Я всегда хожу за покупками с кем-то.
- 9) У нас сессия 2 раза в год.
- 10) Мой друг отдыхает на побережье каждое лето.

## The Past Simple Tense

**Ex. 6 Complete the sentences with the correct verb form (regular verbs):**



- 1) The geo students \_\_\_\_\_ (to enjoy) their practical training course last year.
- 2) Our university team \_\_\_\_\_ (to play) football last Saturday.
- 3) My best friend \_\_\_\_\_ (to want) to become a chemist in his childhood.
- 4) My brother \_\_\_\_\_ (to listen) these CDs last semester.
- 5) My friend \_\_\_\_\_ (to work) as a waiter in a restaurant 2 years ago.
- 6) Our relatives \_\_\_\_\_ (to stay) at the 5-star-hotel when they were in Europe.
- 7) My English class \_\_\_\_\_ (to start) 5 minutes ago.
- 8) Her relatives \_\_\_\_\_ (to decide) to travel by plane to Moscow.
- 9) I \_\_\_\_\_ (to walk) to University instead of taking a bus in the morning.
- 10) I am sure you \_\_\_\_\_ (to like) many subjects at school.

**Ex. 7 Complete the sentences with the correct verb form (irregular verbs):**

- 1) I \_\_\_\_\_ (to have) tea and a cheese sandwich for breakfast.
- 2) My friend \_\_\_\_\_ (to find) a very interesting paper in Science yesterday.
- 3) Ann \_\_\_\_\_ (to speak) to several foreigners in Turkey.
- 4) The students \_\_\_\_\_ (to write) the English test successfully.
- 5) We \_\_\_\_\_ (to do) a lot of vocabulary exercises in class.
- 6) My parents \_\_\_\_\_ (to be) on holidays last June.
- 7) I \_\_\_\_\_ (to choose) SFU to study because my colleagues advised me.
- 8) They \_\_\_\_\_ (to see) many sights of the city last summer.
- 9) My brother \_\_\_\_\_ (to grow) up in one of the beautiful places in the country.
- 10) Our teacher \_\_\_\_\_ (to say) that we needed more practice in English.

**Ex. 8 Write negatives:**

- 1) I had an English exam last semester.

- 2) She studied English well at school.
- 3) My sister traveled much as a child.
- 4) They spent much time for that.
- 5) He got interested in Science at school.
- 6) We translated many English papers.
- 7) Scientists used a new method.
- 8) My parents understood me when I was a teen.
- 9) I worked last year.
- 10) We did a practical course last semester.

**Ex. 9 Write about yourself:**

- 5 things you did yesterday: \_\_\_\_\_.
- 5 activities you did in class \_\_\_\_\_.
- 5 subjects you liked/disliked at school \_\_\_\_\_.
- 5 TV programmes you saw last year \_\_\_\_\_.
- 5 places you went to last weekend \_\_\_\_\_.

**The Future Simple Tense**

**Ex. 10 Grammar reference. Unit 2. Прочтите информацию по теме «Future Simple». Complete the sentences with the correct verb form (regular verbs):**

- 1) Doing this job you \_\_\_\_\_ (earn) a lot of money.
- 2) In the next 3 years they \_\_\_\_\_ (travel) around the world.
- 3) If she goes to that party, she \_\_\_\_\_ (meet) a lot of interesting people.
- 4) Everyone \_\_\_\_\_ (like) your presentation.
- 5) When he comes, they \_\_\_\_\_ (have) many problems.
- 6) Everything \_\_\_\_\_ (be) all right.
- 7) You \_\_\_\_\_ (get) a better job, if you go to this country.
- 8) Weather forecast says, it \_\_\_\_\_ (rain) tomorrow afternoon.
- 9) She \_\_\_\_\_ (do) the crossword, I know.
- 10) He \_\_\_\_\_ (learn) geography if he studies here.

**Ex. 11 Read the sentences in A and decide what to do. Use *I think I'll...* and the words in B.**

**A**

**B**

1) It's hot in this room.

go to the optician's

- |                              |                       |
|------------------------------|-----------------------|
| 2) I'm hungry.               | open a window         |
| 3) My flat is in a mess.     | buy a new one         |
| 4) I haven't got any stamps  | turn on the heating   |
| 5) I want some new glasses.  | watch it              |
| 6) I'm cold.                 | take a taxi home      |
| 7) I've just missed my bus.  | get something to eat. |
| 8) There's a good film on TV | go to the post office |
| 9) My watch is broken.       | tidy it               |

**Ex. 12 Write if you do this in the future:**

- 1) learn a new language? Where? How?
- 2) travel a lot? Where? How?
- 3) move to a different country? What country? Why?
- 4) learn a musical instrument or a new musical instrument?

Which one? How long?

- 5) be a geographer? Where? What to do?
- 6) take up new hobby? Which? Why?
- 7) make foreign friends? What countries? How?
- 8) work for a big company? Which? What to do?

**Ex. 13 Write negative form:**

- 1) The weather tomorrow will be as pleasant as it is today.
- 2) You will like this film.
- 3) She will do it by next Friday.
- 4) They will understand it without the subtitles.
- 5) They say she will come on time.
- 6) The students will cope with this task.
- 7) The conference will take place in April.
- 8) Your English will improve if you....
- 9) During this course he will learn to do it.
- 10) I will forget about it.

**Ex. 14 Speaking about the future, make questions from the words and answer them:**

- 1) children / go / to school in 100 years?
- 2) people / watch / more TV than they do now?
- 3) people / read / fewer books?
- 4) people / live / longer?
- 5) everyone / speak / the same language?

- 6) the world's climate / be / different?
- 7) life / be/ better?
- 8) scientists/invent/other sources of energy?
- 9) the planet/be/more polluted?
- 10) families/ be/ bigger or smaller?

## VOCABULARY

### UNIT 2

**Read, translate the words and try to remember:**

1) relatives	
2) to own	
3) a practical course	
4) vocabulary	
5) to choose	
6) to find	
7) successful	
8) to decide	
9) subjects	
10) team	
11) to reply	
12) to invite	
13) language	
14) to enjoy	
15) canteen	

## UNIT 3. MY DAILY ROUTINE

### Методические рекомендации



Данный раздел содержит лексические и грамматические упражнения, нацеленные на развитие устной речи на английском языке с использованием лексики по модулю и грамматики, изученной ранее. А так же данный раздел предлагает текст о рабочем дне, работа

над которым поможет студентам составить свой собственный рассказ о рабочем дне,

**Ex. 1 Translate the words and word combinations into Russian:**

1 to get up-	
2 to have (breakfast, lunch)-	
3 to leave home-	
4 to get to work /to university-	
5 to have classes	
6 to discuss news-	
7 to do activities-	
8 to come home late/early	
9 to do homework-	
10 to do housework-	
11 to take a shower	
12 to go to bed	

**Ex. 2 Complete the sentences with the words above:**

- 1) I usually \_\_\_\_\_ rather early.
- 2) I don't have \_\_\_\_\_, but doctors say it's bad.
- 3) Then I \_\_\_\_\_ home and go to work.
- 4) During sessions I \_\_\_\_\_ classes at University.
- 5) I sometimes \_\_\_\_\_ news and different issues with my groupmates.
- 6) After my classes I \_\_\_\_\_ a lot of activities.
- 7) I come home \_\_\_\_\_, about 7 p.m.
- 8) I have dinner and do my \_\_\_\_\_.
- 9) I have to do my \_\_\_\_\_ that includes: ironing, cooking, doing washing up.
- 10) I \_\_\_\_\_ twice a day.
- 11) At 11 o'clock when I am tired I \_\_\_\_\_.
- 12) I think my day is interesting and busy.

**Ex. 3 Read the text about Mary's typical day and answer the questions:**

1. When does Mary get up every day?
2. What does she do after that?
3. Does she like big breakfasts?
4. Is the University where Mary studies close to her home?
5. What does she do in spare time?
6. When does Mary usually go to bed?

### My typical day

On week days I usually get up nearly six o'clock. I do not like getting up early, but I have to, because I have a lot of work to do during the day. Then I switch on TV and do exercise.

I make my bed and go to the kitchen to have breakfast. I don't prepare anything special. I do not like big breakfasts; I prefer a cup of coffee and a sandwich.

I combine work and study. It is rather difficult but I cope with that. I start my work at 9.00 and finish at 6 p.m. During my session at the University my life is different. In the morning I go to University. It is rather far from my house and I go there by 2 buses. I have classes till 6 or 7 o'clock, it depends on my timetable. Then I come home and have dinner. I like a big dinner, because when I come home from University I am hungry.



After my dinner, I don't have a rest, so I do my homework at once. If I have some spare time in the evening I do some housework. I do the following chores: I clean my room, vacuum-clean, cook and do washing up. Sometimes I go shopping to buy food for me and my family.

I sometimes go out with my friends or watch TV, or read books or play my favorite computer games. Then I have supper. I like evenings very much, because I can a little relax.

I have to combine my work and study, so I should manage my time well. I usually go to bed at about 11 or 12 o'clock, sometimes even later. I think I have a busy, but interesting day,

#### Ex. 4 Translate the sentences into English:

1. Я встаю рано, около 6 или 6.30 утра.
2. Обычно я включаю телевизор и разминаюсь.

3. Я не люблю плотные завтраки, пью кофе и ем бутерброды.
4. Т.к. университет находится недалеко от моего дома, я предпочитаю ходить пешком.
5. Обычно моя сессия в университете длится 2 недели.
6. У меня 3-4 пары в университете, обычно я устаю.
7. Иногда я выполняю домашнее задание в библиотеке.
8. Если у меня есть свободное время, я хожу гулять с друзьями.
9. Я работаю и учусь, поэтому мне надо планировать свой день хорошо
10. Когда я работаю, то начинаю в 9.00 и заканчиваю в 18.00
11. Когда я на сессии, то обычно занят в университете с 12.00 до 18.00.

## VOCABULARY UNIT 3

**Read, translate the words and try to remember:**

1) to get up	
2) to wake up	
3) to prepare	
4) timetable	
5) to depend on	
6) to discuss issues	
7) late/early	
8) to do chores	
9) to prefer	
10) busy	
11) to be tired	
12) time management	
13) to go out	
14) once/ twice a week	
15) to cope with	

*Self-study tasks***Ex. 5 Read the letter. Translate it.**

*Dear friend,  
Thank you very much for your letter, I received it yesterday.  
I decided to describe my student life.  
As you know, I became a part- time student of London University.  
I combine work and study, so time management really helps me.  
My typical day is busy. I usually start working at 9. 00. It takes  
me about 40 minute to get to work. I finish at about 4 p.m. and  
go to University where I have my classes till 8 p.m. My busiest  
day is Tuesday, because I finish at 21.00 due to an extra class  
of laboratory work. I come home being very exhausted. I look  
forward to having weekend. It's the only time I relax.  
I don't have any University classes at the weekend.  
What is your typical day like? What is your busiest  
day? What do you do at the weekend?  
Best regards,  
Barbara*

**Ex. 6 Write a letter to Barbara, answer her questions.**

## MODULE 2

# Personal profile



**Unit 1. Appearance and character**

**Unit 2. Continuous tenses**

**Unit 3. My home town/city**

## UNIT 1. APPEARANCE AND CHARACTER

### Ex. 1 Answer the following questions:

- 1) How would you describe yourself?
- 2) What is your friend like?
- 3) Do you pay much attention to people's appearance?
- 4) What personal qualities are important for you?
- 5) What does "Don't judge a book by its cover" phrase mean in your opinion?



### Ex. 2 Put the words from the box in to the categories:

*Slim, neat, honest, attractive, friendly, kind, fashionable, intelligent, thin, good-looking, skinny, beautiful, handsome, overweight, sincere, athletic, independent, sporty,*

Character	Weight and Build	Appearance
Honest		
		Attractive
	Slim	

### Ex. 3 Match the antonyms:

1	Pretty	A	Short
2	Neat	B	Curly
3	Tall	C	Elderly
4	Overweight	D	Unpleasant
5	Straight	E	Ugly
6	Young	F	Plump
7	Slim	G	Underweight
8	Pleasant	H	Filthy

**Ex. 4 Cross out the odd word in a line:**

- 1) tall, curly, medium height; short;
- 2) sad, blue, delicate, impressive;
- 3) beautiful, handsome, pretty, attractive;
- 4) slim, slender, thin, overweight;
- 5) broad-shouldered, long, bald, curly;
- 6) old, grown-up, adult, a teenager;

**Ex. 5 Describe the people you see, using the prompts:**



*The lady is rather tall, she is slim and ...  
She has got long and thick hair, she is blonde her eyes are ...  
She is wearing a ...*

**Ex. 6 Put the character features into 2 categories:**

Sincere, immature, reliable, lazy, responsible, tactless, hard working, crafty, practical, unfair, inattentive, brave, loyal, cunning, organized, moody, intolerant, sympathetic, aggressive, bossy, stubborn, impulsive, polite, creative.

Positive (merits)	Negative (drawbacks)

*Self-study tasks***Ex. 7 Describe your friend according to the following:**

- Your friend's name;
- How long you have known each other;
- His/her age;
- His/her appearance (height, build, weight, hair, eyes ;
- His/her particular feature (beard, moustache, scar, moles)
- His/her character (positive and negative features);
- Why you like your friend;
- What you do together.

**VOCABULARY**  
**UNIT 1**

**Read, translate the words and try to remember:**

1) to describe	
2) appearance	
3) good-tempered	
4) responsible	
5) merits	
6) drawbacks	
7) attentive	
8) tolerant	
9) creative	
10) reliable	
11) fashionable	
12) to judge	
13) to pay attention to	
14) particular features	
15) mature	

## UNIT 2. CONTINUOUS TENSES

### *Методические рекомендации*

Чтобы выполнить это задания правильно, необходимо прочитать информацию о Present, Past and Future Continuous tenses в грамматическом разделе в конце пособия. Обратите внимание на построение отрицательных и вопросительных предложений.

### The Present Continuous tense

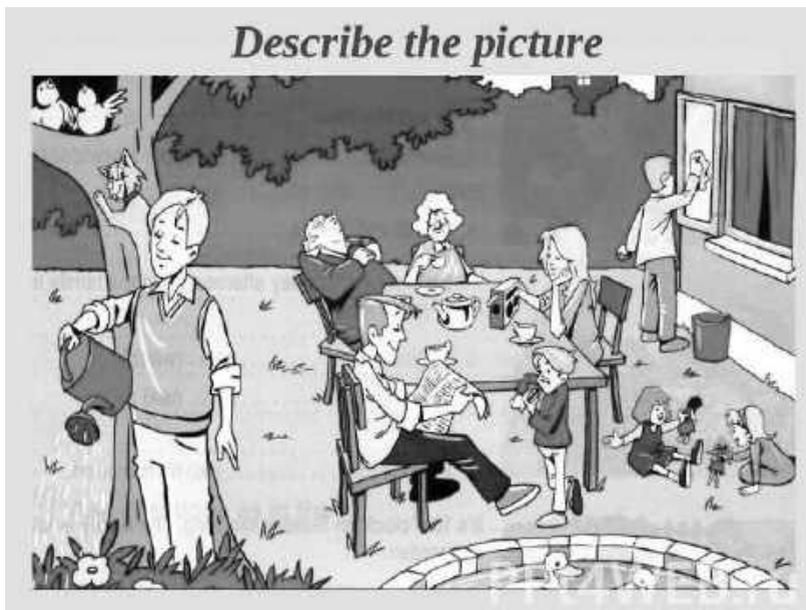
#### Ex. 1 Complete the sentences with am/is/are:

- 1) The teacher \_\_\_\_ explaining new grammar rules now.
- 2) The students \_\_\_\_ writing a test.
- 3) I \_\_\_\_ doing grammar exercise.
- 4) People \_\_\_\_ walking along the street.
- 5) You \_\_\_\_ kidding!
- 6) What \_\_\_\_ you doing now?
- 7) She \_\_\_\_ making a presentation.
- 8) We \_\_\_\_ making a dialogue in English.
- 9) Your friends \_\_\_\_ going to the cinema tonight.
- 10) He \_\_\_\_ studying for Geography exam.

#### Ex. 2 Open the brackets using the right verb form:

- 1) Why \_\_\_\_\_ you ( look) at me like that?
- 2) Jen is a student at a university. Is he? What \_\_\_\_\_ he (study)?
- 3) How is your Japanese? \_\_\_\_\_ it (get) better?
- 4) I'm exhausted. I \_\_\_\_\_ (go) to bed now. Good night!
- 5) We can go out now. It \_\_\_\_\_ (not /rain) any more.
- 6) Mike has just started his evening classes. He \_\_\_\_ (study) English.
- 7) The teacher \_\_\_\_ (try) to show the difference between the tenses.
- 8) Don't call her now! She \_\_\_\_\_ (take) the exam in Science.
- 9) What a wonderful day! \_\_\_\_ you (go) for a walk with us?
- 10) Wait a little! We \_\_\_\_\_ (come)!

**Ex. 3** Look at the picture and describe what the family member are doing at the moment:



- 1) Mr. Smith \_\_\_\_\_
- 2) Mrs. Smith \_\_\_\_\_
- 3) Granny \_\_\_\_\_
- 4) Grand dad \_\_\_\_\_
- 5) Mr. Smith's brother \_\_\_\_\_
- 6) The older son \_\_\_\_\_
- 7) The younger children \_\_\_\_\_
- 8) The cat \_\_\_\_\_
- 9) The birds \_\_\_\_\_
- 10) The ducks \_\_\_\_\_

**Ex. 4** Write negative form:

- 1) I am watching an English film.
- 2) He is speaking English now.
- 3) They are writing a test at the moment.
- 4) She is opening the window.
- 5) We are helping in the garden.

- 6) It is raining.
- 7) They are making an experiment.
- 8) He is using the computer.
- 9) I am texting a message.
- 10) They are having a meeting.

### The Past Continuous tense

**Ex. 5 Complete the sentences using was/wasn't or were/weren't.**

- 1) The innovators \_\_\_\_\_ making their experiment.
- 2) The students \_\_\_\_\_ (not) working on Friday.
- 3) We \_\_\_\_\_ revising for the exam all day long.
- 4) I \_\_\_\_\_ (not) watching TV the whole evening yesterday.
- 5) Just as he \_\_\_\_\_ crossing the road, he saw her.
- 6) She \_\_\_\_\_ waiting for an important call all day long.
- 7) They \_\_\_\_\_ just putting some things on the shelf.
- 8) My group mates \_\_\_\_\_ (not) having an English class at that time.
- 9) He \_\_\_\_\_ (not) listening to the news at that moment.
- 10) At that time yesterday they \_\_\_\_\_ running a marathon along the highway.

**Ex. 6 Reorder the words to make questions:**

- 1) He/ studying/ for/was/his/exams?
- 2) Using/computer/at this time/ who / yesterday/was/my?
- 3) The whole evening/you/ reading/ book/ were /which?
- 4) Who/ on the phone /she / talking/ to /was/a minute ago.
- 5) At/ were/ 7 o'clock /what/doing/you/yesterday?
- 6) When/ lunch/having/they/were /visited/he/them?
- 7) He/when/sleeping/you/sent/a text/was/message/him?
- 8) Were/I /playing/when/they/football/them/saw/?
- 9) What/talking/they/were/about?
- 10) them/were/ saw/they/ Where / I/ going/when?

**Ex. 7 Complete the sentences with the verbs from the brackets. Use the Past Continuous.**

- 1) I (to relax) on the sofa the whole evening.
- 2) At 10 o'clock this morning I (go) to the University.

- 3) All the students (to do) a test this morning.
- 4) While the teacher (to explain) the problem, he (to daydream).
- 5) I didn't hear you because I (think) about my exam.
- 6) My sister (to do) her homework in her bedroom.
- 7) My computer broke when I (use) it.
- 8) We (to watch) a boring film when you phoned us.
- 9) They (to play) tennis when it started to rain.
- 10) At that time yesterday he (to study) in the library.

**Ex. 8 Past Simple or Past Continuous? Complete the sentences with the correct form of the verbs in brackets.**

- 1) A light rain \_\_\_\_\_ (fall) when I ( arrive) in Rostov for the first time.
- 2) My grandmother \_\_\_\_\_ (look after) me when I \_\_\_\_\_ (be) a child.
- 3) \_\_\_\_\_ they \_\_\_\_\_ lunch whe you \_\_\_\_\_ (visit) them?
- 4) While you \_\_\_\_\_ (watch) TV , I \_\_\_\_\_ (read) for exams.
- 5) As soon as I \_\_\_\_\_ (read) the letter, I \_\_\_\_\_ (understand) everything.
- 6) I \_\_\_\_\_ (not listen) when the teacher (ask) me a question.
- 7) My computer \_\_\_\_\_ (crash) while I \_\_\_\_\_ (write) an e-mail.
- 8) It \_\_\_\_\_ (rain) when we \_\_\_\_\_ (leave) the University.
- 9) While I \_\_\_\_\_ (walk) down the street, I ( see) them playing football.
- 10) I \_\_\_\_\_ (not read) last night when you \_\_\_\_\_ (phone) me.

**Ex. 9 Translate into English:**

- 1) Мы с другом обсуждали наши планы, когда учитель вошел в класс.
- 2) Я порезала палец, когда готовила салат.
- 3) Она делала презентацию на английском языке, когда кто-то позвонил.
- 4) Он слушал музыку в то время, как выполнял домашнее задание.
- 5) Мои родители познакомились в Москве в 1995 году.
- 6) Когда я увидела его, на нем было черное длинное пальто и красивый шарф.

- 7) Вчера в это самое время я загорала на пляже.
- 8) Он нашел пару иностранных друзей, когда рассматривал сайты социальных сетей.
- 9) Компьютер издавал странный шум, когда я его включил.
- 10) Шел сильный дождь, когда они вышли из Университета.

### The Future Continuous tense

#### Ex. 10 Complete the sentences with the right verb form:

At this time tomorrow...

- 1) I \_\_\_\_\_ (work) in my office.
- 2) She \_\_\_\_\_ (lie) on one of Spanish beaches.
- 3) We \_\_\_\_\_ (meet) the delegation at the airport.
- 4) She \_\_\_\_\_ (take) the exam.
- 5) They \_\_\_\_\_ (have) a very important meeting.
- 6) He \_\_\_\_\_ (work) out in the gym.
- 7) She \_\_\_\_\_ (work) with documents.
- 8) The teacher \_\_\_\_\_ (deliver) a lecture for foreign students.
- 9) We \_\_\_\_\_ (wait) for the flight.
- 10) I \_\_\_\_\_ (watch) the latest news.

#### Ex. 11 Write about the activities you will be doing at this time:

- 1) next Monday \_\_\_\_\_
- 2) next Tuesday \_\_\_\_\_
- 3) next Wednesday \_\_\_\_\_
- 4) next Thursday \_\_\_\_\_
- 5) next Friday \_\_\_\_\_
- 6) next Saturday \_\_\_\_\_
- 7) next Sunday \_\_\_\_\_

### VOCABULARY UNIT 2

#### Read, translate the words and try to remember:

1) to explain	
2) to text a message	
3) whole	

4) to deliver (a lecture)	
5) while	
6) to arrive	
7) to work out in the gym	
8) to sunbathe	
9) a couple of	
10) to make noise	
11) exhausted	
12) to study for	
13) the latest	
14) innovators	
15) to revise	

## UNIT 3. MY HOME TOWN/CITY



**Ex. 1 Match the following words with the Russian equivalents:**

1	Quiet	A	Главный
2	Facilities	B	Находить
3	Amazing	C	Достопримечательности
4	Fountains	D	Краеведческий
5	Sights	E	Вечный огонь
6	Eternal flame	F	Сооружения
7	Main	G	Площадь
8	Exhibits	H	Быть под впечатлением
9	Local Lore	I	Удивительный
10	Square	J	Спокойный
11	To find	K	Экспонаты
12	Be impressed	L	Фонтаны

**Ex. 2 Complete the sentences with one word from ex. 1**

- 1) Taganrog is famous for its \_\_\_\_\_ places.
- 2) You can find a lot of historic and cultural \_\_\_\_\_ there.
- 3) One of \_\_\_\_\_ attractions is a Local lore museum called Alferaki Palace.
- 4) It hosts hundreds \_\_\_\_\_ and artifacts.
- 5) You will easily \_\_\_\_\_ the monument to Peter the Great facing the sea.
- 6) There is an \_\_\_\_\_ in one of the city's squares.
- 7) One can find a lot of sports \_\_\_\_\_ in Taganrog.
- 8) Welcome to my hometown, you will \_\_\_\_\_.

**Ex. 3 Read Mary's letter and answer the questions:**

Zorge St, 40 flat 2  
Rostov-on-Don  
Russia

December, 12, 2017

Dear Matthew,

I was glad to receive your letter, and I am so happy to have a penpal in Australia.

I'd like to tell you something about my city. Well, it is a very beautiful city especially in autumn when all trees are of different colors. The most popular place in Rostov is Pushkinskaya walking street. It is the street where beautiful statues and benches are. Also you can stroll along Sobornaya Street and visit the Cathedral in the Market Square. Rostov is a historic centre, you can see Zmeevskaya Balka monument, Tachanka monument. There are many places to see: a Local Lore museum, a Circus, shopping malls, Arena stadium, Revolution Park. The best place to visit is Rostov embankment with cozy cafes, attractive monuments. We have an unusual climate in Rostov. Normal temperature for winter is minus 10 degrees. If you come in winter, be sure to go to the Teatralnaya Square where you can enjoy the city views. The city is even more beautiful in summer than in winter. Typical temperature for summer is plus 35. I think you should come here in summer because there are a lot of fountains, theaters, parks. Rostov-on-Don is worth visiting. You will be greatly impressed by the city despite its drawbacks.

Best wishes,

Mary

**Questions:**

- 1) Where does Matthew come from?
- 2) What is Mary's home city like?
- 3) What are the most popular places?
- 4) What does Mary write about climate?
- 5) What facilities are there in the city?

**Ex. 4 Read the letter and say if the statements are true or false:**

Dear Kate,

I would like to invite you to my beloved hometown called Bugulma, central part of Russia.

It is very beautiful and old. We have a lot of sights. It is a mixture of modern and old buildings.

You can visit our famous Museum of Local Lore, Jaroslav Gashek's museum, Russian Drama Theatre named after Batalov, the Centre of Tatar Culture and to see the eternal flame.

We have a unique museum in our town. It is Jaroslav Gashek's museum. This is the only museum in the world, where you can learn a lot about the famous Czech writer.

The museum of Jaroslav Gashek is in a very old building and it is an interesting place to visit. Jaroslav Gashek, a famous Czech writer-satirist, came to Bugulma on the 16th of October in 1918 and lived in this building, where there is the museum now.

This museum is visited by lots of people. There are many exhibits in the museum. There is also a collection of Jaroslav Gashek's personal things there.

Whatever your interests – don't forget to visit our local theatre where you can watch different performances to your taste.

Bugulma is one of the most exiting places in the world. I hope you will come to us as soon as you get some free time and you won't regret.

I send you some photos of my town, where you will recognize the places I have described above. I look forward to seeing you in my town.

Best wishes,

Julia

- 1) Bugulma is in Check Republic.
- 2) Bugulma is a modern town.
- 3) Jaroslav Gashek is a Check artist.

- 4) The city is famous for its cultural places.
- 5) There are few places to visit.

**Ex. 5 Translate the following sentences into English:**

- 1) Москва – мой родной город.
- 2) Это столица России и один из крупнейших городов мира.
- 3) Мой город известен культурными и историческими достопримечательностями.
- 4) Самое популярное место в Москве – Красная площадь и Кремль.
- 5) Там находится исторический музей с разными экспонатами.
- 6) Рядом с кремлевской стеной вы увидите вечный огонь.
- 7) В Москве много красивых фонтанов.
- 8) Вы легко узнаете удивительный собор Василия Блаженного (St. Basil's Cathedral).
- 9) Москва – это так же спортивная столица России со множеством спортивных сооружений.
- 10) Мой любимый город привлекает тысячи туристов ежегодно.

**Ex. 6 Watch the episode about Toronto (Canada), the world's famous city. Name the five top attractions in Toronto.**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



**Ex. 7 Watch the episode again and match the adjectives and nouns. Translate the combinations:**

1	Magnificent	A	views
2	Restored	B	landmark
3	Impressive	C	falls
4	Important	D	artifacts and objects
5	Spectacular	E	hill
6	Inspiring	F	rooms and gardens

**Ex. 8 Read and translate the text about Rostov-on-Don.****Rostov-on-Don**

Rostov-on-Don is a regional capital, situated on the high, right bank of the river Don. Founded in the 18<sup>th</sup> century the city has a great history, which dates back to earlier period of time.

After the 14<sup>th</sup> century various people inhabited the steppe of the Don region. They were not satisfied with the social order of that time and didn't recognize the power of the landowners. They were runaway serfs. Time passed ... these people turned into a united community and were called Cossacks.

Their life was full of adventures. They struggled with all the neighbouring nations. They didn't even build houses because when the enemies came to the settlements, they burnt everything. Some Cossacks were rich, as they brought various treasures from abroad.



The Cossacks had an extraordinarily rich culture representing a harmonious combination of Russian and other cultures (Asian, Turkish, Ukrainian). The Cossacks were known for their pride, braveness and honour. They were patriots, and always defended the Russian borders.

In the 18<sup>th</sup> century at the place where the Temernik River flows into the Don, "a Russian settlement was founded and no human soul could be found for many miles around. The settlement was called Bogatiy Kolodets because of a rich spring of fresh water there and, in 1749 a custom-house was built at this place. Twelve years later a fortress named after St. Dmitry Rostovsky was built there. Due to its favourable geographical position the customhouse played an important role in the history of Russia." [3] It defended the Southern border and at the same time it helped to promote trade in this region.

The settlement grew rapidly and turned into a town. In 1811 its coat-of-arms – a tower against a blue background – was confirmed, that expressed the importance of the town defending the Russian border. Being the centre of trade, Rostov continued to prosper and in 1905 it annexed an Armenian town, Nakhichevan. Nowadays among its citizens there are a lot of Armenians. But Rostov-on-Don has always been a multi-national city.

In 1772 the Russian Army liberated the Crimean Armenians from the Yoke of Tatar and Turkish feudalists. The Armenians were offered to move to Russia. In 1779 12 thousand Armenians settled in the Don region near the St. Dmitry's fortress.

The grateful Armenians constructed a monument to Catherine II. In 1806 Emperor Alexander added "on Don" to the city's name to distinguish it from another ancient Russian town Rostov, which is not far from Moscow.

During the years of World War II Rostov was twice occupied by the Nazis. They destroyed more than 12,000 homes, hospitals and plants, killing many innocent people. But in a short time the Rostovites restored their beautiful city.

Due to its good geographical location, "the city has become a big industrial center of many plants and factories. One can find the helicopter and brewery plants, a shoe factory, a dairy plant and many other industrial enterprises here. Rostov is a large industrial city"[3], but it has something to offer the tourists, too: the great wheat fields of the surrounding countryside, the fish specialties in its restaurants, and the produce of its champagne factory are all enjoyable. The race course is worth visiting.



The city's museums display interesting exhibits and collections. The museum of Fine Arts in Pushkin Street has splendid canvases by the well-known painters Vereshchagin, Aivasovsky, Shishkin, Levitan, Perov, Repin and others. It is open to all who wish to get acquainted with Russian masters.

The traditions of the Cossacks are faithfully preserved in the Museum of Local History. Its collection includes the sword of Frederick the Great seized during the Seven Year's War.

Rostov is a large centre of science and culture in the North Caucasus. There are many educational establishments here: Rostov State University, the Medical and Teacher-Training Universities, the Don State Technical University and some others. There are a great number of research institutes and colleges.

Rostov-on-Don has many theatres, cinemas, stadiums and hotels. The famous theatres are the Gorky Theatre of Drama, the Theatre of

Young Spectators, the Musical Theatre and the Puppet Show Theatre. The Rostov circus is famous throughout the world.

Rostov is a major transportation hub in the south of Russia. It is called the “Gateway to the Caucasus”. Rostov-on-Don is a railway junction and a major river port. The Volga-Don canal made Rostov a port with the access to five seas.

Nowadays Rostov-on-Don is a beautiful and lively city. Its streets are always full of people. The Rostovites are fond of their famous Quiet Don. On the left bank of the river there are many summer homes and one of the finest beaches in the south.

**Ex. 9 Answer the questions:**

- 1) Who inhabited the steppe country after the 14<sup>th</sup> century?
- 2) What were the Cossacks known for?
- 3) When and where was the fortress built?
- 4) Why did the settlement grow rapidly?
- 5) Who added “-on-Don” to the city’s name?
- 6) What happened to Rostov during the Second World War?
- 7) Why is the city called the “Gateway to the Caucasus”?
- 8) What places in Rostov are of particular interest for tourists?
- 9) What educational establishments are there in Rostov?
- 10) Is Rostov a center of culture? Why?

**Ex. 10 Give English equivalents of the following words and word combinations:**

обширная степь; власть помещиков; сбежавшие крепостные; воевать; враг; различные сокровища; гордость; храбрость; защищать русскую границу; поселение; таможня; крепость; присоединить; отличать; древний город; географическое положение; промышленные предприятия; пивоваренный завод; во время второй мировой войны; разрушать; восстанавливать; ипподром; ворота на Кавказ; железнодорожный узел; порт с выходом к пяти морям; учебные заведения; интересные экспонаты; знакомиться; предлагать; в наше время (в настоящее время); ростовчане.

**Ex. 11 Complete the sentences:**

- 1) Since the 14<sup>th</sup> century the vast steppe of the Don region was populated by...
- 2) The life of the Cossacks was full of ...

- 3) The Cossacks had a rich culture representing ...
- 4) The settlement was called Bogatiy Kolodets because of ...
- 5) Twelve years later the fortress was ...
- 6) Among the citizens of Rostov there are many ...
- 7) During the years of World War II Rostov was ...
- 8) Rostov is called the “Gateway to the Caucasus”, because ...
- 9) There are many educational ...
- 10) The city is very beautiful because ...
- 11) I (don't ) like the city, because...

**Ex. 12 Prepare a power point presentation and tell your group mates about your home town/ city using the prompts:**

- If it's big/small;
- Where it's located;
- If it's old or modern;
- If there are any interesting places (sports, cultural, essential, entertainment facilities)
- If we can find any historic monuments there;
- If it's comfortable to live there;
- What you personally think about this place.

## VOCABULARY

### UNIT 3

**Read, translate the words and try to remember:**

1) attractive	
2) amazing	
3) facilities	
4) polluted	
5) quiet	
6) sights	
7) magnificent	
8) spectacular view	
9) exhibits	
10) cathedrals	
11) to recognize	

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12) exciting	
13) to regret	
14) cozy	
15) an embankment	

## MODULE 3

# EDUCATION



- UNIT 1. The University I study at**
- UNIT 2. Perfect tenses**
- UNIT 3. Foreign Universities**

## UNIT 1. THE UNIVERSITY I STUDY AT

### Ex. 1 Read and answer the questions:

- 1) What University do you study at?
- 2) What is it like?
- 3) Do you like studying at the University?  
Why? Why not?
- 4) What facilities does the University have?
- 5) Do you live in a campus or rented apartment?



### Ex. 2 Match the following words:

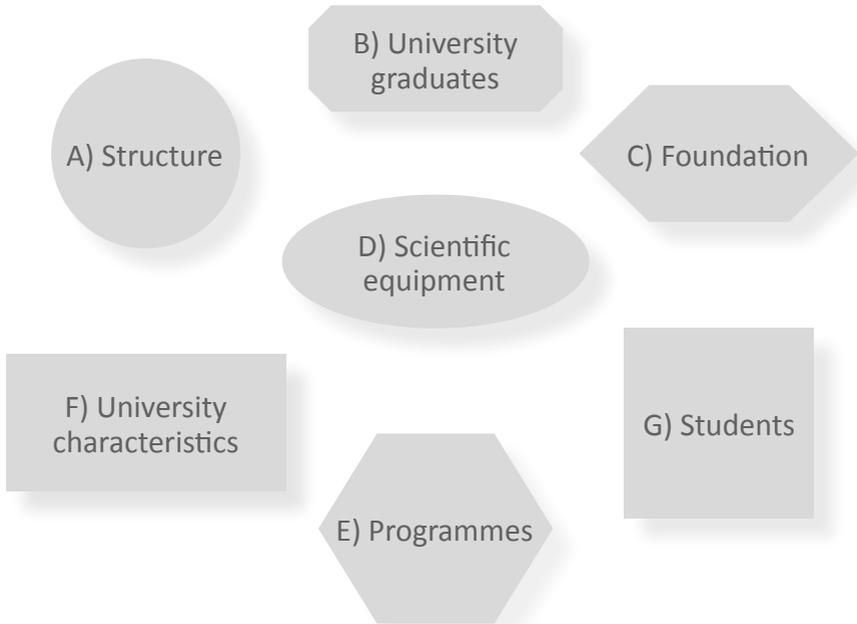
1	Departments	A	Выпускники
2	Correspondence department	B	Студенты – магистры
3	Halls of Residence	C	Кандидатская степень
4	Bachelor students	D	Исследование
5	Master students	E	Заочное отделение
6	PhD degree	F	Студенты- бакалавры
7	Graduates	G	Общежитие
8	Research	H	Отделения, кафедры

### Ex. 3 Complete the sentences with the words from the table above changing its form if necessary:

- 1) There are many \_\_\_\_\_ which make up different institutions of SFU.
- 2) The University \_\_\_\_\_ is very big, modern and comfortable.
- 3) I study at \_\_\_\_\_.
- 4) \_\_\_\_\_ study for 4 years.
- 5) The course of study for \_\_\_\_\_ lasts 2 years.
- 6) University students are involved in academic activity and \_\_\_\_\_.
- 7) Southern Federal University is famous for its \_\_\_\_\_, for example, A. Solzhenitsin, D. Dibrov, and others.

### Ex. 4 Watch the episode about Southern Federal University and put the headings (from A-G) in the order you watch the video:

1) \_\_\_\_, 2) \_\_\_\_, 3) \_\_\_\_, 4) \_\_\_\_, 5) \_\_\_\_, 6) \_\_\_\_, 7) \_\_\_\_.



**Ex. 5 Watch the episode again and complete the sentences:**

- 1) Southern Federal University is open to \_\_\_\_\_.
- 2) It was founded in \_\_\_\_\_.
- 3) The University unites 4 \_\_\_\_, 11 \_\_\_\_\_.
- 4) It includes \_\_\_\_ design bureaus, \_\_\_\_ small innovative enterprises.
- 5) The University offers \_\_\_\_\_ programmes.
- 6) \_\_\_\_\_ study at SFU.
- 7) The University is young, \_\_\_\_\_.
- 8) SFU is one \_\_\_\_\_.

**Ex. 6 Read the text about Southern Federal University to learn more information about it.**

Southern Federal University is one of the large centers of education in the south of Russia.

There are “12 institutes, 5 academies and 6 departments in its structure: University of Architecture and Arts, Physics faculty, Biol-

ogy academy, Chemistry faculty, the Institute of Earth sciences, and other educational units”.[4]

Also there are 11 research institutes, 150 centers and 220 laboratories at the University.

It's a non-campus University because several buildings for study and 8 Halls of Residence are around the city. There are currently about 45.000 students, 500 international students and competent teaching staff, including: professors, candidates of science, associate professors, assistants, and teachers.

The course of studies at the University is split into 4-6 academic years if one works for a Bachelor's degree, and 6 years for a Master's degree. There are full-time, part-time students and students of distant learning who are trained in 212 educational programmes.

The academic year is divided into 2 semesters. “At the end of each semester students take tests, semester or final exams. The students have to submit their graduation thesis paper at the end



of the course of studies. In addition to this some faculties require students to write term papers in the course of the academic year”.[4]

After graduating from the University, students receive Bachelor's and Master's Degrees, those who took a five-year course receive Diplomas of higher education. If students want to continue their research they take post-graduate course and get a PhD (Doctor of Philosophy degree). Students don't need to pay tuition fees, but they have to buy some text-books and food.

The University gives students a lot of opportunities while studying and doing social activities. There are some facilities for doing academic and sports activities in Botanic gardens, in summer camp on the Black sea coast and in centers for practical training. Students take part in different music and sports competitions. Discussions, meetings, master-classes, festivals are very popular during the semester.

**Ex. 7 Answer the questions, if necessary find information in the text:**



- 1) Is SFU a large university? Why?
- 2) How many research institutes are there?
- 3) Is it a campus or non-campus University? Why? Why not?
- 4) What workers do the University staff consist of?
- 5) How long is the course of studies at SFU?
- 6) How many semesters is academic year divided into?
- 7) What degrees do students get at the end of the study?
- 8) What are the facilities for doing academic and sports activities?

**Ex. 8 Answer the questions and tell your group mates about the system of higher education in Russia:**

- 1) What makes up the system of higher education in Russia?
- 2) How many state higher education institutions are there in Russia? Can you name some famous ones?
- 3) What is the difference between academies and universities?
- 4) What three levels of higher education are there in Russia?
- 5) How long does the Bachelor's degree programme last?
- 6) How long does the Master's degree programme last?
- 7) What does scientific degree include?
- 8) What are the methods of teaching at Russian Universities?
- 9) Do Russian students have to pay tuition fees?
- 10) What subjects does the University curriculum include?
- 11) How many semesters does an academic year consist of?
- 12) What do you think of the system of higher education in Russia?

## VOCABULARY UNIT 1

**Read, translate the words and try to remember:**

1) institutions	
2) departments	
3) to graduate from	
4) undergraduate courses	

5) graduate courses	
6) post graduate courses	
7) curriculum	
8) the course of study	
9) academic year	
10) campus	
11) flexible	
12) research	
13) opportunities	
14) degree	
15) staff	

## UNIT 2. PERFECT TENSES

Данный раздел содержит грамматические упражнения, которые позволяют обучающимся понять и потренировать времена группы Perfect в английской грамматике: the Present Perfect, Past Perfect tenses.

### The Present Perfect Tense

**Ex. 1. Read the sentences and put HAS or HAVE in the gaps:**

1) The world \_\_\_\_ become faster nowadays.

2) People \_\_\_\_ got an access to many information sources.

3) The Internet \_\_\_\_ had a great impact on everybody's life.

4) By now children \_\_\_\_ become addicted to the Internet.

5) Everything \_\_\_\_ been done by one click.

6) The Internet \_\_\_\_ given a rise to cyber space.

7) A lot of useful apps \_\_\_\_ appeared lately.

8) New hardware \_\_\_\_ been installed at the computer.

9) The Internet \_\_\_\_ changed our lives in every manner.

10) Our life \_\_\_\_ more interesting.



**Ex. 2 Open the brackets using the right verb form:**

- 1) I \_\_\_\_\_ (be) here for two hours.
- 2) They \_\_\_\_\_ (own) the house since 1991.
- 3) They \_\_\_\_\_ (have) those problems for a long time.
- 4) You \_\_\_\_\_ already (check) my spelling.
- 5) I \_\_\_\_\_ (know) this person for all my life.
- 6) My friend \_\_\_\_\_ (work) here since last November.
- 7) Our teacher \_\_\_\_\_ (be) sick for two days now.
- 8) You \_\_\_\_\_ (wait) for an answer since March.
- 9) Peter \_\_\_\_\_ (be) to Spain twice.
- 10) I \_\_\_\_\_ (built) many houses in my life.

**Ex. 3 Say that the people have already done it.**

**Model:** *make coffee/ my mother-----My mother has already made coffee.*

- 1) see this film/ I;
- 2) buy 2 tickets to Sochi/ her aunt;
- 3) do his practical course/ my friend;
- 4) find a good journal to publish the paper/our teacher;
- 5) write a grammar test/ my group mates;
- 6) finish the report/ the manager;
- 7) learn the words/ I;
- 8) draw a diagram/ he;
- 9) read and correct mistakes/ the students;
- 10) travel to China/ his family;

**Ex. 4 Translate the sentences into English:**

- 1) Я знаю своего лучшего друга уже 10 лет.
- 2) Мы дружим со школьных лет.
- 3) Я уже сделал презентацию.
- 4) Я только что закончил(а) эту работу.
- 5) Она хочет идти в кино, она уже видела этот фильм.
- 6) Моя семья еще не была за рубежом.
- 7) Мы посетили многие города России.
- 8) Этот ребенок провел в интернете уже 3 часа.
- 9) Он находится там с тех пор, как пришел из школы.
- 10) Я еще не видел своих однокурсников.

## The PAST PERFECT tense

### Ex. 5 Complete the sentences with the right verb form:

- 1) When we arrived at the cinema, the film \_\_\_\_\_( start).
- 2) She \_\_\_\_\_( live) in Spain before she moved to Colombia.
- 3) He began felt sick after he \_\_\_\_\_( eat) shellfish at the restaurant on the beach.
- 4) If you \_\_\_\_\_( listen) to me, you wouldn't have got such troubles.
- 5) We couldn't go into the concert, because we \_\_\_\_\_( forget) the tickets.
- 6) She said she \_\_\_\_\_( visit) Greece before.
- 7) You \_\_\_\_\_( study) for the test before, so you felt nervous.
- 8) The grass in the garden was yellow, because it \_\_\_\_\_(not, rain) all summer.
- 9) My friend didn't see me, because I \_\_\_\_\_ already (leave).
- 10) The lights went off, because we \_\_\_\_\_ (not, pay) the electricity bill.



### Ex. 6 Put the verbs into the correct form (past perfect):

- 1) The storm destroyed the sand castle that we \_\_\_\_\_(build).
- 2) My family \_\_\_\_\_(not, be) in this country before 1995.
- 3) When she decided to apply for the job, they \_\_\_\_\_(hire) somebody.
- 4) The doctor took off the plaster that he \_\_\_\_\_ (put on) six weeks before.
- 5) We were surprised when the waiter brought us a drink that we \_\_\_\_\_(not, order)
- 6) I could not remember the poem we \_\_\_\_\_(learn) the week before.
- 7) The children collected the chestnuts that \_\_\_\_\_(fall) from the trees.
- 8) It was the first time she \_\_\_\_\_(ride) the horse.
- 9) I \_\_\_\_\_ (not, see) such a beautiful beach before I went to Hawaii.
- 10) My friend knew Barcelona very well, because she \_\_\_\_\_(be) there several times.

**Ex. 7 Translate halves of the sentences into English:**

- 1) My mobile stopped working, потому что я его не зарядил.
- 2) He suddenly remembered that он оставил свой ноутбук в поезде.
- 3) I felt embarrassed, потому что я забыла день рождения своей лучшей подруги.
- 4) They wanted to leave, because мы поняли, что видели этот фильм раньше.
- 5) Mary was annoyed because ее дети не убрали в комнате, как обещали.
- 6) We learned that he was very exhausted он провел в лесу 2 дня.
- 7) А вы учили английский язык, перед тем как you went to the USA?
- 8) We left at the same time, but он прибыл домой до того как I arrived.

**VOCABULARY  
UNIT 2**

**Read, translate the words and try to remember:**

1) to be addicted to	
2) impact	
3) to give a rise to	
4) lately	
5) to install	
6) to check	
7) spelling	
8) to make a presentation	
9) to destroy	
10) to apply for a job	
11) annoyed	
12) exhausted	
13) to charge	
14) laptop	
15) to get an access	

## UNIT 3. FOREIGN UNIVERSITIES

**Ex. 1 Read the text about American Universities to learn more about the system of higher education in the country.**

Higher education in the United States of America is provided by universities, colleges, community colleges, and technical or vocational schools. There are public and private universities.

A university in the USA usually consists of several different colleges. Each has a special subject area, its own traditions and identity. There may be colleges of liberal arts, social sciences, natural sciences, and business.

A programme for undergraduates usually takes four years. University students get an undergraduate degree in the arts or science. If they complete a course of study they get Bachelor of Arts or Science degree. Students may leave the university at this time. They may also go on for a graduate or professional degree. The university

always has programmes for graduate and professional study in many subjects.

The academic year is nine months and comprises two terms or semesters. The first or fall term usually begins the

last week of August and continues until the middle of December with about four weeks intermission for the Christmas holidays. The second semester begins in January and continues until the end of May. The students are usually given three to five days for the Easter holidays.

American students have special titles. The first-year students are called freshmen. The second-year students are sophomores, the third-year ones are juniors and the fourth-year students are called seniors. Students choose a major subject, which is called a major. The other area of interest is called a minor.

The student's progress is evaluated by means of tests, term papers and final examinations. Each academic year students take nine examinations. Letters indicate the level of student's achievement. «A» is the highest mark. «F» denotes a failure.



The average student needs to take 16 credits each semester or 32 credits during the academic year. When the student has accumulated more than 30 credits he passes to the next class.

The methods of instruction in the universities are lectures, discussions, laboratory works and term papers or seminars. There is enough flexibility however to allow each student in collaboration with the adviser to develop an individual programmes in accordance with his or her own interests and preparation.

After completing four years of study the students get a traditional Bachelor's degree (either a Bachelor of Arts or Bachelor of Science). Then after a year or two of further study the students may get a Master's degree. After three years of study and research and presenting a dissertation he or she may get a still higher degree as Doctor of Philosophy (Ph.D.).

The study at the University is not free of charge. Everyone must pay a tuition fee whose amount is various from state to state. Students' total expenses for a year are very high. Though each University offers a number of scholarships, loans; many students have to work in order to pay their expenses.

Most of the U.S. Universities have a central campus. Colleges of Law, Business, Medicine, Engineering, Music, Journalism can be found in one campus. Thus a student can attend courses at various colleges. Every student must select at least one course from each of the basic fields of study.

**Ex. 2 Answer the following questions:**

- 1) What is higher education in the USA represented by?
- 2) What are the subject areas at American Universities?
- 3) How long does the programme for undergraduates last?
- 4) How many months and semesters does the academic year include?
- 5) How do we call American students?
- 6) What marks do American students get for their achievements?
- 7) What are the methods of instruction?
- 8) What degrees do students get after completing 4 years of study?( plus 2 years of study?)
- 9) Do American students pay for education?
- 10) Why can many colleges be found in one campus?

**Ex. 3 Watch the episode about Oxford University and London School of Economics, take notes and say what these numbers refer to:**

38; 20,000; 150; 700; 100; 70%;

**Ex. 4 A) Watch the episode about Oxford University again and complete the sentences:**

- 1) Oxford University is one of \_\_\_\_\_.
- 2) Carfax Tower has \_\_\_\_\_.
- 3) Oxford University is located in \_\_\_\_\_.
- 4) The University is made up of \_\_\_\_\_.
- 5) Students do a lot of \_\_\_\_\_.
- 6) Oxford University is famous for \_\_\_\_\_.
- 7) Students have to buy \_\_\_\_\_.

**B) Watch the episode about London School of Economics again and answer the questions:**

- 1) Why does a Pakistan student live in the Halls of residence?
- 2) How far from the School is it located?
- 3) What facilities are there in the campus?
- 4) Where can students relax? What do they do?
- 5) What tips does a student from Hong Kong give?

**Ex. 5 Give English equivalents of the following words and word combinations:**

четкое различие; уделять внимание как обучению, так и исследовательской работе; государственные и частные университеты; зачисление; копия аттестата; стандартный бланк заявления; хорошая учебная подготовка; владение английским языком; программа обучения для получения степени бакалавра; ученая степень магистра; главная специализация; дополнительная (вторичная) специализация.

**Ex. 6 Match words in the left column with their definitions:**

1. Degree	a) A person who has completed a four-year-course of study at a higher school, and now attends a college or University, but hasn't yet received a degree.
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2. Graduate	b) The subject or area of studies in which students concentrate.
3. Full-time student	c) One who is enrolled in an institution and is taking a full load of courses.
4. Major	d) A student who has completed a course of study either at the higher school or college level.
5. Junior	e) A third-year-student at a higher school.
6. Master's degree	f) Diploma or title conferred by a college, university or professional school upon completion of a prescribed program of studies.
7. Sophomore	g) A second-year-student at a higher school, colleges, university.
8. Undergraduate	h) Degree conferred by an institution of higher learning after students complete academic requirements which usually include a minimum of one-year study beyond the Bachelor's degree.

**Ex. 7 Complete the sentences:**

- 1) The pattern of American Higher Education system was developed by ...
- 2) There are two types of universities and colleges in the United States: ...
- 3) Admission to the university is based on ...
- 4) The academic year is divided into ...
- 5) A Bachelor's degree program lasts ...
- 6) The first two years are devoted to ...
- 7) Achievement is measured by ...
- 8) Higher Educational institutions are governed by ...

**Ex. 8 Look at the words in the box and complete the sentences.**

method of assessment; requirements for entry; higher education; research work; Hall of residence; vocational education; campus; academic education; titles; enhance.

1. The variety of academic institutions in the UK makes up the system of...

2. The universities have always been centres of..., while poly-technics used to focus on...
3. GCSE and A-levels are the most common...into higher education.
4. In a... university all the buildings are situated in one area of the city.
5. Each university uses its own...
6. In the course of studies students write...
7. Usually first-year students live in a...
8. The most common first degree... are BA and BS.
9. A lot of students want to...their first degree.
10. The postgraduate student carries out...



## VOCABULARY

### UNIT 3

**Read, translate the words and try to remember:**

1) a vocational school	
2) private	
3) identity	
4) Liberal arts	
5) a fall semester	
6) an intermission	
7) freshmen	
8) sophomores	
9) juniors	
10) seniors	
11) credits	
12) tuition fees	
13) to select	
14) scholarship	
15) common	

## MODULE 4

# COUNTRIES



**UNIT 1. The country I live in**

**UNIT 2. the Passives**

**UNIT 3. Great Britain**

## UNIT 1. THE COUNTRY I LIVE IN

### Ex. 1 Read and answer the questions:

1. What country do you come from?
2. How long have you been living in Russia?
3. What kind of a country is Russia in your opinion?
4. Where is it situated?
5. What places in Russia are worth visiting? Why?



### Ex. 2 Read and translate the text about Russia.

#### Geography of the Russian Federation

The Russian Federation is the largest country in the world. It occupies the area of about 17 mln square km. The country is “greater in size than the USA and Canada combined. It covers about an eighth of the world’s land area. From its western edge on the Baltic Sea to the Pacific Ocean on its eastern seaboard is a journey of some 5.700 miles” [3], crossing 11 time zones.

The country is situated in the eastern part of Europe and the northern part of Asia. It is surrounded by two oceans (the Arctic Ocean in the north, the Pacific Ocean in the east) and by 12 seas: the White Sea, the Baltic Sea, the Laptev Sea, the Barents Sea, the Black Sea, the Okhotsk Sea, etc. Russia borders on many countries: Finland, Norway in the north, Latvia, Lithuania, Romania, Poland, Estonia, Ukraine in the west, Mongolia, Azerbaijan, Georgia, Korea, Iran, Turkey, China in the south. The longest borderline is with Kazakhstan, which stretches for 7200 km. Russia has seaboard with the USA in the northeast and Japan in the southeast. Having a favourable geographical location Russia provides transcontinental ways from Europe to Asiatic section, connects two highly developed industrial parts of the world. It has only 40 ports.

The “results of the census in 2002 put the population at 145 mln people. The European part is much more densely populated than the Asiatic areas (which are three times as large). One third of the pop-

ulation now lives in the rural areas. There are hundreds of different ethnic groups in the country”.[3] The Russians comprise the majority of its population. There are other Slav nations: the Ukrainians, the Belyorussians. The areas in the south around the Caucasus Mountains are dominated by a variety of people; many of them are of Turkic ancestry. The smaller ethnic groups range from Tatar, Chukot to Chinese.

Here one can find all kinds of landscapes: rocky mountains with high peaks and deep valleys, plateaus, fertile plains, barren deserts, big seas, lakes and rivers. Russia spans 2 continents, the dividing line between the European and Asiatic parts being the Ural Mountains. Much higher mountain ranges dominate the south of the country, notably the Caucasus in Europe (Elbrus- 5.642 km high), also “the Altai mountains with the highest point Belukha (4506 m), the Sayans mountains in the Southern Siberia, Sikhote-Alin ridge in the Far East, Chukot, Aldan, Stanovoye up-land regions and mountains of Kamchatka peninsula and the Kurile islands with active volcanoes. There are two large plains in Russia: the Great Russian Plain and the Western Siberian Lowland. To the north lies the arctic tundra, encompassing large parts of Siberia. South of the tundra are dense pine forests of the taiga, the Russian word for “virgin forest”. Conifers, such as Siberian larches, are the main trees in the taiga”.[3] Further south still, one finds a mixed zone of forest and steppe or grasslands. Finally, in the south-most regions of the country lie the steppes, almost treeless flat plains. Semideserts extend in the far south. Huge rivers cut across Russia, mostly from north to south. The best-known are: the Don, the Yenisei, the Ob, the Lena (4400 km), the Amur (flows into the Pacific), the Irtysh. The Volga River (3531 km) is one of the longest inland water transportation routes in Europe, running through the Great Russian Plain together with its tremendous tributaries and finally flows into the Caspian sea (the area of which is 370 sq.km). Most of the rivers are suitable for navigation, many rivers produce electrical power. The potential hydroelectric energy of the Siberian rivers is immeasurable. The Angara alone could provide 70 billion kilowatt hours a year. The largest inland water area is Lake Baikal (1600 km deep and 650 km long), the deepest and the most beautiful lake in the world. Its water is so clear, that you can see the stones on the bottom, if you look down. It contains one sixth of all the fresh waters in the world. Lake Baikal is also the world’s oldest lake. Experts are still arguing about its origin and about how seals and sea cows ever

came to be in it – not to mention the omul, a white fish of the salmon family. They have identified 1200 different creatures, which are unique to Lake Baikal, many of them reputed to be survivals, which have become extinct elsewhere. The water is cold – even in the hottest summers. Thousands of tourists like to visit it and see picturesque scenery around it.

Covering such a large territory, Russia certainly has different types of climate. It varies from arctic in the north to subtropical in the south. Continental type of climate prevails. The climate of the northern areas is severe, only a few of them remain frost-free during the winter. Average January temperature of below  $-60\text{ }^{\circ}\text{C}$  is recorded in the northeast of Siberia (in city of Oimyakon), although light winds and dry air make the weather more bearable than it sounds. It is similar to Canada's climate with cold winters and warm summers. The main cities in European Russia experience



average temperatures of  $-10\text{ }^{\circ}\text{C}$  in January, and reach the high  $25\text{ }^{\circ}\text{C}$  in July. The springtime is rather hazardous which brings the melting of snow and serious flooding. The greatest amounts of precipitations fall in the mountains of the Caucasus and Altai (up to 2000 mm per year) and the driest area is Prikaspiyskaya Lowland (about 150 mm per year).

Russia is rich in natural resources, such as coal, oil, ore, natural gas and others. The coal is extracted in Pechora, Donbass, Kuznetsk basins. A large amount of iron ores can be found in Kursk. Russia has deposits of copper, nickel, uranium, magnetism, zinc, lead in the mouth of the Angara River and round Baikal area and in Siberia. A lot of mines can be found in Europe too. The Urals, Karelia, Yakutia are famous for gems. There are 20.000 deposits of valuable variety of raw. It is a great world's exporter of timber both for Europe and Asia. Russia is a well- developed industrial country. It produces textiles, different kinds of machinery, electronics, and food products. Some new branches of industry were recently established. We have chemical industry, hi-tech, aircraft, light and many others.

**Ex. 3 Answer the questions:**

1. Where is the Russian Federation located?
2. Is Russia the largest country in the world? Why?
3. What oceans and seas surround the country?
4. What bordering countries of the Russian Federation can you name?
5. People of what nationalities live in this country?
6. What are the major landscapes for different parts of Russia?
7. What great rivers are there in the country? Where do they flow?
8. What is Lake Baikal famous for?
9. What kind of climate does Russia have?
10. What mineral resources is our country rich in? Where can they be found?
11. What are the biggest and most popular cities in Russia?

**Ex. 4 Agree or disagree with the following sentences:**

1. Its favourable geographical location properly serves the purposes of economic development of Russia.
2. In territory the Russian Federation ranks the third in the world.
3. There's only one ethnic group in the country.
4. Russia is dominated by one type of landscape.
5. There are no high mountains in the country.
6. The Russian Federation is noted for some great rivers, which are in the European part of the country.
7. The Russian climate doesn't vary greatly in different parts of the country.
8. There are only few deposits of mineral resources in Russia.
9. Saint Petersburg has always been the capital of our country.
10. There are few unique cities in Russia.

**Ex. 5 Give English equivalents of the following words and word combinations:**

омываться; граничит с...; быть лишенным чего-либо; перепись населения; горные области; тундра и тайга; пустыня; огромный приток; опасный; наводнение; славяне, тюркское происхождение; плодородные равнины; суровый климат; неизмеримый потенциал энергии; лосось; уникальные создания; исчезнувшие (вымершие)

существа; крупный поставщик древесины; запасы руды, цинка, меди, свинца; добывать природные ресурсы; драгоценные камни; живописный пейзаж; шумный город; курорт; славиться чем-либо.

**Ex. 6 Match the words in the left column with the definitions on the right:**

census	the countryside, villages
to span	able to produce vegetables, much fruit
tributary	very big, immense
hazardous	official counting of population
rural areas	layer of solid matter
fertile	to extend
timber	dangerous, risky
huge	a branch of a river
deposit	wood suitable for building or carpentry
merchant (adj.)	a large sea-animal, which is hunted for its oil and flesh

**Ex. 7 Complete the sentences according to the text you have read:**

- 1) The Russian Federation is so large that ...
- 2) It extends from the icy arctic zone to ...
- 3) Many rivers with its tributaries are dangerous when ...
- 4) Its landscapes vary from...
- 5) Lake Baikal is famous for ...
- 6) The climate of Russia is similar to ...
- 7) Russia has established many industries such as ...
- 8) There are some cities of Russia, which ...

**Ex. 8 Comment on the statements:**

1. The Russian Federation is no like any other country in the world.
2. Russia has always been famous for its rulers.
3. A great number of wars prevented our country from a rapid development and prosperity throughout its history.
4. The extraordinary wealth of natural resources has been a key factor in the Russian speedy industrialization.
5. Lake Baikal is called "Majestic Ocean" in one of the Russian songs.
6. Russia is one of the first to observe universe.

7. Many Russian cities are unique and worth visiting.

8. Biotic plants and animal associations are of great importance for Russia

## VOCABULARY UNIT 1

**Read, translate the words and try to remember:**

1) to occupy	
2) edge	
3) a time zone	
4) favourable	
5) rocky	
6) deserts	
7) fertile	
8) ranges	
9) a peninsula	
10) rural	
11) ancestry	
12) census	
13) densely populated	
14) tributary	
15) to surround	

## UNIT 2. THE PASSIVES

*Методические рекомендации*



Чтобы выполнить это задания правильно, необходимо прочитать информацию о Страдательном Залогe (The Passive Voice) в грамматическом разделе в конце пособия. Обратите внимание на формы употребления в разных временах.

**Ex. 1 Complete the sentences using passive forms of the Present Simple tense:**

- 1) English \_\_\_\_\_ (speak) in many countries.
- 2) How often \_\_\_\_\_ (hold) the Olympic Games?
- 3) I \_\_\_\_\_ (call) by different names.
- 4) His travel expenses \_\_\_\_\_ (not, pay) by his company.
- 5) How \_\_\_\_\_ (spell) your surname?
- 6) \_\_\_\_\_ (use) buildings?
- 7) The book \_\_\_\_\_ (translate) in many languages.
- 8) Foreign professors \_\_\_\_\_ (invite) to deliver lectures every year.
- 9) I \_\_\_\_\_ always (telephone) at a bad time.
- 10) These cars \_\_\_\_\_ (make) in Japan.

**Ex. 2 Complete the sentences using passive forms of the Past Simple tense:**

- 1) The classes \_\_\_\_\_ (cancel) 5 minutes ago.
- 2) The film \_\_\_\_\_ (make) 10 years ago.
- 3) The car \_\_\_\_\_ (not, damage) in the accident.
- 4) When \_\_\_\_\_ tennis (invent)?
- 5) All these people \_\_\_\_\_ (interview) last weekend.
- 6) The original buildings \_\_\_\_\_ (pull) down in 1995.
- 7) Where \_\_\_\_\_ this sort of coffee (grow)?
- 8) What company \_\_\_\_\_ this bridge (build) by?
- 9) These books \_\_\_\_\_ (translate) in several languages.
- 10) The project \_\_\_\_\_ (discuss) last week.

**Ex. 3 Change these sentences into Passive:**

- 1) Thomas Edison invented the electric light bulb.
- 2) Several people saw the accident.
- 3) The police will ask some witnesses.
- 4) They make coffee in Brazil.
- 5) Some of my colleagues met the delegation at the airport.
- 6) They conduct scientific conference every April.
- 7) They will publish the paper next month.
- 8) British astronomers discovered a new planet.
- 9) People rode the first bicycle in 1791.
- 10) Thousands of tourists visit London every year.

**Ex. 4 Translate the sentences into Russian:**

- 1) The passive voice **is used** frequently.
- 2) The house **was built** in 1654.
- 3) The road **is being repaired**.
- 4) I noticed that a window **had been left** open.
- 5) Every year thousands of people **are killed** on our roads.
- 6) All the cookies **have been eaten**.
- 7) My car **has been stolen**!
- 8) John **might be promoted** next year.
- 9) She **wants to be invited** to the party.
- 10) You **may be disappointed**.

**Ex. 5 Retell the news into Passives:**

1) Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it closer. The UFO shot the helicopter and killed 2 men. People have given photographs of the UFO to the police. Experts are looking at them now.

2) Someone broke into a local jewelry shop yesterday. The owner had just locked up the shop when a robber with the gun threatened him. The robber told him to unlock the shop and give him all diamonds from the safe. The police have organized a search for the robber. Doctors are treating the owner of the shop.

3) Our University is organizing a contest. The teachers will choose the best projects about the environment. The students must include recent data and diagrams in the projects. They will give prizes to the winners.

**Ex. 6 Complete the sentences with the right passive forms:**

- 1) Rubbish should \_\_\_\_\_ (take) away.
- 2) King Lear \_\_\_\_\_ (write) by W. Shakespeare.
- 3) A lot of questions \_\_\_\_\_ (ask) next meeting.
- 4) I \_\_\_\_\_ (pay) much last month.
- 5) A new ring road \_\_\_\_\_ (build) in the city at present.
- 6) She \_\_\_\_\_ (offer) recently a very good job.
- 7) He \_\_\_\_\_ (examine) still by the doctor, when one of the patients entered the room.
- 8) Environmental problems \_\_\_\_\_ widely discussed in modern society.

- 9) The date of the meeting \_\_\_\_\_(change).  
 10) This room \_\_\_\_\_(use) for special occasions.

**Ex. 7 Translate the following into English:**

- 1) Это оборудование закупили в прошлом году.
- 2) Спецификация еще не закончена.
- 3) Каждый год этот прибор тестируют в научно-исследовательском институте.
- 4) Разработаны программы для обработки данных.
- 5) Стажеров проинструктировали на прошлой неделе.
- 6) Дополнительные анализы возьмут на следующей неделе.
- 7) Не входите в лабораторию, аппарат тестируют.
- 8) Данные по загрязнению воды уже отправили.
- 9) Результат получим в следующую среду.
- 10) Эта научная экологическая конференция проводится раз в пять лет.

**VOCABULARY**  
**UNIT 2**

**Read, translate the words and try to remember:**

1) expenses	
2) to invent	
3) accident	
4) witness	
5) to promote	
6) interview	
7) frequently	
8) disappointed	
9) to report	
10) helicopter	
11) data	
12) environment	
13) contest	

14) to treat	
15) equipment	

### UNIT 3. GREAT BRITAIN

#### Ex. 1 Answer the following questions:

- 1) What is the official name of the UK?
- 2) What countries does the UK consist of?
- 3) Have you ever been to the UK? Would you like to?
- 4) What is the capital of the UK? What is it famous for?
- 5) What are the largest cities in the UK?

#### Ex. 2 Read and translate the text about Great Britain

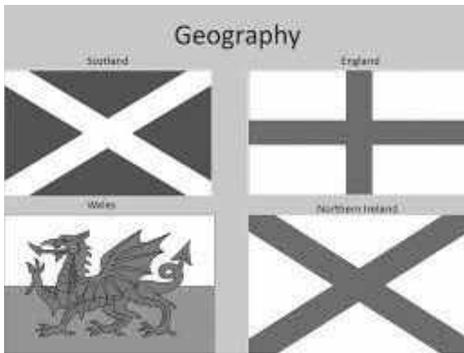
##### Geography of Great Britain

Great Britain (official name – the United Kingdom of Great Britain and Northern Ireland) occupies the territory of the British Isles. They are separated by the Irish Sea. The larger island, called Great Britain, includes 3 countries: England, Scotland and Wales. Their capitals are London, Edinburgh and Cardiff, respectively. The smaller island, called Ireland, includes Northern Ireland as a part of the UK and the independent Irish Republic. The capitals are Belfast and Dublin. In addition to these two islands, the British Isles include over five hundred small islands.

The UK is “one of the world’s smallest countries (France and Spain are twice as large) with an area of 244,100 square kilometers. The is situated off the northwest coast of Europe between the Atlantic ocean in the north and northwest, and the North Sea in the East and is separated from the European continent by the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais). Northern Ireland is separated from Great Britain by the North Channel. The St. George’s Channel separates Great Britain from Ireland”.[1]



Geographically, the island of Great Britain is subdivided into two main regions – Lowland Britain (in the south and east) and Highland Britain (in the north and west). Lowland Britain occupies southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake District. England is separated from Scotland by the Cheviot Hills, running from east to west. The “Pennine Chain extends southward from the Cheviot Hills into the Midlands, a plain region with low hills and valleys. Forty kilometers south of the modern border between Scotland and England is Hadrian’s Wall. It was built by the Roman Emperor, Hadrian, nearly two thousand years ago. England is mostly a lowland country”. [1] There are upland regions in the north and the south west, but the rest of England is almost flat. Northern England, Midlands and South England are different from each other. There



are many lakes in Great Britain. Lake District in Northern England with its lakes, mountains and valleys is a favorite holiday resort. It lies on the northwest side of the Pennine system. The Lake District is a beautiful part of Britain. Many writers and poets have lived there. The most famous was the poet William

Wordsworth (1770-1850), the founder of the “Lake School” of poets. Lake Windermere is England’s largest lake. On either side of the Pennines the plains of Yorkshire and Lancashire stretch to the sea. In South England between Highlands lie Lowlands.

The mountains in Great Britain are not very high; the highest is Ben Nevis, 1,343 m, in Scotland.

There are no very long rivers in Great Britain. The longest river in Great Britain is the Severn, flowing along the border between England and Wales. Its tributaries include the Avon, made famous by Shakespeare; the Thames, the deepest one, which flows eastward to the port of London through rich agricultural districts into the North Sea. It’s the busiest and the most important river in England. The swiftest river is the Spey. Other rivers are the Tay, the Clyde, the Tyne, the Tweed, the Trent, and the Wye. The rivers seldom freeze in winter.

## Climate

Due to the moderating influence of the sea and the Gulf Stream, Great Britain has an insular climate rather humid, cool, temperate and mild, without striking differences between seasons. This “humid and mild climate is good for plants. The trees and flowers begin to blossom early in spring.

The southwest winds carry the warmth and moisture into Britain.

The British climate has 3 main features: it is mild, humid and changeable. It is never too hot or too cold”.[1]

The weather is so changeable that the English often say that they have no climate but only weather.

Rainfall is more or less even throughout the year. The driest period is from March to June and the wettest months are from October to January. The average range of temperature (from winter to summer) is from 15-23 degrees above zero. Winter temperatures below 10 degrees are rare. Winters are extremely mild. There may be snow but it melts quickly. January and February are usually the coldest months, July and August the warmest. Still the wind may bring winter cold in spring or summer days. Sometimes it brings the whirlwinds or hurricanes. Droughts are rare.

## Population

The population of the UK is over 57 mln people. About 80% live in towns and cities and their suburbs. The distribution of the population is rather uneven. Over 46 mln people live in England, over 3 mln in Wales, a little over 5 mln in Scotland and about 1,5 mln in Northern Ireland.

The UK is one of the most densely populated countries in the world: about 220 people per square kilometer. The greater part of the population lives in Greater London, the South and the Southeast.

Most of the mountainous parts of the UK including much of Scotland, Wales, Northern Ireland and the Pennine Chain in northern England are very sparsely populated.

The UK is inhabited by the English, the Scots, the Welsh and the Irish who constitute the British nation. The British are the descendants of different peoples who settled in the British Isles at different times.

English is the official language of the UK. Besides standard literary English there are several regional and social dialects. A well-

known example is the cockney of East Londoners. The Scottish and Irish forms of Gaelic survive in some parts of Scotland and Northern Ireland. Wales is officially bilingual. Welsh formally has the same status as English.

### Economy of Great Britain

Great Britain was “the country in which the earliest developments of modern industry took place. It is a highly developed industrial country. It is a great producer of iron and steel, electronics and machinery, chemicals and textiles. The UK is not very rich in mineral resources. It imports all of its oil, cotton, rubber and sulphur, four-fifths of its wool and half of its food stuffs and iron ore. It exports machinery, motor-cars, aircrafts, locomotives, chemicals, woolen and synthetic textiles, radio, TV and navigation equipment” .[1]

Great Britain has a lot of industrial cities. London, the capital of the UK, GB and England, is one of many important industrial centers. Lots of things such as clothes, food, planes and cars are made in, and around London.

Birmingham is the biggest town in an important industrial area near the center of England. Machines, cars and lorries are made in this area. TV sets and radios are also produced there.

Manchester in the north-west of England is the center of the cotton textile industry, one of Britain’s most important producers of computers and electronic equipment.

Coal-mining is important in South Wales. A smaller industrial area is situated in North Wales, where steel and chemicals are produced.

Ship-building is an important industry in the UK. The main ship-building centres are London, Glasgow in Scotland, Belfast in Northern Ireland and some others.

Sheep can be seen in many parts of England and Scotland, and there are a lot of cattle-farms and farms where milk, butter and cheese are produced. But only half of the country food needs is produced by British agriculture.



Wheat is grown in the east of England. Vegetables are grown in all parts of England, especially in the south.

**Ex. 3 Answer the following questions:**

- 1) Where is the UK situated?
- 2) What two islands does the UK consist of?
- 3) What seas, oceans, straits and channels is the UK surrounded by?
- 4) What is the busiest river in the UK?
- 5) The Severn is the longest river in Great Britain, isn't it?
- 6) Where is the Lake District situated?
- 7) What two main regions is Great Britain subdivided into?
- 8) What is the highest mountain in Great Britain?
- 9) What is the most characteristic feature of the weather in Britain?
- 10) Is the UK one of the most densely populated countries in the world? What is the density of the population in the UK?
- 11) What big sea ports are there in the UK?

**Ex. 4 Give English equivalents of the following words and word combinations:**

занимать территорию, состоять из, быть в два раза меньше, быть отделенным от, на 40 км южнее от..., самая загруженная и важная река, мягкое (умеренное) влияние, резкое различие, изменчивая погода, средний уровень температуры, распределение населения, неравномерный, многочисленные небольшие и большие города, нагорные районы, почти плоский, резкий климат, самый промышленный район, граничить с...

**Ex. 5 Complete the following sentences:**

- 1) Great Britain occupies the territory of ...
- 2) In addition to these two islands, Great Britain includes...
- 3) The larger island, called...
- 4) In the northwest and west the country is surrounded by...
- 5) Ireland is separated from Great Britain by...
- 6) Geographically, the island of Great Britain is subdivided into...
- 7) England is separated from Scotland by...
- 8) As for the country's climate ...
- 9) The industries include....
- 10) The most popular cities of GB are.....

**Ex. 6** Choose Great Britain or the USA to tell your group mates about the country, its location, cities, climate, economy and interesting facts.



## VOCABULARY UNIT 1

**Read, translate the words and try to remember:**

1) isles	
2) to separate	
3) coast	
4) highlands	
5) valleys	
6) border	
7) swift	
8) moderating	
9) mild	
10) moisture	
11) descendents	
12) to extend	
13) temperate	
14) chemicals	
15) equipment	

## MODULE 5

# My speciality



**UNIT 1. Geography as a science**

**UNIT 2. Modal verbs**

**UNIT 3. My job**

## UNIT 1. GEOGRAPHY AS A SCIENCE

### Ex. 1 Read and answer the following questions:

- 1) Do you like studying at the Institute of Earth Sciences? Why? Why not?
- 2) Why did you choose to study at the Institute?
- 3) What geosciences do you know? What do they study?
- 4) What particular areas of geosciences are you interested in?
- 5) Are geosciences important nowadays? Why?

### Ex. 2 Read and translate the text.

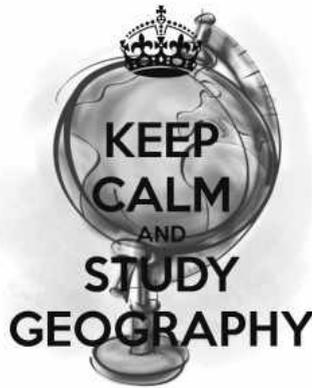
#### Geography

The geosciences embrace a wide variety of well-defined scientific disciplines – specially developed avenues of precise inquiry into the nature of the Earth. They are geography, geology, seismology, volcanology, oceanography, tectonics, geomagnetism and others.

Geography is one of the most ancient sciences on the earth. It's a science about the earth's surface, physical features, divisions, climate, products, population, etc.

Nowadays geography becomes more and more important in the human activities. Modern geography is represented by “the system of interconnected sciences which have their own objects and methods of research. It takes a lot from physics and chemistry, biology and geology, sociology and other sciences. The most important task for geography is understanding the relationships between nature and sociology”.[2]

Geography is a long established academic discipline with its own unique field of interest, philosophy, methodology and continually expanding research frontier. Students may choose an area of concentration from the following: physical geography, biogeography, economic geography, political geography, historical geography, population distribution, ecological geography, general geography.



Physical geography deals with the problems of the earth's crust, water basins (lakes, rivers, seas, and oceans) soils and natural resources. This branch also studies coastal areas and the impact that human beings have on them.

Biogeography includes geography of microorganisms, plants and animals.

Economic geography "focuses on the study of population distribution, change and migration. It also investigates the problem of domestic and foreign economics and the prudent use of natural resources".[2]

Recreational geography is concerned with tourism, its history and recreational resources.

Ecological geography researches problems of air, water, soil pollution, climatic change, hazardous wastes, sedimentology in seas and oceans.

General geography studies the earth's surface and how it has been changed by human activity, climate and global factors. In addition geography as an art is expressed in the natural landscape. We can hardly imagine a progress in the world without geosciences.

Human Geography is the study of the distribution of networks of people and cultures on Earth's surface.

Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way those locations and places can have an impact on people. History's great explorers led challenging expeditions to the farthest reaches of the globe – to new continents, the poles, the tops of mountains, and the bottoms of the oceans. Today, "modern technologies such as satellite imaging, remote sensing, GIS and radars have extended our ability to explore how earth and human systems work." [2].

All the above mentioned geosciences are offered within the Institute of Earth Sciences. Specialized techniques and approaches include problem-oriented thinking, data collection theory, field experience, gathering, map analysis and design, report production and presentation making. The skills you develop during your degree will equip you for a range of jobs. If you're unsure which career path to follow, try doing some work shadowing to find out what interests you.

A geography degree enables you to embark on a career in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors.

**Ex. 3 Answer the questions:**

1. What kind of science is geography?
2. What other sciences are closely connected with geography?
3. What branches of geography do you know?
4. What does physical geography deal with?
5. What does economic geography investigate?
6. What is recreational geography connected with?

What does general geography study?

What skills do students develop?

How can new technologies help geographers?

Where do geographers work?

**Ex. 4 Give English equivalents to the following Russian words and word combinations:**

древняя наука; земная поверхность; физические черты рельефа; население; методы исследования; взаимоотношения между природой и обществом; уникальная сфера; водный бассейн; почва; природные ресурсы; отрасль; прибрежные области; граница исследования; поиск и измерение; методы и подходы; проблемное мышление; данные и статистика; навыки; позволять; начинать дело.

**Ex. 5 Match the following branches with their subject:**

1	Regional Geography	A	the physical problems and the issues of lithosphere, hydrosphere, atmosphere, pedosphere, and global flora and fauna patterns (biosphere).
2	Cartography	B	the location and extent of cities, towns and municipalities and their patterns.
3	Physical Geography	C	the description of the unique characteristics of a particular region such as its natural or human elements. The main aim is to understand, or define the uniqueness, or character of a particular region

4	Geomatics	D	the study of patterns and processes that shape the human society. It encompasses the human, political, cultural, social, and economic aspects.
5	Human Geography	E	the application of computers to the traditional spatial techniques used in cartography and topography.
6	Urban Geography	F	the representation of the Earth's surface with abstract symbols (map making).

**Ex. 6 Complete the sentences with your own ideas:**

1. Geography is one of the ... sciences on the earth.
2. Students can choose the ... from the following geosciences: geography, geology, oceanography and others.
3. Ecological geography ... with environmental problems.
4. Geology is the study of our planet, ... and interior of the earth.
5. Oil and gas geology studies ... of gas and oil regions.
6. Geology is ... important to ... in many ways.
7. The geologists have a great role in ... of natural resources.
8. Many of the ... are found in the rocks within the earth.
9. Oceanography ... the whole science of the oceans and their underlying basins.

**VOCABULARY  
UNIT 1**

**Read, translate the words and try to remember:**

1) to embrace	
2) inquiry	
3) surface	
4) features	
5) research frontier	
6) crust	

7) impact	
8) hazardous	
9) to investigate	
10) prudent	
11) properties	
12) remote sensing	
13) GIS	
14) skills	
15) reports	

## UNIT 2. MODAL VERBS

**Ex. 1 Fill in the chart with Modals according to the aspect:**

Can, could, may, might, must, have to, need, will, would, should
--

Aspect	Modals
Probability	
Ability	
Obligation	
Permission	
Advice	
Habits	

**Ex. 2 Choose a), b) or c):**

1) If you want to learn to speak English fluently you \_\_\_\_\_ work hard.

a) may not; b) cannot c) need to;

2) \_\_\_\_\_ I ask you a few questions? – Yes, please.

a) Would ; b) May; c) Must;

3) The tubes in this lab look clean. You \_\_\_\_\_ wash them.

a) mustn't; b) can't c) don't have to;

4) You \_\_\_\_\_ look at the speaker when he/she talks to you.

a) should; b) can't; c) may;

- 5) \_\_\_\_\_ you reply to us as soon as possible in case you change your mind about the conference?  
a) Would mind; b) Could; c) May;
- 6) They \_\_\_\_\_ make this experiment again, they didn't obtain any result.  
a) must; b) could; c) had to;
- 7) I don't believe it. It \_\_\_\_\_ be true.  
a) can't ; b) mustn't; c) may not;
- 8) In order to write a scientific abstract you \_\_\_\_\_ follow some simple rules.  
a) must; b) should; c) may;
- 9) \_\_\_\_\_ you sending me the characteristics of the substance you used in the experiment?  
a) Could ; b) Would mind; c) Will;
- 10) If you don't start working harder you will \_\_\_\_\_ repeat the course again..  
a) can; b) have to; c) must;

**Ex. 3 Underline the right modal from the brackets:**

- 1) My grandmother is eighty-five, but she (may/can/ should) still read and write without glasses.
- 2) (Can/would/will) I come with you?
- 3) (Could/Should/Will) you help me with the homework please?
- 4) There was a time when I (would/ could/ can) stay up very late.
- 5) You (may/need/should) not lose any more weight. You are already slim.
- 6) It is snowing outside so I (may/will/can) stay at home.
- 7) (Will/Would/Should) you mind if I borrowed your car?
- 8) Our country (will/should/may) become a super power by 2025
- 9) She (will/might/can) go to the party, but she is not sure.
- 10) They (may/must/will) be out, there is no car in the yard.

**Ex. 4 Which of the three sentences containing a modal has the same meaning as the original one?**

- 1) *They are able to speak English well.*  
They can speak English well.  
They may speak English well.  
They must speak English well.

2) *Steve is not allowed to stay out late.*

Steve may not stay out late.

Steve might not stay out late.

Steve need not stay out late.

3) *Do I have to clean the kitchen?*

Can I clean the kitchen?

Must I clean the kitchen?

Should I clean the kitchen?

4) *Are you able to drive a tractor?*

Can you drive a tractor?

Must you drive a tractor?

Should you drive a tractor?

5) *We are not allowed to swim when the red flag is flying.*

We must not swim when the red flag is flying.

We need not swim when the red flag is flying.

We should not swim when the red flag is flying.

6) *She is not able to read Chinese.*

She cannot read Chinese.

She may not read Chinese.

She need not read Chinese.

7) *Do you think we are allowed to park here?*

Do you think we may park here?

Do you think we must park here?

Do you think we need park here?

8) *You don't have to do this exercise.*

You must not do this exercise.

You need not do this exercise.

You should not do this exercise.

**Ex. 5 Complete the sentences with the modal verbs:**

can	could	have to	must	might	should
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1) Ted's flight from Amsterdam took more than 11 hours. He \_\_\_\_\_ be exhausted after such a long flight. He prefer to stay in tonight and get some rest.

2) If you want to get a better feeling for how the city is laid out, you \_\_\_\_\_ walk downtown and explore the waterfront.

3) Hiking the trail to the peak \_\_\_\_\_ be dangerous if you are not well prepared for dramatic weather changes. You \_\_\_\_\_ research the route a little more before you attempt the ascent.

4) When you have a small child in the house, you \_\_\_\_\_ leave small objects lying around. Such objects \_\_\_\_\_ be swallowed, causing serious injury or even death.

5) Dave: \_\_\_\_\_ you hold your breath for more than a minute?

Nathan: No, I can't.

6) Jenny's engagement ring is enormous! It \_\_\_\_\_ have cost a fortune.

7) Please make sure to water my plants while I am gone. If they don't get enough water, they \_\_\_\_\_ die.

8) I \_\_\_\_\_ speak Arabic fluently when I was a child and we lived in Egypt. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I \_\_\_\_\_ just say a few things in the language.

**Ex6 Read the letters of radio listeners and write the answer with advice and recommendations:**

**Letter 1**

I have a big problem. I can't find a good job in my city. What should I do?

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**Letter 2**

I have been learning English for 5 years. But my English is not as good as I want. How could I improve my English?

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**Letter 3**

My team in the office consists of different people. One of my colleagues is always late for work. What should I do?

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**Ex. 7 Translate into English:**

- 1) Извините, можно войти?
- 2) Я должен закончить проект завтра!
- 3) Я могу переводить предложения с русского на английский.
- 4) В детстве мой друг не мог кататься на велосипеде.
- 5) Должно быть, она не из Америки. У нее странный акцент.
- 6) Мне приходится добираться туда двумя автобусами.
- 7) Не могли бы вы мне помочь?
- 8) Вам следует смотреть фильмы на английском языке.
- 9) Мой босс, наверное, поедет в командировку на следующей неделе.
- 10) Вам не нужно покупать билет в этот музей. Вход – бесплатный.

## VOCABULARY

### UNIT 2

**Read, translate the words and try to remember:**

1) can	
2) may	
3) must	
4) should	
5) have to	
6) probability	
7) permission	
8) ability	
9) obligation	
10) request	
11) advice	
12) habit	
13) business trip	
14) to improve	
15) to borrow	

## UNIT 3. MY JOB

### Ex. 1 Read and answer the following questions:

- 1) Do you work? Where do you work?
- 2) Do you like your job? Why? Why not?
- 3) What are your duties and responsibilities?
- 4) What are the 3 things to keep in mind when choosing a job?
- 5) What is your ideal job?

### Ex. 2 Read and translate the text.

Geographers study the Earth and the distribution of its land, features, and inhabitants. They also examine political or cultural structures and study the physical and human geographic characteristics of regions ranging in scale from local to global. Many geographers pursue rewarding careers in education; business; local, state, or federal government agencies; and nonprofit organizations. These sectors can be described as follows:

- **Education** – The education sector includes institutions, colleges and universities that award at least a two-year degree, continuing education and informal education organizations, and higher education institutions. Educators may also work in educational administration and academic research positions.

- **Business** – The business, or private, sector refers to the segment of the economy composed of enterprises owned by individuals or groups. Corporations are accountable to their shareholders and operate at national or international scales. Independent businesses are privately owned by an individual or small group and usually operate at a local or regional scale.

- **Government** – Applicants new to the public sector, which includes federal, state, and local government, may find the broad, integrative perspective offered by academic training in geography to be an asset. Nearly 2 million civilians—1.8 percent of the U.S. work-



force—are employed by the federal government, while state and local governments employ 19.8 million workers. Geography’s emphasis on addressing real-world problems and issues is excellent preparation for public sector employment, particularly at the local and state levels where much policy innovation, implementation, and bottom-line responsibility reside.

• **Nonprofit** – Roughly nine percent of the U.S. workforce (12 million individuals) is employed by an estimated 1.4 million nonprofit organizations, whose causes and values span the entire political spectrum. Because nonprofits typically strive to create a better world (as defined by their mission statements), they offer great opportunities for job seekers hoping to make a difference. Employers include:

- the armed forces
- charities
- the Civil Service
- environmental consultancies
- environmental protection agencies
- information systems organisations
- local government
- Ministry of Defence
- police service
- private companies
- utility companies
- schools, colleges and Universities.
- Geographers typically do the following:

Gather geographic data through field observations, maps, photographs, satellite imagery, and censuses

Conduct research via surveys, interviews, and focus groups

Create and modify maps or other visual representations of geographic data

Analyze the geographic distribution of physical and cultural characteristics and occurrences

Collect, analyze, and display geographic data with Geographic Information Systems (GIS)

Write reports and present research findings

Assist, advise, or lead others in using GIS and geographic data

Link geographic data with data pertaining to a particular specialty, such as economics, the environment, health, or politics

Geographers use several technologies in their work, such as GIS, remote sensing, and global positioning systems (GPS). Geographers

use GIS to find relationships and trends in geographic data. These systems allow geographers to present data visually as maps, reports, and charts. For example, geographers can overlay aerial or satellite images with GIS data, such as population density in a given region, and create digital maps. They then use the maps to inform governments, businesses, and the general public on a variety of issues, such as developing marketing strategies; planning homes, roads, and land-fills; and responding to disasters.

**Ex. 3 Answer the following questions:**

- 1) What do geographers do?
- 2) Where do many geographers pursue rewarding careers?
- 3) What does the education sector include?
- 4) What does business sector refer to?
- 5) How many people are employed by the federal government?
- 6) What are the potential employers?
- 7) How do geographers gather geographic data?
- 8) What technologies do geographers use in their work?
- 9) How useful are the GIS?
- 10) Why do they use maps?

**Ex. 4 Translate the following into English:**

Физические черты рельефа, жители, масштаб, продолжать карьеру, некоммерческие организации, владеть бизнесом, кандидат, благотворительность, перепись, спутниковые снимки, проводить исследования, создавать карты, анализировать месторождения, писать отчеты, дистанционное зондирование, позволять, наложение аэро снимков, плотность населения, свалки, катаклизмы.

**Ex. 5 Speak in public with the presentation about your work. Stick to the plan:**

- the company you work for (big/small; history; products and services);
- employees;
- your duties and responsibilities;
- business trips;
- your likes/dislikes;
- training opportunities;

**Ex. 6 Complete your own information to write a CV****Curriculum Vitae**

Name Surname

**Personal details:**

Address:

Telephone:

e-mail:

Date of birth:

Place of birth:

Marital status:

**Objective:**

To obtain a position of \_\_\_\_\_ at \_\_\_\_\_ Company

**Education and qualification:**

2017- to present date:

20\_\_\_\_:

20\_\_\_\_:

Employment History:

20\_\_\_\_;

20\_\_\_\_;

**Additional information**

Active member of \_\_\_\_\_, sports member (\_\_\_\_\_), computer skills (programmes), Language skills (\_\_\_\_\_), management and organizational skills.

**References**

Available on request

**Covering letter**

Name Surname

Address

e-mail address

Date

Dear Sir/Madam,

I am writing in reply to your advertisement in \_\_\_\_\_ on \_\_\_\_\_ (date). I would like to apply for the position of \_\_\_\_\_ with \_\_\_\_\_ Company.

I am a \_\_\_\_\_ person and I also have \_\_\_\_\_ skills. I have much experience, and I like \_\_\_\_\_ and I don't mind \_\_\_\_\_. I can speak \_\_\_\_\_ (languages) and I am good at \_\_\_\_\_.

Please find enclosed a copy of my CV. I am available for interview at any time. I look forward to hearing from you.

Yours faithfully,

(signature)

Name surname

## VOCABULARY UNIT 3

**Read, translate the words and try to remember:**

1) education	
2) rewarding	
3) well-paid	
4) private	
5) scale	
6) applicant	
7) issues	
8) to create	
9) to gather	
10) to modify	
11) reports	
12) remote sensing	
13) data	
14) satellite	
15) opportunities	

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## APPENDIX A

# Grammar reference



## MODULE 1 UNIT 1

### Глагол to be

Глагол to be в английском языке употребляется в качестве самостоятельного глагола, вспомогательного глагола, глагола-связки и в конструкции there is/there are. Переводится быть, находиться, существовать или не переводится.

#### Употребление

1. В качестве самостоятельного глагола. Переводится *быть, находиться, существовать* или не переводится.

*She is in the laboratory.*

*They are at the conference.*

2. В качестве глагола-связки (быть, являться).

*I am a student of correspondence department.*

*She is very busy.*

3. В качестве вспомогательного глагола:

*They are doing a test.*

*I am speaking English.*

#### Формы глагола

	Настоящее время	Прошедшее время	Будущее время
I	<b>am</b> – я есть	<b>was</b>	<b>shall / will</b>
You	are – он есть	were	will
He, she, it	<b>is</b> – он, она, оно есть	<b>was</b>	will
We	are – ты, вы есть	were	<b>shall / will</b>
You	are – мы есть	were	will
They	are – они есть	were	will

## Вопросы

### Построение общего вопроса:

Вспомогательный глагол (форма глагола *to be*) + подлежащее ...?

Время	Перевод на русский язык	Вопрос на русском языке	Перевод на английский язык
<b>Present Simple</b>	Простое настоящее время	Ты напуган?	Are you afraid?
		Не больна ли она?	Isn't she ill?
<b>Past Simple</b>	Простое прошедшее время	Они в Москве?	Are they in Moscow?
		Была ли она на концерте?	Was she at the concert?
		Ты сожалел о том?	Were you sorry about that?
<b>Future Simple</b>	Простое будущее время	Всё будет в порядке?	Will everything be all right?

### Степени сравнения прилагательных

Часто нужно сравнить какие-то вещи – например, сказать, что один объект лучше или хуже другого, или вообще самый лучший или самый худший, красивей другого или самый красивый, легче или самый лёгкий и т. д.

**Сравнительная степень**, это когда мы сравниваем – «легче», «труднее», «зеленее», и т. д.

*Если слово короткое (один или два слога), мы просто добавляем окончание -er:*

soft (мягкий) – softer (мягче)

new (новый) – newer (новее)

*Если слово заканчивается на согласную, а перед ней стоит гласная, то согласная удваивается:*

big (большой) – bigger (больше)

fat (жирный) – fatter (жирнее)

Если в конце слова стоит *-y*, а перед ней согласная, то *-y* меняется на *-i*:

easy (простой) – easier (проще)  
 dirty (грязный) – dirtier (грязнее)  
 happy (счастливый) – happier (счастливее)

Для длинных прилагательных действует другое правило. Само слово никак не изменяется, но перед ним мы ставим *more* (более):

beautiful (красивый) – more beautiful (более красивый)  
 difficult (сложный) – more difficult (более сложный)  
 interesting (интересный) – more interesting (более интересный)  
 effective (эффективный) – more effective (более эффективный)

**Превосходная степень:** мы говорим о предмете, что он самый-самый – «самый красивый», «самый простой», «самый опасный», либо «наименее простой, красивый, опасный» и т. д.

К коротким словам добавляем *-est*. С такими словами почти всегда идёт артикль *the*.

soft (мягкий) – the softest (самый мягкий, мягчайший)  
 new (новый) – the newest (самый новый, новейший)

Длинные слова не изменяем, но ставим перед словом *most* (наиболее):

beautiful (красивый) – the most beautiful (самый красивый, красивейший)  
 difficult (сложный) – the most difficult (самый сложный, сложнейший)  
 interesting (интересный) – the most interesting (самый интересный, интереснейший)  
 effective (эффективный) – the most effective (самый эффективный, эффективнейший)

Но не забывайте об исключениях. Рассмотрите таблицу повнимательнее и заучите эти слова

Слово	Сравнительная степень	Превосходная степень
good (хороший)	better (лучше)	(the) best (самый лучший)
bad (плохой)	worse (хуже)	(the) worst (самый плохой, худший)

little (маленький)	less (меньше)	(the) least (наименьший, самый маленький)
much (много – с неисчисл.)	more (больше)	(the) most (больше всего)
many (многие – с исчисл.)		
far (далёкий)	farther (дальше – в значении физического расстояния)	(the) farthest (самый дальний)
	further (дальше – в более широком смысле)	(the) furthest (самый дальний)
old (старый)	older (старше, старше по возрасту)	(the) oldest (самый старый)
	elder (старше, старше по старшинству в семье)	(the) eldest (самый старый)
late	later (более поздний – о времени)	(the) latest (самый поздний)
	latter (последний из двух упомянутых)	(the) last (самый последний по порядку)

## UNIT 2

### The Present Simple Tense

Оно употребляется для обозначения обычных, регулярно повторяющихся или постоянных действий, например, когда мы говорим о чьих-либо привычках, режиме дня, расписании.

**Утвердительные предложения** образуются следующим образом:

I play	We play
You play	You play
He / she / it plays	They play

**В отрицательных предложениях** используйте вспомогательные глаголы- DO и DOES прибавляя к ним частицу NOT. Например, I don't speak Spanish. He doesn't speak Spanish.

В вопросительных предложениях так же используются 2 вспомогательных глагола DO и DOES. Например, Do you understand me? Does he understand me?

### The Past Simple Tense

Время **Past Simple** используется для обозначения действия, которое произошло в определенное время в прошлом и время совершения которого уже истекло.

Глаголы все делятся на правильные, к которым прибавляют окончание ED. И неправильные, которые изменяют свою форму, которую вы можете увидеть в таблице неправильных глаголов.

**Таблица распространенных неправильных глаголов (*irregular verbs*)  
*The Past Simple Tense***

<b>Infinitive</b>	<b>Past Simple</b>	<b>Participle II</b>	<b>Перевод</b>
<i>Awake</i>	<i>Awoke</i>	<i>Awoken</i>	Будить
<i>Be</i>	<i>Was (were)</i>	<i>Been</i>	Быть
<i>Become</i>	<i>Became</i>	<i>Become</i>	Становиться
<i>Begin</i>	<i>Began</i>	<i>Begun</i>	Начинать
<i>Bind</i>	<i>Bound</i>	<i>Bound</i>	Связывать
<i>Blow</i>	<i>Blew</i>	<i>Blown</i>	Дуть
<i>Break</i>	<i>Broke</i>	<i>Broken</i>	Ломать
<i>Bring</i>	<i>Brought</i>	<i>Brought</i>	Приносить
<i>Build</i>	<i>Built</i>	<i>Built</i>	Строить
<i>Buy</i>	<i>Bought</i>	<i>Bought</i>	Покупать
<i>Catch</i>	<i>Caught</i>	<i>Caught</i>	Ловить
<i>Choose</i>	<i>Chose</i>	<i>Chosen</i>	Выбирать
<i>Come</i>	<i>Came</i>	<i>Come</i>	Приходить
<i>Cost</i>	<i>Cost</i>	<i>Cost</i>	Стоить
<i>Cut</i>	<i>Cut</i>	<i>Cut</i>	Резать
<i>Deal</i>	<i>Dealt</i>	<i>Dealt</i>	Вести дела
<i>Dig</i>	<i>Dug</i>	<i>Dug</i>	Копать

<i>Do</i>	<i>Did</i>	<i>Done</i>	Делать
<i>Draw</i>	<i>Drew</i>	<i>Drawn</i>	Рисовать, тянуть
<i>Drink</i>	<i>Drank</i>	<i>Drunk</i>	Пить
<i>Drive</i>	<i>Drove</i>	<i>Driven</i>	Водить автомобиль
<i>Eat</i>	<i>Ate</i>	<i>Eaten</i>	Кушать
<i>Fall</i>	<i>Fell</i>	<i>Fallen</i>	Падать
<i>Feed</i>	<i>Fed</i>	<i>Fed</i>	Кормить
<i>Feel</i>	<i>Felt</i>	<i>Felt</i>	Чувствовать
<i>Find</i>	<i>Found</i>	<i>Found</i>	Находить
<i>Fly</i>	<i>Flew</i>	<i>Flown</i>	Летать
<i>Forget</i>	<i>Forgot</i>	<i>Forgotten</i>	Забывать
<i>Forgive</i>	<i>Forgave</i>	<i>Forgiven</i>	Простить
<i>Freeze</i>	<i>Froze</i>	<i>Frozen</i>	Замораживать
<i>Get</i>	<i>Got</i>	<i>Got (gotten)</i>	Получать
<i>Give</i>	<i>Gave</i>	<i>Given</i>	Давать
<i>Go</i>	<i>Went</i>	<i>Gone</i>	Идти
<i>Grow</i>	<i>Grew</i>	<i>Grown</i>	Расти
<i>Have (has)</i>	<i>Had</i>	<i>Had</i>	Иметь
<i>Hear</i>	<i>Heard</i>	<i>Heard</i>	Слышать
<i>Hurt</i>	<i>Hurt</i>	<i>Hurt</i>	Причинять боль
<i>Keep</i>	<i>Kept</i>	<i>Kept</i>	Держать
<i>Know</i>	<i>Knew</i>	<i>Known</i>	Знать
<i>Learn</i>	<i>Learnt (learned)</i>	<i>Learnt (learned)</i>	Учиться, узнавать
<i>Leave</i>	<i>Left</i>	<i>Left</i>	Покидать, оставлять
<i>Let</i>	<i>Let</i>	<i>Let</i>	Позволять
<i>Lose</i>	<i>Lost</i>	<i>Lost</i>	Терять
<i>Make</i>	<i>Made</i>	<i>Made</i>	Делать, мастерить
<i>Meet</i>	<i>Met</i>	<i>Met</i>	Встречать,
<i>Pay</i>	<i>Paid</i>	<i>Paid</i>	Платить

<i>Put</i>	<i>Put</i>	<i>Put</i>	Класть, ставить
<i>Read</i>	<i>Read</i>	<i>Read</i>	Читать
<i>Ride</i>	<i>Rode</i>	<i>Ridden</i>	Ездить верхом
<i>Ring</i>	<i>Rang</i>	<i>Rung</i>	Звонить
<i>Run</i>	<i>Ran</i>	<i>Run</i>	Бежать
<i>Say</i>	<i>Said</i>	<i>Said</i>	Сказать
<i>See</i>	<i>Saw</i>	<i>Seen</i>	Видеть
<i>Sell</i>	<i>Sold</i>	<i>Sold</i>	Продавать
<i>Send</i>	<i>Sent</i>	<i>Sent</i>	Посылать
<i>Set</i>	<i>Set</i>	<i>Set</i>	Устанавливать
<i>Shake</i>	<i>Shook</i>	<i>Shaken</i>	Трясти
<i>Shine</i>	<i>Shone</i>	<i>Shone</i>	Светить, сиять
<i>Shoot</i>	<i>Shot</i>	<i>Shot</i>	Стрелять
<i>Show</i>	<i>Showed</i>	<i>Shown</i>	Показывать
<i>Shut</i>	<i>Shut</i>	<i>Shut</i>	Закрывать, затворять
<i>Sing</i>	<i>Sang</i>	<i>Sung</i>	Петь
<i>Sit</i>	<i>Sat</i>	<i>Sat</i>	Сидеть
<i>Sleep</i>	<i>Slept</i>	<i>Slept</i>	Спать
<i>Smell</i>	<i>Smelt</i>	<i>Smelt</i>	Пахнуть, нюхать
<i>Speak</i>	<i>Spoke</i>	<i>Spoken</i>	Говорить
<i>Spend</i>	<i>Spent</i>	<i>Spent</i>	Тратить, проводить
<i>Stand</i>	<i>Stood</i>	<i>Stood</i>	Стоять
<i>Steal</i>	<i>Stole</i>	<i>Stolen</i>	Воровать
<i>Swim</i>	<i>Swam</i>	<i>Swum</i>	Плывать
<i>Take</i>	<i>Took</i>	<i>Taken</i>	Брать
<i>Teach</i>	<i>Taught</i>	<i>Taught</i>	Обучать
<i>Tell</i>	<i>Told</i>	<i>Told</i>	Рассказывать
<i>Think</i>	<i>Thought</i>	<i>Thought</i>	Думать
<i>Understand</i>	<i>Understood</i>	<i>Understood</i>	Понимать
<i>Wake</i>	<i>Woke</i>	<i>Woken</i>	Будить

<i>Wear</i>	<i>Wore</i>	<i>Worn</i>	Носить (одежду)
<i>Win</i>	<i>Won</i>	<i>Won</i>	Побеждать
<i>Write</i>	<i>Wrote</i>	<i>Written</i>	Писать

В вопросительных и отрицательных предложениях нужно использовать вспомогательный глагол DID. Например, Did you like the film yesterday?

Did you go to the cinema last weekend? I didn't study languages at school. I didn't travel much as a child.

### The Future Simple Tense

Время **Future Simple** ссылается на действие, которое совершится в неопределенном или отдаленном будущем.

Простое будущее время в английском языке обычно используется с обстоятельствами:

tomorrow – завтра  
 next year – в следующем году  
 in five years – через пять лет  
 in 2095 – в 2095 году и т. п.

В утвердительном предложении используется вспомогательный глагол WILL. Например,

I will play	We will play
You will play	You will play
He / she / it will play	They will play

В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. Вместе они могут быть сокращены до формы **won't**: например, I won't forget. He won't come.

## MODULE 2 UNIT 2

### The Present Continuous tense

Указывает на процесс, действие, длящееся в данный момент или будет происходить в ближайшем будущем. Например, оно образуется так:

I am playing	We are playing
You are playing	You are playing
He / she / it is playing	They are playing

## Отрицательные предложения

I am not playing	We are not playing
You are not playing	You are not playing
He / she / it is not playing	They are not playing

**The Past Continuous tense**

Время **Past Continuous** указывает на процесс, длившийся в определенный момент или период в прошлом. В отличие от времени Past Simple, этот момент в прошлом должен быть назван прямо (например, yesterday at 5 o'clock, when you called, when rain started) или быть очевидным из контекста.

## Утвердительные предложения

I was playing	We were playing
You were playing	You were playing
He / she / it was playing	They were playing

## Отрицательные предложения

I was not playing	We were not playing
You were not playing	You were not playing
He / she / it was not playing	They were not playing

**The Future Continuous tense**

Время **Future Continuous** указывает на процесс, который будет длиться в определенный момент в будущем. В отличие от времени Future Simple, этот момент в будущем должен быть назван прямо (tomorrow at 4 o'clock, when we meet) или быть очевидным из контекста.

## Утвердительные предложения

I will be playing.	We will be playing.
You will be playing.	You will be playing.
He / she / it will be playing.	They will be playing.

## MODULE 3

### UNIT 2

#### The PERFECT TENSES

Время **Present Perfect** обозначает действие, которое завершилось к настоящему моменту или завершено в период настоящего времени. Хотя английские глаголы в **Present Perfect** обычно переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия воспринимаются в настоящем времени, так как привязаны к настоящему результатом этого действия. Например,

I have known her for 12 years.  
She has already passed the exam.  
They have just finished work.  
Как образуется;

I have played	We have played
You have played	You have played
He / she / it has played	They have played

Время **Past Perfect** обозначает действие, которое завершилось до определенного момента в прошлом: Например,

I called Jim too late, he **had** already **left**.  
Я позвонил Джиму слишком поздно, он уже ушел.  
Как образуется;

I had played	We had played
You had played	You had played
He / she / it had played	They had played

## MODULE 4

### UNIT 2

#### Passive Voice

В английском языке существует 2 залога- Действительный и Страдательный. В **страдательном залоге ПОДЛЕЖАЩЕЕ** (существительное или местоимение) выражает ЛИЦО (или ПРЕД-

МЕТ), НА КОТОРОЕ НАПРАВЛЕНО ДЕЙСТВИЕ, выраженное глаголом-сказуемым Действие производит лицо или предмет, выраженный существительным или местоимением в функции дополнения с предлогом by (кем). Но дополнение в страдательном залоге часто отсутствует, поскольку основное внимание направлено не на лицо (или предмет), совершающее действие, а на объект действия и его результат.

### Формы страдательного залога

The Present Simple	am/is/are+ V3
The Present Continuous	Am/is/are+ being+V3
The Present Perfect	Has /have+been+V3
The Past Simple	Was/were +V3
The Past Continuous	Was/were+ being+V3
The Past Perfect	Had +been+V3
The Future Simple	Will+be+V3
Conditional	Would be+v#
With Modals	Must be+V3 Should be+V3 Can be+V3 May be+V3

## MODULE 5 UNIT 2

### Modal verbs

Модальные глаголы не выражают конкретных процессов (действий), а показывают лишь отношение говорящего к действию, оценку действия, т. е. возможность, необходимость, предположительность, долженствование, разрешение и т. д.

#### Таблица. Модальные глаголы в английском. Примеры

Модальный глагол	Пример	Использование модального глагола
CAN	They <b>can</b> play baseball. You <b>can</b> take my umbrella.	Умение, предложение, просьба

	<b>Can</b> you make a cup of coffee for me?	
BE ABLE TO	They <b>are able to</b> play baseball.	Умение
CAN'T	Jerry <b>can't be</b> in the library now – I have just seen him on the street.	Уверенность в том, что что-либо невозможно
COULD	She <b>could</b> recite long poems when she was younger. <b>Could</b> you make a cup of coffee for me? You <b>could</b> take my umbrella.	Умение, предложение, просьба
MAY	It <b>may</b> be good to meet her at the airport. <b>May</b> I leave earlier today?	Вероятность, официальная/ формальная просьба
MIGHT	It <b>might</b> be good to meet her at the airport.	Вероятность
MUST	Children <b>must</b> read books every day. Look at the clouds – it <b>must</b> start raining in a minute.	Обязательство, Уверенность в правдивости чего-либо
HAVE TO	Children <b>have to</b> read books every day.	Обязательство
NEED TO	These students <b>need to</b> take the exam at the end of the month.	Обязательство
NEEDN'T	She <b>needn't</b> sign this form.	Отсутствие обязательства
MUSTN'T	Parents <b>mustn't</b> leave their kids home alone.	Запрет
DON'T HAVE TO	I <b>don't have to</b> come to work today.	Отсутствие обязательства
SHOULD	He <b>should</b> see a doctor.	Мнение/ Совет

## APPENDIX B. SUPPLEMENTARY READING

### Texts to read:

#### Belfast – the Capital City

There are low hills and peaks of rocks in the northwest while the northeast sector of the island is a plateau. The Mourne Mountains in the Southeast slope down to Lough Neagh, the largest lake in the British Isles. The rivers of Ireland are short, but deep. The largest river is the Shannon.

For many people coming to Ulster, Belfast is their port of entrance. Some of them will perhaps pass through it quickly, valuing it only as the gateway to one of the most beautiful areas of mountain, lake, seashore and open countryside in Europe; but for those with time and interest, it is worth exploring for its own sake. It also gives a key to a deeper understanding of the whole province. As the relative size of population shows, Belfast stands in the province of Ulster rather like a big house in a moderate-sized garden; and even if we prefer the garden to the house, it is well to become acquainted with the people who live in the house.

One of the first things that must strike the visitor to Belfast, if he comes here by sea up the landlocked waters of Belfast Lough or descends upon the city from the hills by the road that leads from Aldergrove Airport, is that Belfast is beautifully situated. Lying in a broad natural amphitheatre, gracefully surrounded by hills, and looking down a deep inlet of the sea, Belfast has rich variety and offers many pleasant surprises. The centre of the city is built like Amsterdam on piles driven into mud, a tight-packed area of industrial and commercial buildings, but as the broad roads that radiate from the centre bring us out to the suburban districts on the hillsides or by the sea or southwards along the valley of the River Lagan, we find the city ringed with open and attractive residential suburbs.

Belfast is a modern city, a city of the 19<sup>th</sup> century and of the industrial revolution. Its expansion was rather later than that of most other British industrial cities and it thus avoided some of their worst features. There are a few trim Georgian buildings and one or two houses dating from the 17<sup>th</sup> century, but the mass of the city's buildings are late Victorian or belong to the present century. The City Hall

in Donegall Square, with its lofty dome, is one of the chief landmarks. There are a number of public and ecclesiastical buildings worth seeing, including the huge Law Courts and the Protestant (Church of Ireland) Cathedral.

### **Patron Saints of Great Britain**

#### *St. Patrick*

St. Patrick is the patron saint of Ireland. It is believed that he was enslaved by Irish pirates who raided his home, probably in South Wales. He managed to escape from the pirates and began to be trained as a priest for priesthood, but he never completed his training. Still he was determined to return to Ireland and to evangelise its people. He is said to have landed again in Ireland in the 5<sup>th</sup> century and his work was a vital factor in the spread of Christian influence there. His symbols are snakes and shamrocks. His feast-day is 17 March. This church festival is regarded as a national day in Ireland. Shamrock was used by St. Patrick to illustrate the doctrine of Trinity. It is adopted as the national emblem of Ireland.

#### *St. George*

St. George is the patron saint of England. He was martyred at Lydda in Palestine: he was shod in red-hot shoes, broken on a spiked wheel and immersed in quicklime. The legend of his having slain a dragon was very popular; he rescued a king's daughter from becoming the dragon's tribute and so managed to convert her people. Richard I (the Lionheart) was said to have had a vision of him and was able to restore the saint's tomb at Lydda. Saint George was proclaimed chief patron of England when English soldiers under Henry V won the battle of Agincourt. His feast-day is 23 April. On this day some patriotic Englishmen wear a rose pinned to their jackets.

#### *St. Andrew*

St. Andrew is the patron saint of Scotland. He was a New Testament apostle who was martyred on an X-shaped cross (St. Andrew's Cross). He was said to have given the Pictish army a vision of this cross at the battle of Athenstoneford between King Angus of the Picts and King Athelstan of the Angles. St. Andrew was foisted upon Scotland as its patron when the old Celtic and Culdee centres

were superseded by the new bishopric of St. Andrew's. His feast-day is 30 November. On this day some Scotsmen wear a thistle in the buttonhole.

### *St. David*

St. David is the patron saint of Wales. According to the legend he was the son of a Prince of Cardiganshire and uncle of King Arthur. He was a Christian abbot and bishop and founded twelve monasteries from Croyland to Pembrokeshire. In these monasteries the regime was very austere. He was nicknamed "Aquaticus" after his habit of drinking only water. His feast-day is 1 March. This day is regarded as the national holiday of Wales (although it is not an official bank holiday). On this day many Welshmen wear either a daffodil or a leek pinned to their jackets. These plants are traditionally regarded as national emblems of Wales.

## **Introduction**

British people are proud of ceremonies of the national capital – London. Many of them are world famous and attract numerous tourists from all over the world. They include daily ceremonies and annuals. Changing of the Guard at Buckingham Palace at 11.30 a. m., Ceremony of the Keys at 10 p. m. in the Tower, Mounting the Guard at the Horse Guards square are most popular daily ceremonies. Of those which are held annually are: the glorious pageantry of Trooping the Color, which marks the official birthday of the Queen (the second Saturday in June); Firing the Royal Salute to mark anniversaries of the Queen's Accession on February 6 and her birthday on April 21; opening of the Courts marking the start of the Legal Year in October; and Lord Mayor's Show on the second Saturday in November, when the newly elected Lord Mayor is driven in the beautiful gilded coach pulled by six white horses to take the Royal Court of Justice where he takes his oath of office and becomes second in importance in the City only to the Sovereign (Queen).

## **Changing the Guard**

The spectacular ceremony of Changing the Guard at Buckingham Palace attracts numerous spectators from the country and tourists from different parts of the world. The Guard is changed at 11.30 a.m. daily. It is formed from one of the regiments of Foot Guards. A band leads the

new guard from Wellington or Chelsea barracks to the palace forecourt and after the ceremony it leads the old guard back to their barracks.

The history of the Foot Guards goes back to 1656, when Charles II of England, during his exile in Holland, recruited a small body-guard, which was merged in the regiment of guards enrolled at the Restoration in 1660. On St. Valentine's Day, 1661, on Tower Hill, what had been the Lord General's Regiment of Foot Guards, formed by Oliver Cromwell in 1650, took its arms as an «extraordinary guard» for the Sovereign. Having marched from Coldstream, near Berwick-upon-Tweed, it acquired the title of the Coldstream Guards. Its motto of *nulli secundus* sufficiently denoted its denial of precedence to the first Guards. The latter acquired their title of Grenadier Guards and their bearskin headdress – later adopted by the rest of the Guards brigade – by virtue of their defeat of Napoleon's grenadier guards at Waterloo.

In 1661 the Scots Fusilier Guards became known for the first time as the Scots Guards. In 1707 they were put on the same footing as the other two Guards regiments.

In 1900 Queen Victoria, pleased with the fighting quality of the Irish regiments in the South African War, commanded the formation of the Irish Guards. In 1915 the representation nature of the brigade was rounded off by the formation of the Welsh Guards.

The Brigade of Guards serves as a personal bodyguard to the Sovereign. When the Queen is in residence at Buckingham Palace, there is a guard of four sentries. Only two are on duty when she is away from London. When the Queen is in residence at Windsor Castle, another Changing the Guard ceremony takes place in the Quadrangle there at 10 a. m. daily.

### **Trooping the colour**

Trooping the colour is one of the most magnificent military ceremonies in Britain and perhaps in the world. It is held annually on the reigning monarch's «official» birthday, which is the second Saturday in June.

Queen Elizabeth II is Colonel – in – Chief of the Household Division of five regiments of foot Guards and two regiments of Mounted Guards. The Trooping marks the official birthday of the Queen and each year the color (flag) of one of the five regiments of Foot Guards is displayed to the music of massed bands.

The ceremony stemmed from the need of soldiers to recognize the colours of their regiment in battle. The Parade is complex and precise

and all seven regiments of the Household division take part, but only one colour is trooped each year.

Wearing the uniform of one of these regiments the Queen leaves Buckingham Palace and rides down the Mall to the Horse Guards Parade accompanied by the sovereign's Mounted Escort from the two Household Cavalry Units – the Life Guards wearing scarlet tunics with white plumes in their helmets and the Blues and Royals in blue tunics with red Plumes.

Precisely as the clock on the Horse Guards Building strikes 11, the Queen takes the Royal Salute. After inspecting her troops, the sovereign watches a display of marching to the tune of massed bands before the solemn moment when the Colour is trooped by being carried along the motionless ranks of guardsmen lined up to await the Queen. The Colour is then «trooped» or displayed before her.

Afterwards, she returns to the Palace at the head of the Guards deputed to mount the Palace Guard. Royal Family appear on the balcony of Buckingham Palace to acknowledge the flypast of the Royal Air Forces at 1 p. m. Only one Colour is «trooped» annually, that of each regiment in strict rotation. Originally it was called «lodging» the Colour: each regiment's own Colour being laid up, to music known as a «Troop».

The five regiments of Foot Guards can be identified by the plumes in their caps or bearskins, and by the spacing of the buttons on their tunics. The Grenadier Guards have white plumes and evenly spaced buttons: the Coldstreams, red plumes and buttons in pairs: the Scots Guards, no plumes and buttons in threes: the Irish Guards, blue plumes and buttons in fours: the Welsh Guards, white – and – green plumes and buttons in fives. The Guards have been carrying out their duty of guarding the sovereign since 1660 (the time of the restoration of Monarchy).

### **Mounting the Guard**

Mounted Guard takes part in another colorful ceremony which is held at 11 a. m. on weekdays and 10 a. m. on Sundays at the Horse Guards, a square facing Whitehall. The entrance to the Horse Guards is guarded by two mounted troopers who are at their posts daily from 10 a. m. to 4 p. m. The guard is formed by units of the Household Cavalry (Mounted Guard) – the Life Guards and the Royals (the Blues and Royals). When the Queen is in London, an officer, a corporal of horse, 16 troopers and a trumpeter on a grey horse take part in the

ceremony. The Royals can be identified by the red plumes on their helmets and by their blue uniforms. The Life Guards wear white plumes and red tunics.

### **The Ceremony of the Keys**

Every night at 9.53 p. m. the Chief Warder of the Yeomen Warders (Beefeaters) of the Tower of London lights a candle lantern and then makes his way towards the Bloody Tower. In the Archway his Escort awaits his arrival. The Chief Warder, carrying the keys, then moves off with his Escort to the West Gate, which he locks, while the Escort «present arms». Then the Middle and Byward are locked.

The party then returns to the Bloody Tower Archway, and there they are halted by the challenge of the sentry. «Halt!» he commands. «Who goes there?» The Chief Warder answers, «The keys». The sentry demands, «Whose keys?» «Queen Elizabeth's keys», replies the Chief Warder. «Advance, Queen Elizabeth's keys; all's well», commands the sentry.

Having received permission to proceed through the Archway, the party then form up facing the Main guard of the Tower. The order is given by the officer – in – charge to «Present Arms». The Chief Warder doffs his Tudor-style bonnet and cries, «God preserve Queen Elizabeth». «Amen», answer the Guard and Escort.

At 10 p. m. the bugler sounds the «Last Post» (signal to return). The Chief Warder proceeds to the Queen's House, where the keys are given into the custody of the Resident Governor and Major.

The Ceremony of the Keys dates back 700 years and has taken place every night during that period, even during the blitz of London in the last war. On one particular night, April 16, 1941, bomb blast disrupted the ceremony, knocking out members of the Escort and Yeomen Warders. Despite this, the duty was completed.

Only a limited number of visitors are admitted to the ceremony each night. Application to see it must be made at least forty – eight hours in advance at the Constable's office in the Tower. Visitors with the permission are admitted at 9.40 p.m. and leave at 10 p.m.

### **The Lord Mayor's show**

The splendid civic event known as the Lord Mayor's show is watched by many thousands of people, who throng the streets of the City of London to see this interesting procession and admire its glit-

tering pageantry. The ceremony is the gesture of pride in the City's history and strength as a world commercial centre. The ceremony seems still more bright and colorful because it is always held on the second Saturday in November when the city is often wrapped in mist or rain.

Its origin dates back more than six hundred years, when it began as a waterborne procession with ornate barges sailing down the river Thames. Dressed in his fur – trimmed scarlet gown, a «Cap Dignity», and wearing the great 5 feet long gold chain of office the newly elected Lord Mayor first watches a cavalcade of decorated floats pass by his stand at his official residence, the Mansion House. Then he steps into his gilded State Coach and takes up his position of honour at the rear of the procession. Accompanied by the Pikemen in their half-armor the Lord Mayor is driven in his gilded coach from Guildhall, past St. Paul's Cathedral, down Fleet Street to the Royal Court of Justice, where he takes his oath of office before the Lord Chief Justice. The tradition of taking oath («declaration») originated in 1230 during the reign of Henry III and the final declaration was made before the Barons of the Exchequer.

The Lord Mayor's coach, weighing 4 tons and pulled by six horses was built in 1757 and was painted by the famous Florentine painter Giovanni Cipriani. A body guard of Pikemen and Musketeers march beside the coach. Many people in the procession wear traditional historic costumes. Each year a theme relating to London life or history is chosen and floats decorated with tableaux on this theme precede the Lord Mayor's coach. The Lord Mayor who is also the City's Chief Magistrate, is selected by the liverymen of the City Companies (guilds). One of the most distinguished of London's Lord Mayors was Dick Whittington (1423) who held office four times. After the oath has been taken, the entire procession returns via Victoria Embankment to the original point of departure.

On the following Monday evening the Lord Mayor gives a splendid Inaugural banquet at Guildhall. This has two traditions – a first course of turtle soup and speech from the Prime minister.

This glittering occasion is attended by many of the most prominent people in the country and is usually televised. The Prime Minister delivers a major political speech and the toast of the hosts on behalf of the guests is proposed by the Archbishop of Canterbury.

Half the cost of the Show and Banquet is paid by the Mayor and the other half is met by the two Sheriffs. One can imagine how high

the costs are but a Lord Mayor regards such financial sacrifices as worth while because of the prestige, since in his year of office he is second in importance in the City only to the Sovereign. The official residence of the Lord Mayor in Mansion House, which was designed in Palladian style in the 18th century, has been altered since. The Guildhall, dating from the 15th century is the place where the Lord Mayor, Alderman and the City fathers conduct the City's affairs. Important banquets and ceremonial occasions are held there. The City has not only its own Mayor, but also its own government and its own police force. Even the sovereign (Queen) has to stop at the City's frontiers until the Lord Mayor allows admittance.

### **Remembrance Day (Poppy Day)**

Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers and airmen who lost their lives during the two World Wars. On that day, the second Sunday in November, special services are held in the churches and wreaths are laid at war memorials throughout the country and at London's Cenotaph, where a great number of people gather to observe the two – minute silence and to perform the annual Remembrance Day ceremony. The silence begins at the first stroke of Big Ben 11 o'clock, and is broken only by the crash of distant artillery and perhaps by the murmur of a passing jet. Members of the Royal Family or their representatives and political leaders come forward to lay wreaths at the foot of the Cenotaph. Then comes the march past the memorial of ex-servicemen and women, followed by an endless line of ordinary citizens who have come here with their personal wreaths and their sad memories.

On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their buttonholes. The money collected in this way is later used to help the men who had been crippled during the war and their dependants. In the past the day was known as Armistice Day and was marked on the 11 of November, as that was the day when armistice (agreement to stop military actions) sought by German from Allies, came into force in 1918. Armistice Day was kept since 1919 – 1938. Two minutes silence was observed throughout the British Commonwealth starting at 11 a. m. the ceremony lapsed during the Second World War, but was resumed in 1945. The following year it was decided to observe a Remembrance Day for both World Wars. It was to be held annually on Remembrance Sunday (the second Sunday in November). The most magnificent ceremony

is held at the Cenotaph in London, a memorial to those who died during the two world wars. On Remembrance Day the ceremony is attended by the Queen and royal family, statesmen and politicians, representatives of the armed forces and Commonwealth.

### Signs of Progress

Fossil fuels are sources of energy that are buried under the ground: coal, oil and natural gas. They are non-renewable fuels, originating from organic matter of the late Paleozoic Era and estimated by most scientists to run out during this century. When coal, gas and oil supplies are depleted, how will people see to read? What will power their cars, buses, trains? What will provide electricity for their computers and factories?

Some renewable energy sources are well known and already in wide use. The World Energy Council has identified six sources of energy to pursue as alternatives to non-renewable fossil fuels: solar (energy from the sun's rays), wind (energy from moving air), geothermal (energy from heat inside the earth), modern biomass (energy from plant and animal residue), ocean (energy from seawater movement and temperature changes), small hydroelectric (energy from small dams, such as those filled by melting snow).

Ultimately, almost all energy comes from the sun. The energy stored in coal, oil and gas is the result of photosynthesis carried by plants that lived hundreds of millions of years ago. Wind energy is actually the movements of the atmosphere driven by the heat from the sun. Currently solar energy is used two ways: for heat (thermal) and to generate electricity (photovoltaic). Solar rays can be directly thermal in two ways: actively as can be seen in the thousands of rooftop water heaters and passively with proper design of homes and buildings. Improvement of solar panels continues to make this technology more applicable, especially for developing countries. Increased efficiency of converting sunlight to electricity, using thin film silicon panels or copper indium thin film, has been an ongoing goal of several manufacturers of solar energy technology.

As alternative to non-renewable energy sources, modern biomass may have the greatest potential for growth, especially in transportation and powering vehicles, for example, Brazil has been a leading nation in the use of ethanol (alcohol-based fuel) for automobiles. Biomass also looks promising as a fuel source for electricity if it is burned in small, local power stations.

The use of wind energy is growing faster than any other type of renewable energy, because of improvements in wind turbine technology over the past 20 years. The best locations for wind as energy source are coasts, mountains, and plains. Most of the world's generation capacity is located in the USA, Denmark (the pioneer in wind generation), the Netherlands, Germany, and India.

Geothermal energy, or heat from the earth in the form of steam, has been used for many years for heating buildings. Geothermal energy is renewable only if the water that brings the heat to the surface as steam is replenished. A recent application of geothermal heating is greenhouses. For example, a large flower-growing operation in the state of new Mexico uses geothermal energy to heat over 10 hectares of greenhouses in the winter so that roses will be available for sale during major holidays in February (Valentine's Day), March or April (Easter), and May (Mother's Day).

Other renewable sources of energy, such as hydrogen-powered cars, are not yet sufficiently developed to meet the growing world demand for energy. But clearly, the production of vast amounts of energy using technology that exploits renewable sources will be needed as the world enters the inevitable post-fossil fuel future.

## **Ecology**

Ecology (from the greek oikos, "home", and logos, "to study") is the scientific study of the interaction between organisms and their environments.

The environment includes abiotic factors, such as temperature, light, water, and nutrients. Just as important in their effects on organisms are biotic factors – the other organisms that are part of any individual's environment.

Organisms are affected by their environment, but by their very presence and activities, they also change it – often dramatically. Through their metabolism, microorganisms in a lake at night reduce the oxygen and lower the pH of the lake. Trees reduce light levels on the floor of the forest as they grow some times making the environment unsuitable for their own offspring. Throughout our survey of ecology, we'll see many more examples of how organisms and their environments affect one another.

Acid rain localized famine aggravated by land misuse and population growth, the growing list of species, extinct or endangered because of habitat destruction, and the poisoning of soil and streams

with toxic wastes are just a few problems that threaten the home we share with millions of other forms of life. The science of ecology provides the necessary background for us to understand these problems and to solve them.

Ecology is the study of the distribution and abundance of organisms. The questions of ecology are extremely wide-ranging. What factors determine where species are found, and what factors control their numbers in those locations? Specific aspects of these general questions we can find in different levels of organization in ecology. They are organismal ecology, the population, a community, the ecosystem.

Organismal ecology (sometimes called physiological ecology) is concerned with the behavioral, physiological, and morphological ways in which individual organisms meet the challenges posed by physiochemical aspects of the environment. The organism's limits of tolerance for environmental stressors ultimately determine where it can live.

The next level of organization in ecology is the population, a group of individuals in a particular geographic area that belong to the same species. Population ecology concentrates mainly on factors that affect population size and composition.

A community consists of all the organisms that inhabit a particular area; it is an assemblage of populations of different species. Questions at this level of analysis involve the ways in which predation, competition, and other interactions among organisms affect community structure and organization.

A level of ecological study even more inclusive than the community is the ecosystem, which includes all the abiotic factors in addition to the community of species that exists in a certain area. Some critical questions at the ecosystem level concern energy flow and the cycling of chemical within and among various biotic and abiotic components.

Human population growth is based on the same general parameters that influence on the other animal and plant population: birth rate and death rate. Usually population stay relatively constant, on the other hand, it continues to expand and no one knows how long this can continue. In the meantime, the human population puts pressure on the biosphere and produces pollutants that influence on the environment.

Many territories, water basins, lakes, rivers, seas, oceans, and the atmosphere are polluted with all kinds of technological, agricultural, chemical nuclear and other wastes. The intensive development

of sciences, industry and chemistry in the 20<sup>th</sup> century has made the pollution of our environment a global problem which should be solved by all means.

All of us must remember the wise advice of a great English writer John Galsworthy who said: “If you don’t think about the future you will not have it”.

### **Nuclear power and nuclear wastes**

Nuclear (or atomic) energy comes from the energy stored within the nuclei of atoms. The energy produced from nuclear reactions is known as radiation.

There are several arguments for using nuclear power as a source of energy. First, the earth contains a limited supply of fossil fuels.

Second, fossil fuels are very harmful to environment. Nuclear power does not add to the greenhouse effect.

Third, the earth contains a large supply of natural uranium. Nuclear power could, theoretically, supply all the world’s energy needs for thousands (and possibly millions) of years.

Fourth, nuclear power comes to the consumer as electricity, which is clean and convenient from energy.

However, there are many reasons why nuclear power is not the best source of energy. First, there is the danger of nuclear war. Thankfully, nuclear power has not been used for destructive purposes since World War II. The next nuclear war would probably destroy the world as we know it.

Second, even “peaceful” nuclear power is a danger to health. The radiation released when atoms split causes cancer and birth defects. Many survivors of the atomic bomb explosions in Hiroshima and Nagasaki later died of cancer, and women gave birth to deformed babies. Nuclear power stations are a potential source of this harmful radiation. The massive radiation leak from Chernobyl in the Soviet Union in 1986 was caused by a fire in the reactor. People living in or near Chernobyl developed cancers.

Third, there are the problems of nuclear reprocessing and nuclear wastes. Impurities build up within the core of a nuclear reactor and stop working efficiently. These impurities are highly radioactive and dangerous to health. They must be stored deep underground in steel or concrete boxes. Eventually, they will decay into stable elements, but this takes a long time. Plutonium-239, which is the most toxic man-made substance in the world, has half-life of 24,000 years – that

is, it takes 24,000 years to lose half of its radioactivity. There is no easy or permanent method of disposing of radioactive waste.

A few years ago, many of us thought that nuclear power was the easy answer to the world's energy problems. It was, we thought, a clean, modern and efficient way to generate almost unlimited amounts of electricity. But today's nuclear power will be tomorrow's radioactive waste. We cannot make radioactive waste safe; we can only bury it and try to forget about it. It will be a problem for our children, our children's children and many generations after them.

*Учебное пособие*

**Резникова Елена Вадимовна  
Скнарина Ирина Ивановна**

**ENGLISH FOR STUDENTS  
IN GEOGRAPHY**

*Компьютерная верстка Б. А. Заставного*

Подписано в печать 01.08.2019 г.  
Бумага офсетная. Формат 60×84<sup>1</sup>/<sub>16</sub>. Усл. печ. лист. 6,63.  
Уч. изд. л. 5,0. Заказ № 7159. Тираж 30 экз.

Издательство Южного федерального университета.

Отпечатано в отделе полиграфической, корпоративной и сувенирной продукции  
Издательско-полиграфического комплекса КИБИ МЕДИА ЦЕНТРА ЮФУ.  
344090, г. Ростов-на-Дону, пр. Стачки, 200/1, тел (863) 243-41-66.



9785927153197