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ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ
Высшая школа иностранных языков и перевода**

**RUSSIA AND ENGLISH-SPEAKING NATIONS:
HISTORY AND MODERNITY**

Учебное пособие

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Данное учебное пособие является комплексным информационным, организационно-методическим сопровождением профессиональной подготовки студентов по иностранному (английскому) языку, обучающихся по направлению «Педагогическое образование» (с двумя профилями подготовки). Пособие содержит аутентичные тексты на английском языке по истории, физической географии, системе образования, культуре, глобальным проблемам современной России, Татарстана и англоговорящих стран (Соединенное Королевство Великобритании и Северной Ирландии, Соединенные Штаты Америки, Канада, Австралия, Новая Зеландия). Предполагаемый уровень владения английским языком – Intermediate, Upper-Intermediate.

Содержание теоретических и практических материалов пособия способствует освоению и закреплению специальной терминологии, совершенствованию коммуникативных навыков, формированию лингвистической, социолингвистической и социокультурной компетенций студентов. Учебное пособие может быть полезно и студентам других специальностей, а также всем тем, кто желает усовершенствовать свои навыки владения английским языком.

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ПРЕДИСЛОВИЕ

Учебное пособие разработано с учетом требований государственного стандарта высшего профессионального образования. Пособие состоит из трех глав, отражающих историю и современное состояние России, Татарстана и англоговорящих стран (Соединенное Королевство Великобритании и Северной Ирландии, Соединенные Штаты Америки, Канада, Австралия, Новая Зеландия). Первые две главы включают материал по истории, физической географии, системе образования, культуре. Третья глава, посвященная глобальным проблемам современности, раскрывает жизненно важные экологические проблемы, такие как изменение климата, кислотные дожди, вырубка леса, переработка отходов. Данная глава содержит материал, отражающий экологическую ситуацию в вышеназванных странах.

Модули в составе глав имеют одинаковую структуру. Каждый из них содержит тематические тексты с разработанным словарем и заданиями. Задания к текстам направлены на тренировку и закрепление лексики, совершенствование навыков говорения и письма по специальности. В заданиях предлагается ответить на вопросы к тексту; заполнить пробелы; найти соответствия; восстановить порядок слов в предложении; прочитать, перевести и выучить диалог по теме модуля; дать определение терминам; выполнить письменный перевод текста; представить аннотацию текста на английском языке; в небольших подгруппах провести дискуссию с опорой на текст; обсудить более детально подтемы модуля; подготовить презентацию по тематике модуля; составить кроссворд по теме; пройти итоговый тест по модулю.

В приложениях к учебному пособию для выполнения соответствующих заданий представлены фразы для ведения дискуссии, аннотирования текста и подготовки презентации на английском языке.

CHAPTER I

History of Russia and English speaking Nations

UNIT 1

History of Russia



Task 1. What do you know about the history of Russia?

Task 2. Read and translate the text.

In 882, Prince Oleg of Novgorod conquered Kiev, and united the Slavic north and south, creating the Old Russian State. Kievan Rus was respected in Byzantium and in neighboring western states. During the reign of Oleg's successor - Igor, son of Rurik signed an agreement with Byzantium on the protection of its borders from the **nomads**. In 988, under Prince Vladimir, pagan Russia **was baptized**. Adoption of **Orthodoxy** strengthens the relations with Byzantium, and along with the new faith Greek culture, science and art spread among the Slavs. The new Slavonic alphabet started to be used in Russia, records are written. Under the reign of Prince Yaroslav the Wise, the first **code** of the Kievan state was drawn up, called "The Russian Truth". From the 1330s the united state started dividing into a number of independent **principalities**.

Since the beginning of the XIV century, largely through the efforts of Ivan Kalita and his successors, Moscow gradually formed as a new center of Russian principalities. By the end of the XIV century Moscow matured enough to come out openly against the Horde. In 1380, Prince Dimitri routed Khan Mamaia's army on the Kulikovo Field. Under Ivan III, Moscow stops paying tribute to the Horde: Ahmad Khan during the

Great Standing on the Ugra River in 1480, decides against fighting and retreats. This puts an end to the Mongol-Tatar Yoke.

Under Ivan IV the Terrible, (the first official Russian Tsar since 1547), the process of uniting lands lost to the Mongol yoke and the Polish-Lithuanian expansion is very active. Further expansion of frontiers is another trend of his policy. The Russian state included the Kazan, Astrakhan and Siberian Khanates. In the late 16th - middle 17th centuries, with a strong delay in comparison with the countries of Central Europe, **serfdom** is documented. After Ivan IV there had been the Time of Troubles in 1598—1613. It ended with the election of Mikhail Romanov as a tsar.

Peter the Great, one of the tzars from the Romanov dynasty, introduced the European culture in Russia. He reformed Russian education and Russian army. He organized the Academy of Sciences and a lot of other institutions. He enlarged the borders of the Russian state. In 1721 he assumed the title of the Emperor. Since that time Russia was called the Russian Empire. Many of his reforms were continued by the Empresses Elizabeth and Katherine. By the end of the XVIII century Russia had become a European state.

In the XIX century Russia had a great victory over the Napoleonic Army in 1812. And it had become one of the leading countries in Europe.

Tzar Alexander the II ended the institute of serfdom in 1861. And the country began developing the capitalist relations. Russia took part in many wars — the Napoleonic Wars, the Crimean War, the Balkan Wars and many others. The prestige of the Russian state grew.

But the World War I was a terrible event for the nation. In February 1917 the Romanov dynasty **was overthrown**. And in October the Great October Revolution took place. Russia withdrew out of the World War I, fought its enemies in the Civil War and at last the Soviet Union was formed.

In the 1930s the country underwent rapid industrialization and collectivization. A lot of factories and plants were built. The authority of our country in the world was hard to overestimate. The Soviet Union played the main part in the defeat of the fascist Germany. In the years 1960—1980 the influence of the Soviet Union was worldwide.

In the year 1985 Gorbachev started the restructuring process. In the year 1991 the Soviet Union stopped its existence.

By the mid-1980s, with the weaknesses of Soviet economic and political structures became **acute**. Mikhail Gorbachev **embarked on** major reforms, which eventually led to overthrow of the communist par-

ty and breakup of the USSR and marking the start of the history of post-Soviet Russia. Soviet Union officially ended on 25 December 1991, and the Russian Federation (formerly the Russian Soviet Federative Socialist Republic) took power on 26 December. Russia inherited the Soviet Union's entire nuclear arsenal in 1994 after signing the Budapest Memorandum.

New leaders led by President Vladimir Putin (who first became President in 2000) abandoned socialist central planning and state ownership of the socialist era, coupled the economic growth, Russia has since regained significant global status as a world power. In 2014 the Crimean peninsula became part of the Russian Federation. Russia **is well ahead of** most long tradition of education, science, and industry.

Adapted from: <https://may.alleng.org/engl-top/901.htm>
 Accessed: 22.02.21

Adapted from: https://en.wikipedia.org/wiki/History_of_Russia
 Accessed: 22.02.21

Adapted from: <https://www.mouzenidis.com/en-us/russia/article/history-of-russia>
 Accessed: 22.02.21

Glossary

nomads	кочевники
baptize	крестить
Orthodoxy	Православие
code	свод правил, кодекс
principalities	княжества
serfdom	крепостное право
was overthrown	была свергнута
acute	актуальный, острый
embarked on	приступить к чему-либо
is well ahead of	зд. развивать что-либо

Task 3. Answer the following questions:

- 1) When did the history of Russia start?
- 2) What Khanates did the Russian state include?
- 3) Who ended the institute of serfdom in 1861?
- 4) What great victory did Russia have in 1812?
- 5) When did the Soviet Union stop its existence?

6) Who abandoned central planning and coupled the economic growth?

Task 4. Fill in the gap using the words given.

1. Russia has since regained significant global ... as a world power.
2. In the 1930s the country rapid industrialization and collectivization.
3. By the end of the XIV century Moscow ... enough to come out openly against the Horde.
4. The Russian state ... the Kazan, Astrakhan and Siberian Khanates.
5. The authority of our country in the world was hard to
6. In the year 1985 Gorbachev started the process.
7. Further expansion of ... is another trend of his policy.
8. It ended with the ... of Mikhail Romanov as a czar.

Included, election, status, matured, frontiers, underwent, restructuring, overestimate.

Task 5. Match the items on the right to the items on the left.

economic	victory
institute of	dynasty
capitalist	reforms
central	states
western	growth
Russian	industrialization
Romanov	serfdom
great	planning
rapid	army
major	relations

Task 6. Put the parts in order to form a sentence.

1. Memorandum, the, in, inherited, the, Soviet, entire, Russia, nuclear, 1994, after, signing, Union's, Budapest, arsenal.
2. Great, European, one, czars, the, from, in, the, Romanov, the, dynasty, introduced, Peter, of, culture, the, Russia.
3. the, come, enough, openly, Moscow, out, to, matured, against, Horde.
4. 1930s, country, in, underwent, rapid, the, and, the, industrialization, collectivization.
5. frontiers, his, another, of, trend, expansion, further, of, is, policy.
6. had, one, leading, Europe, of, and, become, countries, the, it, in.

Task 7. Read and translate the text. Make up a conversation on the text with your partner using vocabulary given below.

Peter I (30.05.1672 – 08.02.1725) – Russian Tsar.

Peter I was born on 30 May 1672. When Peter was a child several teachers were **delegated** to teach him. Among Peter's **tutors** were Patrick Gordon, Nikita Zotov and Paul Menesius. This process was commissioned by Tsar Alexis I.

In 1676 Tsar Alexis I died. As a result **the power was left** to Feodor III who was Peter's elder half-brother. He died in 1682 and there were not his **descendants**. Consequently there was a conflict for power between the Miloslavsky and Naryshkin families. Other half-brother of Peter, Ivan V, was heir to the throne but his health declined. As a result at the age of ten Peter became Tsar chosen by the Boyar Duma.

Peter was interested in **shipping** and shipbuilding. He was a tall man and his height was about 200 cm. He did not have square shoulders and his feet and hands were small. Moreover Peter's head was small for his figure. **In accordance** with his mother's **desire** Peter married. The marriage was in 1689 and Eudokiya Lopukhina became his wife. 10 years later the marriage broke down and Peter's wife became **a nun**.

In 1689 the **power** was in the hands of Peter's half-sister Sophia. Because of two ineffective **Crimean campaigns** her authority was undermined and Peter planned to take power. Peter could become an independent ruler only in 1694 when his mother died. Officially there were two rulers: Peter and Ivan V. In 1696 Peter became the absolute ruler when Ivan V died.

On 19 August 1700 Peter declared war on Sweden. The main aim of the war was **to acquire control** of the Baltic Sea. At that time it was under Swedish Empire control. Denmark-Norway, Saxony and the Polish-Lithuanian Commonwealth supported Peter. In 1721 the Treaty of Nystad ended and the Russian Empire acquired control of the Baltic Sea. This war went down in history as Great Northern War.

In October 1721 Peter was proclaimed Emperor of All Russia. Augustus II of Poland, Frederick William I of Prussia, and Frederick I of Sweden **recognized** this title. Other monarchs did not agree with it. Some rulers were afraid that Peter would claim authority over them.

Peter imposed new taxes in the Russian Empire. **The household tax** and the land tax were abrogated. These two taxes were superseded with **a poll tax**. He also reformed the Russian Orthodox Church.

In 1724 Peter married for a second time to Catherine who was crowned as Empress. However he remained actual ruler of Russia. Peter had 2 wives and 14 children by them. Only 3 of his children survived to adulthood.

In 1723 Peter's health declined. He had problems with bladder and urinary tract but he was cured. As legend has it in November 1724 while at Lakhta Peter was forced to rescue soldiers drowning not far from the shore. Consequently his health became worse and these problems caused his death. Peter died on 8 February 1725.

Adapted from: https://yandex.ru/turbo/homeenglish.ru/s/ArticlesPeter_I.htm

Accessed: 30.03.2021

Glossary

delegate	поручать
tutor	наставник
the power was left	власть перешла
descendant	наследник
shipping	судоходство
in accordance desire	по желанию
a nun	монахиня
Crimean campaigns	Крымские походы
to acquire control	получить контроль
recognized	признанный
the household tax	налог на домохозяйство
a poll tax	подушный налог

Task 8. Read the text and make up the annotation in English. Use Appendix 1.

Alexander II emperor of Russia

Alexander II (Alexander Nikolayevich), (born April 29 [April 17, old style], 1818, Moscow, Russia—died March 13 [March 1], 1881, St. Petersburg), Emperor of Russia (1855–1881). His liberal education and **distress** at the outcome of the Crimean War, which had demonstrated Russia's backwardness, inspired him toward a great program of **domestic** reforms, the most important being the **emancipation** (1861) of the serfs. A period of repression after 1866 led to a **resurgence** of revolutionary terrorism and to Alexander's own **assassination**.

The future Tsar Alexander II was the eldest son of the grand duke Nikolay Pavlovich (who, in 1825, became the Emperor Nicholas I) and his wife, Alexandra Fyodorovna (who, before her marriage to the grand duke and baptism into the Orthodox church, had been the princess Charlotte of Prussia). Alexander's youth and early manhood were **overshadowed** by the overpowering personality of his dominating father, from whose authoritarian principles of government he was never to free himself. But at the same time, at the **instigation** of his mother, responsibility for the boy's moral and intellectual development was **entrusted** to the poet Vasily Zhukovsky, a humanitarian liberal and romantic. Alexander, a rather lazy boy of average intelligence, retained throughout his life traces of his old tutor's romantic sensibility. The **tensions** created by the conflicting influences of Nicholas I and Zhukovsky left their mark on the future emperor's personality. Alexander II, like his uncle Alexander I before him (who was educated by a Swiss republican tutor, a follower of Rousseau), was to turn into a "liberalizing," or at any rate humanitarian, autocrat.

Alexander succeeded to the throne at age 36, following the death of his father in February 1855, at the height of the Crimean War. The war had revealed Russia's glaring **backwardness** in comparison with more advanced nations like England and France. Russian defeats, which had set the seal of final discredit on the oppressive regime of Nicholas I, had provoked among Russia's educated elite a general desire for **drastic** change. It was under the impact of this widespread urge that the tsar embarked upon a series of reforms designed, through "modernization", to bring Russia into line with the more advanced Western countries.

Among the earliest **concerns** of the new emperor (once peace had been concluded in Paris in the spring of 1856 on terms considered harsh by the Russian public) was the improvement of communications. Russia at this time had only one railway line of significance, that linking the two capitals of St. Petersburg and Moscow. At Alexander's accession there were fewer than 600 miles (965 km) of track; when he died in 1881, some 14,000 miles (22,525 km) of railway were in operation. In Russia, as elsewhere, railway construction, in its turn, meant a general quickening of economic life in a hitherto predominantly feudal agricultural society. Joint-stock companies developed, as did banking and credit institutions. The movement of grain, Russia's major article of export, was facilitated.

The same effect was achieved by another measure of modernization, the abolition of serfdom. In the face of bitter opposition from landowning interests, Alexander II, overcoming his natural indolence, took an active

personal part in the arduous legislative labours that on February 19, 1861, culminated in the Emancipation Act. By a stroke of the autocrat's pen, tens of millions of human chattels were given their personal freedom. By means of a long-drawn-out redemption operation, moreover, they were also endowed with modest allotments of land. Although for a variety of reasons the reform failed in its ultimate object of creating an economically viable class of peasant proprietors, its psychological **impact** was immense. It has been described as "the greatest social movement since the French Revolution" and constituted a major step in the freeing of labour in Russia. Yet at the same time, it helped to undermine the already shaken economic foundations of Russia's landowning class.

The abolition of serfdom brought in its train a drastic overhaul of some of Russia's archaic administrative institutions. The most crying abuses of the old judicial system were remedied by the judicial statute of 1864. Russia, for the first time, was given a judicial system that in important respects could stand comparison with those of Western countries (in fact, in many particulars it followed that of France). Local government in its turn was remodeled by the statute of 1864, setting up elective local assemblies known as zemstvos. Their gradual introduction extended the area of self-government, improved local welfare (education, hygiene, medical care, local crafts, agronomy), and brought the first rays of enlightenment to the benighted Russian villages. Before long zemstvo village schools powerfully supported the spread of rural literacy. Meanwhile, Dmitry Milyutin, an enlightened minister of war, was carrying out an extensive series of reforms affecting nearly every branch of the Russian military organization. The educative role of military service was underlined by a marked improvement of military schools. The army statute of 1874 introduced conscription for the first time, making young men of all classes liable to military service.

Adapted from: <https://www.britannica.com/biography/Alexander-II-emperor-of-Russia>

Accessed: 26.03.2021

Glossary

distress	горе
domestic	отечественный
emancipation	освобождение

resurgence	возрождение
assassination.	убийство
overshadowed	омраченный
instigation	подстрекательство,
entrusted	порученный
tensions	обострение напряженности
backwardness	отсталость
drastic	радикальный
concerns	беспокойство
impact	влияние

Task 9. Work in pairs and discuss the topics.

1. Early East Slavs
2. Kievan Rus' (882–1283)
3. Soviet Russia (1917-1922)
4. Soviet Union (1922-1991)
5. Perestroika and breakup of the Union

Task 10. Prepare a presentation on one of the topics using Appendix 3.

1. Mongol invasion and vassalage (1223–1480)
2. Grand Duchy of Moscow. (1283-1727)
3. Tsardom of Russia (1547-1727)
4. Russian Empire (1727-1917)
5. Russian Federation (1991-present)

UNIT 2

History of Tatarstan



Task 1. What do you know about the history of Tatarstan?

Task 2. Read and translate the text.

The first settlements in the territory of the Republic of Tatarstan date back to Palaeolithic period (about 100,000 years ago). In the 8th - 9th centuries, the tribes of ancient Bulgars, ancestors of the modern Tatars, began to populate the Volga region. The first state - the Volga-Kama Bulgaria - was set up at the end of the 9th - beginning of the 10th centuries which was the first feudal state in the north-eastern Europe. In 922, Islam was established as a state religion. The Bulgar mosques and medreces (Muslim clerical schools) spread knowledge and culture in the neighbouring regions.

In the 13th century, the territory of the Volga-Kama Bulgaria was annexed to the Empire of Chingiz-Khan and then became a part of powerful Zolotaya Orda (Golden Hord) State. The collapse of the Golden Hord in the thirties-forties of the 14th century resulted in formation of a number of new states including the Kazan Khanate. Kazan became the capital of the newly formed state. The Kazan Khanate ceased its existence in October 1552, after two-month siege when troops of Ivan 4 (the Terrible), numbering 150,000 people, conquered Kazan.

Tsar Ivan asked his people to **rebuild** the town. The life became more peaceful and Kazan became a trading and administrative centre of the region. In the middle of the 17th century Kazan was one of the biggest cities in Russia. Its population was 20 000 people.

The reforms of Peter I opened a new period in the history of Russia and Kazan as well.

His reforms effected the life of the city greatly. Since 1708 it became the centre of one of the biggest provinces. The reforms in the economic and cultural life began.

In July 1774 clouds of dust appeared from the side of Arskoye Pole. They were parts of Emeliyan Pugachev's army. In the early morning of the 12th of July, 1774, Pugachev's people divided into 4 groups and attacked the city. They couldn't take the Kremlin, and then they started to **rob** and kill. 2200 buildings were burnt. The last fight was on the 15th of July, 1774, near the village Czariczino. The fight lasted the whole day. Pugachev's army lost 2000 people and went away along Kokshayskaya street to the forest. They crossed to the right bank of the Volga. Kazan won the battle. So in summer, 1774, Pugachev's invasion of Kazan ended.

In the early 19th century there were many big and small enterprises and **handicraft** shops. Kazan **merchants** sent their goods to Russian cities, China, Bukhara, Khiva and Persia as well. Merchants and industrialists turned Kazan into an economic centre.

In 1874 the water supply system began to work. The streets were lit with gas. There was electricity in some houses.

In 1875 the first line of the horse railway was built. In 1899 the first electric train appeared in the streets. There were more than 5 000 houses and 237 streets in Kazan. The population grew greatly.

At the end of the 19th century Kazan was one of the first five Russian cities in industry and business. In the new century there were 300 different enterprises in Kazan.

In the 20th century Kazan became important as an administrative and cultural centre of the country.

At the beginning of the 20th century Kazan became the capital of the Tatar Soviet Republic. The life of the city at that time was difficult. The problems of food and medicine were very important. In 1919-1920 an epidemic of **typhus** began. Many people died, thousands of people migrated from the city.

Later the **enterprises** were reconstructed, a new bridge across the Kazanka river was built. The city radio started working. New clinics were opened. New parks and workers' clubs were organized. There were great changes in the cultural life. Famous Tatar composers, painters, architects began their work.

With the beginning of the Second World War life in the city changed. Kazan gave a great support to the Soviet Army. In 1941 more than 32 000 people went to make **fortifications** on the right banks of the Volga and the Kama.

In the 1950s new public buildings appeared: the Opera and Ballet Theatre, lots of houses of culture and cinemas: Druzhba, Pobeda, Mir, Zvezda. In 1959 the Kazan television centre began its work.

At the end of the 20th century together with the whole country Kazan experienced a rapid change. By the mid - 1980s Kazan had become a major industrial center. The city produced **a range of goods**. The population of the republic increased greatly. In 2002 there lived 3 782 600 people. The present life of the city is filled with creativity and new hopes for the future.

In the 21st century great **investment** projects are to be introduced in Kazan. Life in the city is changing too. Statistics from the 2006 Census showed that 3 768 600 people lived in Tatarstan. The city is becoming more comfortable, cleaner and nicer. The celebrations of the 1000th anniversary in 2005 became a symbol of the rich history of the city.

Adapted from:

[https://tatarstan.ru/eng/about/history.htm#:~:text=The%20first%20settlements%20in%20the,\(about%20100%2C000%20years%20ago\).&text=In%20the%2013th%20century%2C%20the,Orda%20\(Golden%20Hord\)%20State.](https://tatarstan.ru/eng/about/history.htm#:~:text=The%20first%20settlements%20in%20the,(about%20100%2C000%20years%20ago).&text=In%20the%2013th%20century%2C%20the,Orda%20(Golden%20Hord)%20State.)

Accessed: 22.02.21

Glossary

rebuild	реконструировать
handicraft	народный промысел
typhus	брюшной тиф
enterprises	предприятия
fortifications	укрепления
cease	прекратить
investment	инвестиция
merchants	купцы
range of goods	ассортимент товаров

rob	грабить
-----	---------

Task 3. Answer the following questions:

- 1) When did the Russian Tsar Ivan the Terrible attack Kazan?
- 2) Who was the main reformer in the early 18th century?
- 3) What happened in the summer of 1774?
- 4) Who turned Kazan into the economic center of the country?
- 5) What new public buildings appeared in 1950?
- 6) How has changed life of the city in the 21st century?

Task 4. Fill in the gaps using the words given.

1. Tsar Ivan asked his people the town.
2. In the early 19th century there were many big and small enterprises and handicraft
3. Kazan was one of the first Russian cities in industry and business.
4. The enterprises were , a new bridge across the Kazanka river was built.
5. Many people in Tatarstan, thousands of people migrated from the city.
6. With the beginning of the Second World War Kazan gave asupport to the Soviet Army.

shops, to rebuild, reconstructed, five, great, died

Task 5. Match the items on the right to the items on the left.

make	bank
right	centre
economic	train
supply	fortifications
electric	shops
handicraft	change
horse	system
rapid	railway

Task 6. Put the parts in order to form a sentence.

1. peaceful, became, more, Kazan, and, trading, a, and, life, center, of,

the, region, became, administrative, the.

2. to, Tsar, town, rebuild, people, asked, the, Ivan, his.

3. Bukhara, Russian, Kazan, sent, to, and, well, Khiva, merchants, Persia, their, goods, cities, China, as.

4. the, migrated, many, died, of, people, thousands, city, people, from.

5. enterprises, later, a, were, built, reconstructed, Kazanka, new, river, across, was, the, the, bridge.

6. changes, cultural, there, the, life, were, in, great.

7. went, people, make, to, fortifications, the, the, and, the, on, right, banks, of, Volga, Kama.

8. industrial, Kazan, center, a, had, major, become.

Task 7. Read and translate the text. Make up a conversation on the text with your partner using vocabulary given below.

Projects of National State-Building and the Establishment of the Tatar Autonomous Soviet Socialist Republic

The Soviet government took its own way through a **masterful** political play with Tatar-Bashkir leaders, which **enabled** it to take the lead and leave behind the Nationals, thus bolstering the Centre's position in terms of the national question. Lenin's government had to reconsider the issue during the hardest days of the war, when the white army had **surrounded** the Soviet Russia with General N. Yudenich's army advancing from the north-west, that of Admiral A. Kolchak from the east, and that of General A. Denikin from the south.

On 20th March 1919, the 'Agreement of the Central Soviet Government with the Bashkir Government on the Soviet Autonomy of Bashkortostan' was signed in Moscow. The autonomy was **confined** to the so called Little Bashkortostan Congress and included the southern, south-eastern, and north-eastern territories of today's Bashkortostan. In fact, the Soviet government took the advantage of the difference between Kolchak's administration, which **aspired** for an united and indivisible Russia, and the Bashkir nationals led by A.-Z. Validov. The Bolsheviks granted autonomy to the Bashkirs, who, in turn, recognized the Soviet government, so the Bashkir corps that had been previously fighting within A. Kolchak's army **attached** the troops of General N. Yudenich in September 1919. That is, the Bolsheviks took the decision to put a stop to **implementing** the regulation on the Tatar Bashkir sovereignty.

However, many Tatar-Bashkir national leaders would not accept the

political action of the Soviet government. The issue of the Tatar- Bashkir autonomy was raised again on the 2nd All-Russia Congress of Communist Organisations of the Muslim Peoples of the East, which was held in Moscow from 22nd November to 3rd December 1919. The Congress stated in its resolution that «... the fact that the Little Bashkortostan was declared Autonomous Soviet Republic by no means cancels the Regulation on the Tatar-Bashkir Soviet Socialist Republic by **the Council of People's Commissars** and provides no formal **solution** to the Tatar-Bashkir problem in the whole, since the republic only includes one third of the Bashkir population of the Soviet Republic...

The best solution to the Tatar-Bashkir problem, in terms of politics, natural history, and socio-economic aspects, is to create a common Soviet Republic to unite the entire Tatar-Bashkir proletariat; the republic shall include the following governorates of Ufa, Kazan, and the adjacent Tatar-Bashkir- populated parts - Samara, Simbirsk, Vyatka, and Perm Governorates... The Tatar-Bashkir issue is an urgent priority in the national policy of the Soviet Republic.

Referring to the principle of self-determination of nations declared in the RSFSR Constitution, All-Russian Congresses of Soviets, and the 8th Congress of Russian Communist Party (Bolsheviks)..., the Congress finds the following necessary: 1) To implement the Regulation on the Tatar-Bashkir Soviet Socialist Republic by the Council of People's Commissars the within borders exclusive. 2) **Refer** the issue of including the autonomous Little Bashkortostan to the Tatar-Bashkir Soviet Socialist Republic to the proletariat of the Little Bashkortostan. 3) To **entrust** the execution of the Congress' resolution to the special revolutionary committee established by the present Congress as agreed with the CC WPP (B), instructing the latter to summon the Founding Congress of Soviets of the Tatar-Bashkir Soviet Socialist Republic.

Adapted from:

<http://админ.татаровед.рф/uploads/libraries/original/0b63f12b14b9218d5a67060be487aa5cdda08b02.pdf?1499331007>

Accessed: 28.03.21

Glossary

masterful	властный, уверенный
surround	окружать
confined	ограниченный
aspire	стремиться
attach	прикреплять
implementing	реализация
solution	решение
the Council of People's Commissars	Совет Народных Комиссаров
refer	обращаться
entrust	доверить

Task 8. Work in pairs and discuss the topics.

1. Mongol invasion of Volga Bulgaria and Golden Horde (1223-1236)
2. After the invasion of Ivan the Terrible forces
3. Tatar Autonomous Soviet Socialist Republic (TASSR) (1920-1991)
4. Post-Soviet history of Tatarstan

Task 9. Prepare a presentation on one of the topics using Appendix 3.

1. Volga Bulgaria (The 9th and 10th centuries)
2. Khanate of Kazan (15th century)
3. Conquest of the Khanate by Ivan the Terrible in 1552
4. Idel-Ural State during Revolution and Civil War (1917-1920)
5. Modern Tatarstan and the millennium of Kazan

UNIT 3

History of the United Kingdom of Great Britain and Northern Ireland



Task 1. What do you know about the history of the UK?

Task 2. Read and translate the text.

Great Britain is a state with a rather long and rich history. In the British Isles, man appeared in relatively ancient times. In evidence of this, some scientists cite evidence that dates back to 250,000 BC. **Nevertheless**, as a result of the onset of the ice age, this civilization at that time did not find proper development. In the 1st millennium BC, the Celts settled the territory of present-day Britain. The tribes that lived there at that time were engaged in agriculture, **cattle breeding**, weaving and even trade.

In the IV century BC, an ancient Greek traveler named Pythaeus wandering in those lands called them Brettania, and the Celtic tribes called them prettanes. After the islands were conquered by Rome in the first century BC, local residents began to be called Britons in the Latin manner. It was from this period of time that the history of Great Britain as a state began, since with the **arrival** of the Romans on these lands the first cities grew, writing appeared. For a long time, the Romans sought to conquer Scotland, but could not do this. In the end, they erected a wall, thus isolating their conquered lands.

In the 5th century A.D. the age of Anglo-Saxons began. **In honor** of this North German tribe, the state was called England. It is believed that Christianity came to this nation twice. First during the Roman era, and then around the 6th century, when Christian missionaries led by Augustine

came to the island.

In 865, the Viking conquered the island, which **eventually** began to control all of England. The development of the English language, which included many words borrowed from French and Germanic, also dates back to this period of time.

In 1066, the Anglo-Saxon dynasties replaced the Norman dynasties. Duke William not only **conquered** England, but also united small kingdoms into one whole state. During his reign, the growth of cities (Bristol, York, Gloucester, Cambridge, etc.) was marked, and various crafts and trade began to develop quite quickly.

In 1388, the Hundred Years War with France broke out, which was gradually replaced by the war for the throne. As a result, the Tudor dynasty won. The state **achieved** its highest peak during the reign of Elizabeth I (Queen Bess). It significantly expanded its territories, formed a powerful marine **fleet** and won vast colonies on other continents.

At the beginning of the 17th century, thanks to the Scottish king James VI (James I), Scotland and England, in the end, merged into one state. However, the act on a united Great Britain was signed only in 1707. At the same time, the city of London was elected the capital of the country. In 1801, Ireland joined the UK.

In the middle of the XVII century, a **fierce** struggle for power began between the ruling Stuart dynasty and parliament. As a result, the rights of the monarchy were significantly curtailed, and England became a republic under the control of O. Cromwell.

During the 18th century, although Great Britain lost a number of its colonies in North America, it nevertheless managed to **significantly** strengthen its position in India. The role of England in the defeat of the Napoleonic army was also very significant. After the war, it strengthened its position and became one of the leading European powers.

The 19th century in England was held under the slogan of peace and expansion of the British colonies. Queen Victoria (1837-1901) especially favorably **influenced** the development of the state. A strong economic crisis took possession of the country during the First World War. The Irish Liberation Movement immediately took advantage of this.

In 1921, Ireland **proclaimed** itself an independent state. The struggle for sovereignty from the United Kingdom lasted throughout the 20th century, and national problems regularly ignited in Scotland and Northern Ireland. Today, the UK is no longer considered a member of the EU, but, nevertheless, it is still one of the largest states in Europe.

Glossary

nevertheless	тем не менее
cattle breeding	скотоводство
arrival	прибытие
in honor	в честь
eventually	в конечном счете
conquer	завоевывать
achieve	достигать
fleet	флот
fierce	жестокий
significantly	значительно
influence	влиять
proclaim	объявлять

Task 3. Answer the following questions:

1. When did the people appear in the UK?
2. Who called these lands Brettania?
3. Why was the state called England?
4. Who united small kingdoms into an entire state?
5. When did the state become a republic?
6. Which country gained independence at the beginning of the 20th century?

Task 4. Fill in the gaps using the words given.

1. In the British Isles, man appeared in relatively ancient
2. In the 1st BC, the Celts settled the territory of present-day Britain.
3. In the 5th century A.D. the of Anglo-Saxons began.
4. In 1066, the Anglo-Saxon dynasties replaced the dynasties.
5. At the same time, the city of London was the capital of the country.
6. Queen Victoria especially favorably influenced the of the state.
7. In 1921, Ireland proclaimed itself an independent
8. The 19th century in England was under the slogan of peace and expansion of the British colonies

held, elected, times, state, millennium, Norman, development, age

Task 5. Match the items on the right to the items on the left.

cattle	of time
Christian	back to
period	Years War
in the	breeding
date	result
the Norman	Bess
Hundred	army
as a	end
Queen	dynasties
Napoleonic	missionaries

Task 6. Put the parts in order to form a sentence.

1. Britain, is, rather, a, Great, state, with, long, history, and, a, rich.
2. they, the, wall, their, lands, end, in, a, isolating, thus, conquered, erected.
3. honor, North, the, England, German, state, in, of, tribe, this, was, called.
4. the, island, which, began, all, to, of, in, England, control, eventually, 865, conquered, the, Viking.
5. dynasty, as, the, won, Tudor, a, result.
6. the, on, was, only, Great, in, however, 1707, signed, act, a, Britain, united.
7. of, defeat, army, also, Napoleonic, was, the, England, in, the, role, very, the, significant.
8. Irish, took, of, the, movement, this, advantage, Liberation, this, immediately.

Task 7. Read and translate the text. Make up a conversation on the text with your partner using vocabulary given below.

Victorian era

Victorian era, in British history, the period between **approximately** 1820 and 1914, corresponding roughly but not exactly to the period of Queen Victoria's reign (1837–1901) and characterized by a class-based society, a growing number of people able to **vote**, a growing state and economy, and Britain's status as the most powerful empire in the world.

During the Victorian period, Britain was a powerful nation with a rich culture. It had a stable government, a growing state, and an expanding

franchise. It also controlled a large empire, and it was wealthy, in part because of its degree of industrialization and its imperial holdings and in spite of the fact that three-fourths or more of its population was working-class. Late in the period, Britain began to **decline** as a global political and economic power relative to other major powers, particularly the United States, but this decline was not acutely noticeable until after World War II.

The formal political system was a constitutional monarchy. It was in practice dominated by aristocratic men. The British constitution was (and is) unwritten and consists of a combination of written laws and unwritten **conventions.** At the national level, the government consisted of the monarch and the two houses of Parliament, the House of Lords and the House of Commons. The monarchs during this period were Queen Victoria (1837–1901), preceded by King George IV (1820–30) and King William IV (1830–37) and followed by King Edward VII (1901–10) and King George V (1910–36).

During the Victorian period, the House of Commons became the centre of government, the House of Lords lost power (though it remained influential until the Parliament Act of 1911), and the monarchy transformed into a symbol of the nation. The House of Commons consisted of about 600 men called members of Parliament (MPs), who were elected to represent the **counties** and **boroughs** of England, Scotland, Wales, and Ireland. England had many more representatives than the other three nations, **by virtue of its status** as first among these four equals, the product of tradition as well as its greater political power and wealth. The upper house, the House of Lords, was populated principally by several hundred noblemen who had **life tenures.** Members of both houses were wealthy men. Formal national politics was dominated by two major parties, the Liberal Party and the Conservative (or Tory) Party.

At the start of the period, MPs were elected by the half-million property-owning men (in a population of 21 million) who had the vote. In 1829 the vote was granted to Catholic men and in 1832, to most middle-class men; in 1867 and 1884 the franchise was extended to working-class men. Most women over age 30 got the right to **vote** in 1918. Full adult **suffrage,** with no property requirement, was achieved with the second Representation of the People Act (1928). This story of the expansion of the national electorate is important, but there is more to political participation than voting at the national level. Local politics were also important. And being denied a voice and access to institutions certainly did not **render** nonvoters indifferent to politics or to how power was wielded; they made their opin-

ions on these known via demonstrations, petitions, and pamphlets.

Important political events during this period included the **abolition** of slavery in the British Empire; the expansions of the franchise; working-class political activism, most notably Chartism; the rise of liberalism as the dominant political ideology, especially of the middle class; and the nationalization of Conservative and Liberal parties (and the emergence of the British Labour Party in 1906).

The growth of the state and state intervention were seen in major acts that limited hours for factory workers and miners, in public health acts, and in the provision of elementary education by the state. Political conflicts between Ireland and Britain and the rise of Irish nationalism were also **hallmarks** of the era, as were women's rights activism, which resulted in the Married Women's Property Acts, the repeal of the Contagious Diseases Acts, and the growth of education and employment options for women.

Adapted from:

<https://www.britannica.com/event/Victorian-era>

Accessed: 28.03.21

Glossary

approximately	приблизительно
vote	ГОЛОСОВАТЬ
decline	ОТКЛОНИТЬ
franchise	право голоса
convention	соглашение
counties	графства
boroughs	районы
by virtue of its status	в силу своего статуса
life tenures	пожизненное владение
suffrage	избирательное право
render	оказывать
abolition	упразднение
hallmarks	отличительный признак

Task 8. Read the text and make up the annotation in English. Use Appendix 1.

The Golden age of the Tudors

The reign of the Tudors has always been one of **immense** fascination when it comes to English history, taking into account the fact that it is a complete piece of history. The Tudors' reign culminated the 30-year long War of the Roses and was marked with a period of change: politically, socially, and religiously. It was also an era that delivered some of the most extraordinary and charismatic kings and queens - **sophisticated** and spirited in their personalities, aggressive in their beliefs, along with a host of other intriguing chief characters of the times.

The Tudors are also important for their actions as much as their reputations. They ruled England during the era when Western Europe moved from the **medieval** to the early modern, and they instituted changes in government administration, the relationship between crown and people, the image of the monarchy and the way people **worshipped**. They also **oversaw** a golden age of English writing and exploration. They represent both a golden age and **an era of infamy**, one of the most divisive families in Europe.

The Tudors' story began with the triumph of Henry Tudor, a member of the House of Lancaster, over the rival House of York, who had the English crown placed upon his head, thus becoming King Henry VII. He then **wittingly solicited** a union with Elizabeth, daughter of the House of York. Due to this **matrimonial alliance**, the Tudor dynasty was symbolized by the "Tudor Rose", a fusion of the previous two warring factions' symbols: House of Lancaster's Red Rose and House of York's White Rose. The union of Henry VII and Elizabeth produced eight issues, four of whom died young. Their two surviving daughters, Margaret and Mary, both married European princes of Scotland and France respectively and eventually became queen consorts.

One of Henry VII's main objectives was forging foreign alliances which he succeeded in contriving a **betrothal** between his eldest son, Arthur, to Katherine of Aragon, youngest daughter of Spain's monarchs Ferdinand II of Aragon and Isabella I of Castile. However, four months into the marriage, Arthur died at the tender age of fifteen, thus passing on the throne to his younger brother, Henry. After it was certain that Katherine wasn't carrying Arthur's child, Henry VII immediately **acquired a Papal Dispensation** allowing Prince Henry to marry her; however, Katherine continued to live in England as Arthur's widow until the death of Henry

VII in 1509, after which she and Henry married, two months following his accession to the throne as King Henry VIII of England.

The most famous English monarch of all, Henry VIII is best known for his six wives, the result of a desperate drive to produce healthy male **heirs** to carry the Tudor dynasty forward. Another consequence of this need was the English Reformation, as Henry split the English Church away from the Pope and Catholicism in order to divorce. Henry's reign also saw the emergence of the Royal Navy as a powerful force, changes in government which bound the monarch tighter to parliament, and perhaps the apogee of personal rule in England.

Edward inherited the throne as a boy and died only six years later, his reign having been dominated by two ruling **councilors**, Edward Seymour, and then John Dudley. Lady Jane Grey is the great tragic figure of the Tudor era.

Mary was the first queen to rule England in her own right. Her actions in bringing back the heresy laws and executing 300 Protestants earned her the nickname Bloody Mary. One of the nation's most highly regarded monarchs, Elizabeth returned the country to the Protestant faith, fought wars against Spain and Spanish-backed forces to protect England and other Protestant nations, and cultivated a powerful image of herself as a virgin queen wedded to her nation. She remains masked to historians, her true feelings and thoughts hidden away. Her reputation as a great ruler is faulty, as she relied far more on **dithering** and her inbuilt difficulty in making decisions than **canny judgment**.

The Tudors passed into history. And yet they have enjoyed a considerable afterlife, and remain among the most famous monarchs in the world.

Adapted from: <https://www.thoughtco.com/tudors-introduction-to-a-royal-dynasty-1222009>

Accessed: 28.03.2021

Glossary

immense	огромный, колоссальный
sophisticated	утонченный, передовой
medieval	средневековый
worship	поклоняться
oversee	наблюдать

an era of infamy	эпоха позора
wittingly solicit	сознательно требовать
matrimonial alliance	супружеский союз
betrothal	помолвка
acquire	получить
Papal Dispensation	разрешение Папы
heirs	наследники
councilors	советники
dithering	неуверенность
canny judgment	осторожное суждение

Task 9. Work in pairs and discuss the topics.

1. The Norman Conquest and the Battle of Hastings
2. The Black Death and its effect on Britain
3. A history of arts, crafts and commerce in the medieval England
4. Charles I, Oliver Cromwell and Revolution
5. The great political reform act starting with 1832 and its effects on a common man

Task 10. Prepare a presentation on one of the topics using Appendix 3.

1. The drama of Queen Elizabeth and Mary, Queen of Scots
2. Charles I, Oliver Cromwell and Revolution
3. The Growth of the British Empire (1750-1800)
4. The Victorian Era
5. Winston Churchill and World War II
6. “The empire on which the sun never sets” – the evolution of the British Empire in the 19th and the 20th century

UNIT 4

History of the USA



Task 1. What do you know about the history of the USA?

Task 2. Read and translate the text.

The history of the USA began a little more than 500 years ago. It's rich in great events, interesting stories and legends, adventures and mysteries. 500 years ago North America was a vast wilderness **inhabited** by Indians who 20,000 years earlier came from Asia across the Bering Strait. Icelandic Viking Leif Ericson sailed to America in 1000 but only in 1492 Christopher Columbus discovered America to the whole world. For the next 100 years English, Spanish, Portuguese, Dutch and French explorers sailed there for gold and riches, for honor and glory. But they didn't stay. Those who did settle the New World arrived later in search of economic **opportunity** and religious and political freedom.

The first English colony Jamestown appeared in 1607 in Virginia. America promised, as the poet Robert Frost said, «a fresh start for the human race». And it started in 1620 when the Mayflower brought the Pilgrim Fathers. In the Mayflower Compact they agreed to form «a civil body politic for better ordering and **preservation**, to enact, constitute and frame such just and equal laws». By 1733 European settlers occupied 13 colonies along the Atlantic coast. Later the British started **demanding** new taxes on sugar, coffee, textiles and other imported goods. And after the «Boston Tea Party» the War of Independence began. It lasted from 1775 till 1783. In 1776 on the 4th of July the Declaration of Independence was adopted

which proclaimed «Life, Liberty and the pursuit of Happiness as the human natural rights». In 1783 the **Treaty** of Paris recognized the independence of the USA and **granted** the new state all the territory north of Florida, south of Canada and east of the Mississippi River. The colonies were now free but they had not yet a united nation.

In 1787 55 of the most highly **regarded** American leaders (George Washington, Benjamin Franklin, James Madison among them) opened a Constitutional Convention in Philadelphia, Pennsylvania, the meeting which lasted 4 long months and resulted in the Constitution of the USA. It established not only a league of independent states but also a strong central government for the whole nation. The Constitution **established** separate **executive**, legislative and judicial branches of government and required «a balance of power».

The Constitution was accepted in 1788 but in 1791 10 amendments – the Bill of Rights – were added to guarantee the liberties of the people: freedom of religion, a free press, free speech, protection against illegal search, the right to fair trial and protection against cruel and unusual punishments. The framers of the Constitution created an enduring but by no means unchanging document.

Today, 200 years after it was written, the Constitution remains vital, alive and at the centre of American political ideals and practices. Then followed other important events such as the Civil War (1861-1865) for abolition of slavery, the exploration of the West, creation of the developed industry and agriculture, outstanding inventions, the Depression, World War I and World War II, the Cold war, the struggle for human rights, aerospace research and man's first walk on the Moon (1969), the war in Vietnam (1975), struggle for **disarmament** and so on and so forth. And each period in the history of the USA is interesting and important, and shows the **hardships** and victories of the American people on the way for the American Dream: independent, democratic, **powerful** state with the developed economy and equal rights for everybody.

Adapted from: <https://www.britannica.com/topic/history-of-United-States>
Accessed: 29.03.21

Glossary

inhabited	населенный
Treaty	договор, конвенция
demanding	требовательный
opportunity	перспектива
preservation	сохранение
grant	предоставлять
regarded	признанный
establish	устанавливать
executive	исполнительный
disarmament	разоружение
hardships	трудности
powerful	мощный

Task 3. Answer the following questions:

1. When did the history of the USA begin?
2. When did the first English colony Jamestown appear?
3. What were three most dramatic experiences in the USA history?
4. When did the Civil War begin?
5. What is the Great Depression?
6. When did the Cold War finish?

Task 4. Fill in the gaps using the words given.

1. The history of the USA beganthan 500 years ago.
2. The first English colony Jamestown ... in 1607 in Virginia.
3. Those who did settle thearrived later in search of economic opportunity and religious and political freedom.
4. By 1733 European.....13 colonies along the Atlantic coast.
5. The Constitution established separate executive, legislative and judicial branches of government and required.....
6. The framers ofcreated an enduring but by no means unchanging document.

7. In 1783 the Treaty of Paris recognized the independence of the USA and granted the new state all the territory north of Florida, south of Canada and east of...

8. The Constitution ... vital, alive and at the centre of American political ideals and practices.

remains, appeared, a little more, New World, settlers occupied, a balance of power, the Constitution, the Mississippi River

Task 5. Match the items on the right to the items on the left.

New	River
Civil	Fathers
Human	War
Free	Race
Pilgrim	press
Freedom	of Rights
Bill	World
Mississippi	of religion

Task 6. Put the parts in order to form a sentence.

1. Constitution, an enduring, unchanging, but, by, of, the created, document, no means, the framers.

2. the, remains, political, vital, Constitution, alive, ideals, and, of , at, the centre, American, and, practices.

3. Virginia, colony, English, appeared, in 1607, Jamestown, in, the first.

4. separate, legislative, government, a balance of power, executive, the, Constitution, established, branches, and, required, judicial, of, and.

5. It, not, established, only, independent, a league, of, but, also, states, a, government, strong, central.

6. those, who, settle, the, did, New, arrived, World, economic, later, in, of, opportunity, search.

7. coast, by, European, settlers, 1733, occupied, 13, along, colonies, the, Atlantic.

8. Fathers, brought, the, Pilgrim, started, in, and it 1620 when the Mayflower.

Task 7. Read and translate the text. Make up a conversation on the text with your partner using vocabulary given below.

John Fitzgerald Kennedy

John Fitzgerald Kennedy became the 35th President of the United States. The youngest ever elected to the presidency and the first of the Roman Catholic faith, John F. Kennedy won the election of November 1960, but later, he received the support of most Americans. They admired his personality, his lively family, his intelligence, and his **tireless** energy, and they respected his courage in time of decision.

During his relatively brief term of office, less than three years, President Kennedy dealt with **severe** challenges in Cuba, Berlin, and elsewhere. A nuclear test ban treaty in 1963 brought about a relaxation in cold war tensions.

Assassins' bullets cut short Kennedy's term as president. On November 22, 1963, the young president was shot to death while riding in a **motorcade** in Dallas, Texas.

Kennedy's **forebears** were the Irish who immigrated to Boston. John was born on May 29, 1917, in Brookline, the second of nine children. John had a happy childhood, full of games and sports. He **attended** private schools. In the **fall** of 1936 he enrolled at Harvard University.

Kennedy graduated from Harvard in June 1940. He then spent some months studying at Stanford University.

In September of 1941 he volunteered for the Army and he was accepted by the Navy. He received the Purple Heart and the Navy and Marine Corps Medal he was **discharged** early in 1945.

His political career started in April 1952, when Kennedy announced his candidacy for the Senate against the Republicans and won the campaign.

In 1958, Kennedy was reelected to the Senate. This firmly established him as a leading **contender** for the presidential nomination. In January 1960, he formally announced his candidacy.

Kennedy was **inaugurated** as president on January 20, 1961. Shortly after his inauguration, Kennedy **permitted** a band of Cuban **exiles**, already armed and trained, to **invade** their homeland. The attempt to **overthrow** the regime of Fidel Castro was a failure. Soon thereafter, the Soviet Union renewed its campaign against West Berlin. Kennedy replied by **reinforcing** the Berlin garrison and increasing the Nation's military strength.

Then the Cuban Crisis followed. On October 16, 1962, the president was shown aerial photographs of Soviet missile bases Under construction

in Cuba. From these bases a nuclear missiles could be **launched** on much of the United States and the Western Hemisphere.

In November 1963, President Kennedy journeyed to Texas. In Dallas on November 22, he and his wife were in the open car passing through the streets. Suddenly, at 12:30 in the afternoon, an assassin fired several shots, **striking** the president twice, in the base of the neck and the head. The president was rushed to the hospital, where he was pronounced dead a half an hour later.

On the day of the assassination, the police arrested Lee Harvey Oswald, a 24-year-old ex-Marine, for the president's murder. Oswald was fatally shot by Jack Ruby, a nightclub owner.

In 1979, however, the House assassinations committee, after approximately two years of **investigation**, concluded that Lee Harvey Oswald probably was part of a conspiracy that also may have included members of organized crime.

John Fitzgerald Kennedy was a fighter by nature and he died as the soldier of his Motherland.

Adapted from: <https://may.alleng.org/engl-top/166.htm>

Accessed: 29.03.21

Adapted from: https://photos.state.gov/libraries/amgov/30145/publications-english/learner_english.pdf

Accessed: 29.03.21

Glossary

tireless	неутомимый, неустанный
severe	трудный, тяжелый
assassin	убийца, террорист, наемный убийца, убийца-фанатик
motorcade	кортеж автомобилей
forebear	прародитель, предок; предшественник
attend	уделять внимание, заботиться
fall	<i>амер.</i> осень
discharge	увольнение; демобилизация
contender	соперник, конкурент; кандидат
inaugurate	торжественно вводить в должность

permit	позволять, разрешать
exile	изгнанник, эмигрант
invade	вторгаться; захватывать, оккупировать
overthrow	свергать; побеждать; низвергать, уничтожать
reinforcing	усиливающий, упрочивающий
launch	запускать
strike	ударять(ся), наносить удар, бить
investigation	расследование, следствие

Task 8. Read the text and make up the annotation in English. Use Appendix 1.

The Great Depression

The Great Depression was a prolonged economic crisis in the world economy that began in the United States in 1929, and then in other countries around the world.

The Great Depression was synchronous, **all-encompassing**, and affected all sectors of the world's economies. In fact, it was a global economic crisis, but it got its name because of the emotional state in which society was located.

Officially ended in 1940, but in reality the US economy began to recover after World War II.

The **definition** of the Great Depression is usually used in relation to the United States, the definition of the world economic crisis is applied to the rest of the countries. This crisis has affected almost all the developed countries of the West. People really sank into a state of depressive stupor.

From the point of view of economic theory, the Great Depression of 1929 in the United States occurred due to the overproduction of goods and the lack of money **supply** to buy these very goods. Since money was tied to gold, and the amount of this metal is limited, there was a shortage of money, and then a shortage of effective demand for goods and services. Further along the chain, the "domino principle" works: a sharp drop in prices (**deflation**) for goods, bankruptcy of enterprises, unemployment, protective duties on imported goods, a drop in **consumer** demand and a sharp drop in living standards.

The beginning of the Great Depression in the United States is con-

sidered October 29, 1929, the so-called "black Tuesday". The stock market crashed, and in 1 day the shares fell by \$ 10 billion, which meant the disappearance of credit money in the amount of \$ 10 billion. Because of this fall in the stock market, 20-25 million people in the United States suffered losses.

There is another point of view about the causes of the Great American Depression. The Great Depression was preceded by the rapid growth of the American economy. From 1917 to 1927, the national income of the United States increased almost 3 times. Conveyor production was mastered, the stock market developed **rapidly**, the number of speculative operations grew, and real estate became more expensive. The increase in the production of goods required an increase in the money supply, and the dollar was pegged to gold.

Before the Great Depression, the US gold reserves did not increase as rapidly as the economy developed. This circumstance led to the appearance of hidden inflation, as the government printed new money under the rapid growth of the economy. Thus, the security of the dollar with gold was **undermined**, the budget deficit increased, and the Fed lowered the discount rate. There was a situation when the growth of labor productivity in industry decreased, and the number of **pseudo-money** (bills, receipts, etc.), on the contrary, increased. This imbalance in the economy led to the "Black Tuesday " of 1929.

The Great Depression in the United States of 1929-1933, expressed in numbers, looks depressing. The level of industrial production in 1933 fell by 46% compared to 1929. After the Great Depression of 1929, the US industry was set back more than 20 years, to the level of 1911. The US GNP for 1929-1933 fell by 1.85 times from 103.9 to 56 billion dollars. The unemployment rate rose from 3.2% to 25% in 1933, which was about 12.8 million people. According to the American Labor Research Association, the number of unemployed was **significantly** higher - about 17 million. About 2.5 million people were left without housing. About 135,000 companies went **bankrupt**, and corporate revenues fell by 60%. The total market capitalization fell 4.5 times from \$ 87 billion to \$ 19 billion. Farm **property** has fallen in value more than 10 times. About 897 thousand farms were ruined, i.e. 14.3% of the total number.

Other Western countries, such as Germany, France, and the United Kingdom, were also hit by the Great Depression, as were the countries of Central and South-Eastern Europe (Japan in 1927), Asia, and Latin America.

Adapted from: <https://neftegaz.ru/news/finance/333964-velikaya-depressiya-v-ssha-1929-1933-godov-tyazhelyy-amerikanskiy-krizis/>

Glossary

all-encompassing	всеохватывающий
definition	определение
supply	поставка
deflation	дефляция
consumer	потребитель
rapidly	быстро
undermined	подорван
pseudo-money	псевдо-деньги
significantly	существенно
bankrupt	банкрот
property	собственность

Task 9. Work in pairs and discuss the topics.

1. Early America
2. Colonial Period
3. The American Revolution and the war for independence (1775)
4. Forming a National Government (1783)
5. Early Years, Westward Expansion, and Regional Differences (1789-1852)
6. Conflict within the United States (1850-1860)

Task 10. Prepare a presentation on one of the topics using Appendix 3.

1. Civil War (1861-1865) and Post-War Reconstruction
2. Growth and Transformation (the end of the 19th century)
3. Discontent and Reform (1900-1920)
4. World War I, 1920s Prosperity, and the Great Depression
5. The New Deal and the World War II
- 6 The Cold War, Korean Conflict, and Vietnam
7. End of the 20th Century

UNIT 5

History of Canada



Task 1. What do you know about the history of the UK?

Task 2. Read and translate the text.

Canada, second largest country in the world in area (after Russia), occupying roughly the northern two-fifths of the continent of North America.

The history of Canada covers the period from the arrival of the Paleo-Indians thousands of years ago to the present day. Prior to European colonization, the lands encompassing present-day Canada were inhabited for millennia by Indigenous peoples, with distinct trade networks, spiritual beliefs, and styles of social organization. Some of these older civilizations had long faded by the time of the first European arrivals and have been discovered through archeological investigations.

The word Canada is derived from the Huron-Iroquois *kanata*, meaning a village or settlement. In the 16th century, French explorer Jacques Cartier used the name Canada to refer to the area around the settlement that is now Quebec city. Later, Canada was used as a synonym for New France, which, from 1534 to 1763, included all the French possessions along the St. Lawrence River and the Great Lakes. After the British conquest of New France, the name Quebec was sometimes used instead of Canada. The name Canada was **fully restored** after 1791, when Britain divided old Quebec into the provinces of Upper and Lower Canada (renamed in 1841 Canada West and Canada East, respectively, and collectively called Canada). In 1867 the British North America Act created

a confederation from three colonies (Nova Scotia, New Brunswick, and Canada) called the Dominion of Canada. The act also divided the old colony of Canada into the separate provinces of Ontario and Quebec. Dominion status allowed Canada a large measure of self-rule, but matters pertaining to international diplomacy and military alliances were reserved to the British crown. Canada became entirely self-governing within the British Empire in 1931, though **full legislative independence** was not achieved until 1982, when Canada obtained the right to amend its own **constitution**.

Canadians live in a society that in most legal and official matters resembles Britain – at least in the English-speaking portion of the country. Quebec, in particular, exhibits French adaptations: more than three-fourths of its population speaks French as their primary language. The French character in Quebec is also reflected in differences in religion, architecture, and schooling. Elsewhere in Canada, French influence is less **apparent**, confined largely to the dual use of French and English for place names, product labels, and road signs. The French and British influences are supplemented by the cultures of the country's native Indian peoples in Canada often collectively called the First Nations and the **Inuit peoples**, the former being far greater in number and the latter enjoying semiautonomous status in Canada's newest territory, Nunavut. (The Inuit prefer that term rather than Eskimo, and it is commonly used in Canada.) In addition, the growing number of immigrants from other European countries, Southeast Asia, and Latin America has made Canada even more broadly multicultural.

Canada has been an influential member of the Commonwealth and has played a leading role in the organization of French-speaking countries known as La Francophonie. It was **a founding member** of the United Nations and has been active in a number of major UN agencies and other worldwide operations.

Over centuries, elements of Indigenous, French, British and more recent immigrant customs have combined to form a Canadian culture that has also been strongly influenced by its linguistic, geographic and economic neighbour, the United States.

In 1989 Canada joined the Organization of American States and signed a free trade agreement with the United States, a pact that **was superseded** in 1992 by the North American Free Trade Agreement (which also includes Mexico). A founding member (1961) of the Organisation for Economic Cooperation and Development, Canada is also a member of the

Group of Seven (G7), which includes the world's seven largest industrial democracies.

Adapted from: <https://www.britannica.com/place/Canada>
https://en.wikipedia.org/wiki/History_of_Canada

Accessed: 22.02.21

Glossary

Paleo-Indians	палеоиндейцы
Indigenous peoples	коренные народы
European arrivals	европейские поселения
was fully restored	было полностью восстановлено
full legislative independence	полная законодательная независимость
to amend constitution	вносить поправки в конституцию
apparent	очевидный
Inuit peoples	инуиты
a founding member	один из основателей
to be superseded	быть замененным

Task 3. Answer the following questions:

1. Where did the word Canada come from?
2. Who inhabited Canada before European colonization?
3. What organizations is Canada a member of?
4. Do people speak French in Canada? Where?
5. What factors influenced the culture of Canada?
6. From which countries did people immigrate to Canada?

Task 4. Fill in the gaps using the words given.

1. Over centuries, elements of immigrant ... have combined to form a Canadian culture.
2. The lands encompassing present-day Canada were ... for millennia by Indigenous peoples.
3. Canada has been an ... member of the Commonwealth and has played a leading role in the organization of French-speaking countries.
4. After the British ... of New France, the name Quebec was sometimes used instead of Canada.
5. In 1989 Canada ... the Organization of American States and signed a free trade agreement with the United States.

6. The French and British influences are ... by the cultures of the country's native Indian peoples
7. Some of these older ... had long faded by the time of the first European arrivals.
8. Britain divided old Quebec into the ... of Upper and Lower Canada.

Supplemented, provinces, conquest, joined, customs, civilization, inhabited, influential.

Task 5. Match the items on the right to the items on the left.

cover	trade networks
create	investigations
distinct	provinces
trade	use
British	customs
dual	for millennia
separate	a confederation
archeological	agreement
inhabited	the period
immigrant	conquest

Task 6. Put the parts in order to form a sentence.

1. french, in, character, religion, and, Quebec, is, also, in, reflected, in, architecture, the, differences, schooling.
2. has, Commonwealth, of, been, the, an, influential, Canada, member.
3. millennia, inhabited, peoples, was, for, by, indigenous, Canada.
4. word, *Kanata*, Canada, from, Huron-Iroquois, the, derived, the.
5. Canada, country's, First, native, Indian, in, Inuit, often, peoples, collectively, called, Nations, the, and, the, peoples, the.
6. is, in, also, schooling, religion, architecture, reflected, differences, Quebec, in, and.
7. of, European, first, older, the, had, long, faded, these, some, time, of, the, civilizations, by, arrivals.
8. the, cultures, French, influences, and, are, supplemented, British, by, the.

Task 7. Read and translate the text. Make up a conversation on the text with your partner using vocabulary given below.

A brief history of Canadian-American relations

The strong, neighborly ties between Canada and the U.S. are virtually unprecedented in world history. The two nations share the world's longest border, which is mostly undefended except for civilian **law enforcement**, and the American and Canadian militaries work hand in hand for joint defense through the North American Aerospace Defense Command, or NORAD. The U.S. and Canada also have the largest trading relationship of any two nations in the world, exchanging \$1.9 billion in goods and services every day. The nations' **electrical grids** are completely integrated as well. Nevertheless, Canadian-American relations appear to be at their lowest point in years, thanks to President Trump's decision to levy tariffs on Canadian steel and aluminum imports in the interest of “national security”. The tariffs, as well as Trump's personal attacks on Prime Minister Justin Trudeau, have enraged Canadians. “The idea that we're some national security threat is just **preposterous**”, said David Perry, a senior analyst at the Canadian Global Affairs Institute.

In fact, Canada's identity **was forged** in its opposition to its southern neighbor. During the American Revolution, Britain's Canadian colonies rebuffed invitations to join the revolt against the crown, and Canada ultimately became a haven for some 40,000 loyalist refugees **fleeing persecution** at the hands of the victorious patriots. When hostilities broke out again between the U.S. and the British in the War of 1812, American troops invaded Canada expecting to be greeted as liberators, only to be beaten back by British and Canadian troops. The war contributed greatly to Canada's emerging sense of self. Travel to Ontario, which saw much of the cross-border fighting, and you'll find monuments celebrating the triumph of Canadian arms over the invading Americans.

The U.S. never invaded Canada again, and the border was largely demilitarized in successive treaties between Britain and the U.S. But disputes over the border persisted throughout the early 19th century as the U.S. pushed westward. After the American Civil War, some Republicans demanded that Britain **ceded** all of Canada as reparation for supporting the defeated Confederacy. Fears of another American invasion helped lead to the creation of the Dominion of Canada on July 1, 1867 — now celebrated as Canada Day — which united the colonies of Canada, New Brunswick, and Nova Scotia into one semi-autonomous confederation within the British Empire. It was the beginning of the modern Canadian nation.

Canadian-American cooperation during World War II and the emerging threat of the Soviet Union ended the cross-border conflicts. Nevertheless, there have been flashes of disagreement over the decades, especially regarding American foreign policy. Some 30,000 Americans fled to Canada to avoid the draft during the Vietnam War, which Canada opposed. It also refused to join the U.S.-led invasion of Iraq in 2003. Canadians have long been **leery** of being dominated by their much larger neighbor, which has a population nearly 10 times that of Canada. Former Canadian Prime Minister Pierre Trudeau famously compared his country's relationship with the U.S. to a mouse sitting next to a sleeping elephant. “No matter how friendly and even-tempered is the beast”, he said, “one is affected by every **twitch and grunt**”.

He says America is being treated unfairly, falsely claiming that the country runs a trade deficit with Canada. Trump is particularly angry about Canada's fierce protection of its dairy farmers. Canada sets production quotas for dairy, eggs, and poultry products to keep prices stable and guarantee farmers a steady income, while charging tariffs of up to 270 percent on imported dairy products. The Trump administration wants Canada to open up its dairy market as part of the ongoing renegotiation of the North American Free Trade Agreement. "It's not about Trump and Trudeau," said former American diplomat Stephen Kelly. “This has been an irritant for many years”.

Canadians point out that the U.S. also heavily subsidizes its dairy industry, by about \$22 billion a year. Canada offered to open up its dairy market to join the Trans-Pacific Trade Partnership, but Trump pulled out of the agreement in one of his first acts as president. Historically, Canadians have had a positive view of the U.S., but that's changing under the Trump administration. For the first time in more than three decades, more Canadians have an unfavorable view of the U.S. than have a favorable one. Some Canadians are even boycotting U.S. products. Trump's hard-line immigration policy is also rubbing Canadians the wrong way. The U.S. Border Patrol recently boarded 10 Canadian fishing boats in disputed boundary waters to look for illegal immigrants, triggering howls of protest from Canadians. “Not surprised to see the Americans trying **to push people around**”, said Laurence Cook of New Brunswick's Grand Manan Fishermen's Association. “Typical American bullies”.

Who would win a trade war between the U.S. and Canada? Arguably, no one. Canada and the U.S. export almost exactly the same value of goods and services to each other every year — about \$670 billion. Canada,

however, is likely to suffer more in the long run because it's so heavily dependent on trade with the U.S. Canada's trade with the U.S. is worth as much as its trade with all other countries combined; Canada exports as much to the U.S. in a single month as it sends to the 28 countries of the European Union in an entire year. But Americans will also pay a price. Canada is the top export market for 35 U.S. states, and 9 million U.S. jobs depend on exports to its northern neighbor. If President Trump follows through on threats to impose a 25 percent tariff on Canadian-built cars, it would immediately rebound on the American auto industry, whose supply chain is **inextricably intertwined** with Canadian auto plants. "It should worry everyone", said Bruce Heyman, a former U.S. ambassador to Canada.

Adapted from: <https://theweek.com/articles/784421/brief-history-canadianamerican-relations> Accessed: 22.02.21

Glossary

law enforcement	правоохранительные органы
electrical grids	электрические сети
preposterous	нелепый
was forged	была подделана
fleeing persecution	спасающиеся от преследований
ceded	уступила
leery	осторожный
twitch and grunt	зд. действие и слово
to push around	принуждать
inextricably intertwined	неразрывно взаимосвязаны

Task 8. Work in pairs and discuss the topics.

1. The Aboriginals and Europeans
2. First World War and the role of Canada
3. Women's rights during the First World War
4. The political climate in 1920s
5. The settlers influence on the Canadian economy

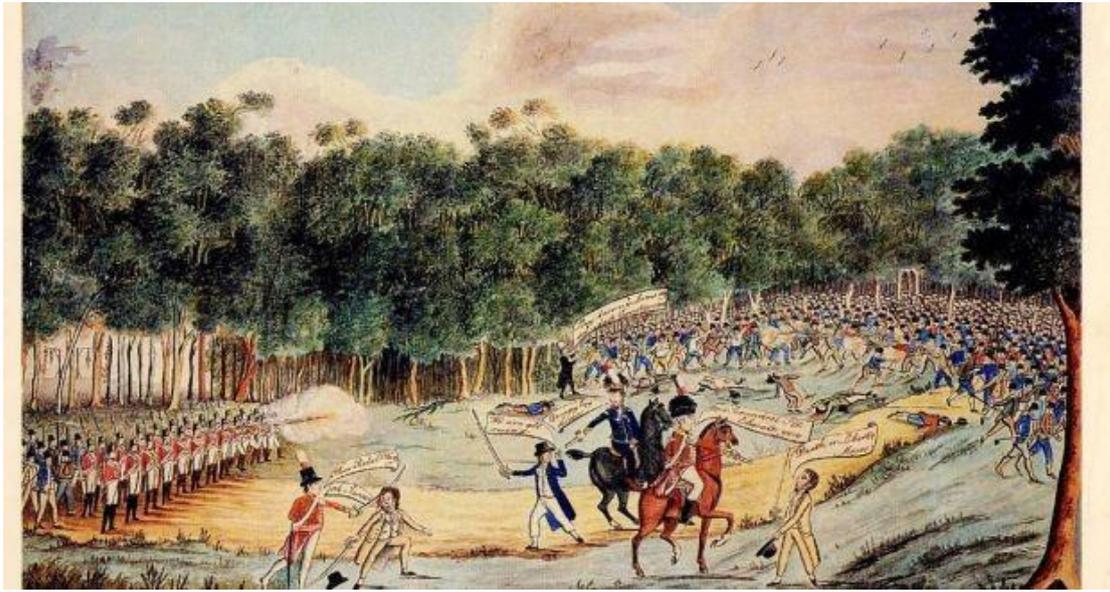
Task 9. Prepare a presentation on one of the topics using Appendix 3.

1. An Anti-Liquor Legislation in Canada
2. The impact of the Great Depression on Canada

3. Second World War and Canada before, during and after the war
4. Trudeau's Era and how his policies changed the country
5. The history of Canada through immigration

UNIT 6

History of Australia



Task 1. What do you know about the history of the UK?

Task 2. Read and translate the text.

Aboriginal Australia

Australia's first people were the Aborigines. They have occupied the continent for at least 50,000 years, and before the Europeans arrived in 1788 their population was probably between 3000,000 and 750,000. They occupied a lot of the northern territory. The Aborigines came by boat from the islands of what is currently Indonesia and they resided in all regions of Australia. They led a very simple life and they survived on hunting, gathering, and fishing, and did not farm. The Aborigines devised tools such as the **spear** and boomerang. Tradition was very significant in their lives and they practiced a religion called Dreaming which had a lot of stories about how spirits created the world. About 30,000 years ago is when Aboriginal art began and there are a lot of stories cut in rocks and painted on walls all around the country.

By 1788, the Aborigines existed as 250 distinct nations. Most of them had alliances with each other and in every nation, there were a number of clans, from as few as five to as many as 40. Every nation had its own dialect and some had a few, thus more than 250 languages were spoken, roughly 200 of which are currently extinct. It was in this same year when permanent settlers from Europe arrived in Sydney and they came to control the majority of the continent towards the end of the 19th century.

The region acquired the name Australia for the first time in 1814 when Englishman Matthew Flinders drew his map of the coast. The name was later officially **embraced** by the authorities.

Colonial Australia

Captain Cook had already claimed Australia for Britain and the British made a decision to use the region as a prison colony; it required a place to send people who had been jailed for theft and other crimes since its prisons were full and it had lost its American colonies in the American War of Independence. In 1788, Arthur Philip, the first Governor of New South Wales, led the British First Fleet of 11 ships to Sydney. Each ship carried about 1500 people and roughly 160,000 prisoners were brought to Australia from 1788 to 1868. Free emigrants started arriving in the 1790s.

In the 1830s, more migrants arrived in Australia from Britain looking for a new life. **Sheep farming** had already developed and many people found jobs on farms. New colonies appeared called Victoria, Western Australia, Tasmania and Queensland. They later became the States of the Commonwealth of Australia.

In the first few years, the European settlers were faced with a shortage of food but they started farming and more people arrived. Sydney developed and new cities began to emerge and by 1822, a lot of cities of had been developed.

Soon, a number of people from Sydney identified other regions of Australia. Matthew Flinders and George Bass sailed to Tasmania and began a colony at Hobart in 1803. William Hovell and Hamilton Hume moved south and found good land in Victoria and the Murray River. Farms and towns spread across the country and as a result, the Aborigines were forced to move from their land. Some of them were killed, while others died from hunger and illness. The Aboriginal people were soon **outnumbered** by the settlers, forcing them to settle on reserves.

The people in Australia wanted to govern their own country, and not get orders from London. The governors were elected by London and soon the settlers started demanding for more democracy and a local government. As a result, the New South Wales **Legislative Council** was established in 1825 to give advice to the Governor of New South Wales. The country's first parliamentary elections were held in 1843. The Australian Colonies Government Act of 1850 allowed constitutions for Tasmania, South Australia, Victoria, and New South Wales.

In 1855, London granted partial self government to these territories. The right to vote was also granted to men above 21 years old in South Australia. The six states of Australia became a country under a single constitution on 1 January 1901. The country came to be known as the **Commonwealth of Australia** through a Federal Constitution declared by Lord Hopetoun, the Governor-General.

World War I and World War II in Australia

As a previous colony of Britain, Australia supported its mother country during WWI but it experienced a lot of **devastating effects**. More than 400,000 locals volunteered to join the war and roughly 60,000 of them lost their lives, and many others were wounded. After the war came the Great Depression in 1929 and the economic and social divisions broadened and a lot of financial institutions in the country fell.

Australia also took part in WWII and contributed greatly to the allied victory in the Pacific, Asia and Europe. When the war came to an end in 1945, a lot of emigrants from the Middle East and Europe moved to Australia, and most of them were able to secure jobs in the flourishing manufacturing sector.

In 1967, the locals voted in a countrywide referendum to allow the federal government create policies **on behalf of** the Aboriginal Australians and include them in future censuses.

In 1972, the Australian Labour Party under Gough Whitlam was selected to power, bringing to an end the post-war authority of the Liberal and **Country Party Coalition**. Over the three years that followed, the new government introduced free global healthcare, ended conscription, adopted multi-culturalism, abolished university fees, abandoned the White Australia rule.

Australia, after the 70s

Between 1983 and 1996, several economic reforms were introduced, for instance, **floating** the Australian dollar and deregulating the banking system. In 1996, a Coalition Government under John Howard won the general elections and was elected again in 1998, 2001, and 2004. The Government implemented a number of reforms, including changes in the industrial relations and taxation systems.

Australia currently has the globe's 13th biggest economy and the 9th highest per capita income. It also ranks highly in education, health, political rights, quality of life, civil liberties, and economic freedom.

Adapted from: <https://infopedia.su/7x4691.html>
<https://www.studycountry.com/guide/AU-history.htm>

Glossary

Paleo-Indians	палеоиндейцы
Indigenous peoples	коренные народы
European arrivals	европейские поселения
was fully restored	было полностью восстановлено
full legislative independence	полная законодательная независимость
to amend constitution	вносить поправки в конституцию
apparent	очевидный
Inuit peoples	инуиты
a founding member	один из основателей
to be superseded	быть замененным

Task 3. Answer the following questions:

1. What kind of life did the Aborigines lead to survive?
2. How many languages did the Aborigines speak?
3. What can you say about Australia's contribution to the victory in World War II?
4. Whose former colony was Australia?
5. When were the economic reforms in Australia carried out?
6. In what areas is Australia a developed country?

Task 4. Fill in the gap using the words given.

1. The Government implemented ..., including changes in the industrial relations and taxation systems.
2. Australia currently has the globe's 13th biggest economy and the 9th highest ... income.
3. The Aborigines came by boat from the islands of what is currently Indonesia and they ... in all regions of Australia.
4. In the first few years, the European settlers ... with a shortage of food but they started farming and more people arrived.
5. In 1855, London ... partial self government to these territories.
6. The six states of Australia became a country under a single ... on 1 January 1901.

7. They ... a very simple life and they survived on hunting, gathering, and fishing, and did not farm.
8. Soon, a number of people from Sydney ... other regions of Australia.

Resided, led, a number of reforms, constitution, identified, per capita, granted, were faced.

Task 5. Match the items on the right to the items on the left.

Australian	elections
industrial	settlers
parliamentary	life
financial	river
permanent	colony
simple	relations
devised	institutions
prison	dollar
Murray	system
banking	tools

Task 6. Put the parts in order to form a sentence.

1. 13th, currently, economy, the, globe's, Australia, has, biggest.
2. governors, democracy, and, elected, settlers, by, the, London, soon, the, started, demanding, for, were, more.
3. sheep, already, developed, found, farms, many, had, people, farming, and, jobs, on.
4. soon, a, of, people, regions, of, from, identified, number, Sydney, Australia, other.
5. in, more, in, from, the, 1830s, Australia, migrants, arrived, Britain.
6. for, Captain, claimed, had, Cook, Australia, Britain, already.
7. and, came, to, control, the, majority, they, of, Sydney, the, continent.
8. Aborigines, first, were, the, Australia's, people.

Task 7. Read and translate the text. Make up a conversation on the text with your partner using vocabulary given below.

Australia

Australia, the smallest continent and one of the largest countries on

Earth, lying between the Pacific and Indian oceans in the **Southern Hemisphere**. Australia's capital is Canberra, located in the southeast between the larger and more important economic and cultural centers of Sydney and Melbourne.

Australia has been called “the Oldest Continent,” “the Last of Lands,” and “the Last **Frontier**.” Those descriptions **typify** the world's **fascination** with Australia, but they are somewhat unsatisfactory. In simple physical terms, the age of much of the continent is certainly impressive – most of the rocks providing the foundation of Australian landforms were formed during **Precambrian** and **Paleozoic time** (some 4.6 billion to 252 million years ago) – but the ages of the **cores** of all the continents are approximately the same. On the other hand, whereas the landscape history of **extensive** areas in Europe and North America has been profoundly influenced by events and processes that occurred since late in the last **Ice Age** – roughly the past 25,000 years – in Australia scientists use a more **extensive timescale** that takes into account the great antiquity of the continent's landscape.

Australia is the last of lands only in the sense that it was the last continent, apart from Antarctica, to be explored by Europeans. At least 60,000 years before European explorers sailed into the South Pacific, the first **Aboriginal explorers** had arrived from Asia, and by 20,000 years ago they had **spread** throughout the **mainland**. When Captain Arthur Phillip of the British Royal **Navy** landed in 1788, there may have been between 250,000 and 500,000 Aboriginals, though some **estimates** are much higher. The Aboriginals had already transformed the **primeval** landscape, **principally** by the use of fire, and, contrary to common European perceptions, they had established **robust**, semipermanent **settlements** in well-favoured localities.

Adapted from: <https://www.britannica.com/place/Australia/The-Interior-Lowlands>
 Accessed: 29.03.21

Glossary

Southern Hemisphere	Южное полушарие
frontier	граница
typify	олицетворять
fascination	очарование
Precambrian	Докембрический

Paleozoic time	Палеозойское время
cores	ядра
extensive	обширный
Ice Age	Ледниковый период
timescale	шкала времени
antiquity	древность
landscape	ландшафт
Aboriginal explorers	первооткрыватели
spread	распространять
mainland	материк
navy	флот
estimate	оценивать
primeval	первозданный
principally	главным образом
robust	крепкий
settlements	поселения

Task 8. Work in pairs and discuss the topics.

1. Indigenous people of Australia
2. Impact of European settlement
3. Lieutenant James Cook's first voyage to the South Pacific
4. Colonization of Australia
5. The environment movement 1960s – present

Task 9. Prepare a presentation on one of the topics using Appendix 3.

1. The fleet of Australia
2. The social impacts of the Great Depression on Australia
3. Struggle for human rights and freedoms (1945 – present)
4. Modern Australia emerging 1960s
5. Migration experiences (1945 – present)

UNIT 7

History of New Zealand



Task 1. What do you know about the history of the UK?

Task 2. Read and translate the text.

Polynesians settled in New Zealand in 1250-1300 AD and developed a distinctive Maori culture. Maori society was tribal. Each person belonged to a family or “whanau”, a sub-tribe or “hapu”, and the full tribe or “iwi”. **Warfare** was common in New Zealand. The Maori built fortified settlements called “pa”. People captured in war became slaves. The Maori were famous for their **wood carvings** and also tattoos or moko which were made with a **bone chisel**, a **mallet** and blue pigment. They made **pendants** or tikis from whalebone.

The first Europeans known to have reached New Zealand were Dutch explorer Abel Tasman and his crew in 1642. Four of them and one Maori were killed. Europeans did not revisit New Zealand until 1769 when British explorer James Cook mapped almost the entire coastline.

Following him, several ships cruised near New Zealand trading food, metal tools, and weapons. Europeans introduced potatoes, diseases and animals. The introduction of weapons resulted in **Musket Wars** between the Maori tribes encompassing over 600 battles between 1801 and 1840. Between 30,000 and 40,000 Maori were killed. Their population declined 40% during the 19th century.

The Treaty of Waitangi that claims sovereignty for the British Crown was signed in the Bay of Islands on 6 February 1840. New Zealand, originally part of the colony of New South Wales, became a separate

Crown colony in 1841. In 1852 the Constitution Act divided New Zealand into 6 provinces. Each one had a provincial council. In 1856 New Zealand was granted self-government. Following concerns that the South Island might form a separate colony, the crown transferred the capital from Auckland to Wellington in 1865 due to its **harbour** and central location. The parliament officially sited over there for the first time in 1865.

Meanwhile settlers brought sheep to New Zealand. It was very well suited **to raising flocks** of sheep and the industry flourished. Furthermore, in the 1860s gold was discovered in New Zealand resulting in **gold rushes**.

As immigrant numbers increased, conflicts over land led to the New Zealand Land Wars of the 1860s and 1870s, resulting in the loss and confiscation of much Maori land. From then on, notable dates include:

- 1893: the country became the first nation in the world to grant all women the right to vote.
- 1894: New Zealand pioneered the adoption of compulsory arbitration between employers and unions.
- 1907: New Zealand declared itself a Dominion within the British Empire.
- 1947: the country adopted the Statute of Westminster, making New Zealand a Commonwealth country.

New Zealand is now a constitutional monarchy with a parliamentary democracy. Queen Elizabeth II is the Queen of New Zealand and the head of state. The Queen is represented by the Governor-General, whom she appoints on the advice of the Prime Minister.

New Zealand was involved in world affairs, fighting alongside the British Empire in the first and second World Wars. A Maori protest movement developed after WWII, which worked for greater recognition of Maori culture and the Government has **negotiated settlements** of these grievances.

New Zealand is still mainly depends on agriculture for its exports. New Zealand is famous for sheep. Crops like wheat, barley, peas, and apples are grown and New Zealand has many vineyards. Another important export is kiwi fruit. However, an important industry in modern New Zealand is tourism. In 2020 the population of New Zealand was 4.8 million.

Adapted from: <https://www.workingholidaystarter.com/history-of-new-zealand/> Accessed: 22.02.21

Adapted from: <http://www.localhistories.org/newzealand.html> Accessed: 22.02.21

Glossary

warfare	состояние войны
wood carvings	резьба по дереву
a bone chisel	костяное долото
a mallet	молоток
pendants	подвески
Musket Wars	Мушкетные войны
harbour	гавань, порт
to raising flocks	заниматься овцеводством
gold rushes	золотые лихорадки
negotiate settlements	вести переговоры

Task 3. Answer the following questions

1. When did a Maori protest movement develop?
2. Who was the first European to reach New Zealand?
3. What is New Zealand still depends on for its exports?
4. What did ships trade in New Zealand?
5. Who mapped almost the entire coastline?
6. What crops are grown in New Zealand?

Task 4. Fill in the gap using the words given.

1. New Zealand was involved in world affairs, fighting ... the British Empire in the first and second World Wars.
2. Another important ... is kiwi fruit.
3. However, an important industry in modern New Zealand is *tourism*.
4. Europeans introduced potatoes, ... and animals.
5. People ... in war became slaves.
6. In 1852 the Constitution Act ... New Zealand into 6 provinces.
7. Following him, several ships ... near New Zealand trading food, metal tools, and weapons.
8. New Zealand is still mainly depends on ... for its exports.

Cruised, export, agriculture, alongside, diseases, divided, captured.

Task 5. Match the items on the right to the items on the left.

world	colony
constitutional	explorer
important	council
Maori	vineyards
British	location
provincial	settlements
fortified	monarchy
separate	affairs
many	industry
central	culture

Task 6. Put the parts in order to form a sentence.

1. New Zealand, following, and, trading, several, near, him, metal cruised, tools, ships, food weapons.
2. in, slaves, war, became, captured, people.
3. a, each, council, provincial, one, had.
4. kiwi, another, is, important, fruit, export.
5. potatoes, and, Europeans, diseases, introduced, animals.
6. constitutional, a, New Zealand, with, now, democracy, a, monarchy, is, parliamentary.

Task 7. Read and translate the text. Make up a conversation on the text with your partner using vocabulary given below.

Violent times, from Tasman to Cook

For Europeans, the land called New Zealand began to **exist** in 1642, when the Dutch explorer Abel Tasman arrived on its **shores**. But the story of this amazing island began much earlier, more than a thousand years ago, when Polynesian Maori tribes came here by canoe.

The Aborigines had long lived as an independent state unknown to Europeans. To this day, New Zealand's history is still full of mystery and **uncertainty**. It is believed that **prior** to the arrival of the Maori, the island was inhabited by **disappeared** peoples. It is possible that the Maori may have mingled with the Maori and formed a special race. However, all of this is in the **realm** of **conjecture** and legend...

History has **preserved** information about the first **encounters** between independent Maori and European aliens. Unfortunately, all these meetings have been brutal and bloody. Navigator Tasman attempted to land with his sailors on the West Coast of New Zealand in 1642. However, the Aboriginals met the arrivals inconveniently, with arrows flying in. **How could it be otherwise** - it was here that there were agricultural plantations on which the well-being of tribes depended. The Maori defended their possessions against incursions by unknown sailors.

A battle **ensued** which resulted in the killing of several Aboriginal and Dutch sailors. Tasman hurried off the inhospitable shore, calling it **Killer Cove**, and continued his voyage. Since then, New Zealand's coasts have long been considered part of the unknown southern mainland.

Another hundred years later, an Englishman, James Cook, moved in this direction. He **embarked** on an expedition to find the mysterious South Land. Upon landing, Captain Cooke hurried to declare the open land **British property**. Prudent Cook brought an interpreter with him to make a deal with the local population and avoid a confrontation. However, the Aboriginals were not willing to talk peacefully, and a fight ensued and several Māori were killed.

The British, armed and prepared for any eventuality, did not yield, as they achieved the purpose of their journey and intended to explore the open land thoroughly. James Cook climbed the mountain and saw that New Zealand was not the mainland as everyone thought it was, but the two islands between which the strait lay. This discovery allowed Cook to give the strait his name.

A few years later, Captain Cook repeated his expedition, examining the lands more closely and mapping them. Now Europeans were seriously interested in the discovery, because the new islands provided an opportunity to establish colonies and farm there. The first European settlement was established in New Zealand in 1814.

Adapted from: <https://kiwizone.ru/novaya-zelandiya/istoriya/>
 Accessed: 28.03.2021

Glossary

exist	существовать
shores	берега
uncertainty	неопределенность, неясность

prior	предыдущий , предварительный
disappeared	исчезнувшие
realm	область
conjecture	гипотеза
preserve	сохранить
encounters	встречи
ensue	завязаться
cove	бухта
embark	затянуть
property	собственность

Task 8. Work in pairs and discuss the topics.

1. Maori arrival and settlement
3. Colonial period of New Zealand
3. First World War
4. 1930s foreign policy
5. Second World War

Task 9. Prepare a presentation on one of the topics using Appendix 3.

1. Early European exploration and Maori
2. Immigration (1840-1916)
3. Post-war era
4. 21st century
5. Gold Rush and South Island growth

End-of-Module test

1. In, under Prince Vladimir, pagan Russia was baptized.
 - a. 898
 - b. 988
 - c. 798
2. gradually formed as a new center of Russian principalities since the beginning of the XIV century.
 - a. Moscow
 - b. Kiev
 - c. Kazan
3. On 19 August 1700 Peter declared war on
 - a. Turkey
 - b. Poland
 - c. Sweden
4. Invasion of Kazan by ended in summer 1774.
 - a. Ivan IV
 - b. Peter I
 - c. Pugachev
5. In the middle of the century Kazan was one of the biggest cities in Russia.
 - a. 16th
 - b. 17th
 - c. 18th
6. In 1874 the ... supply system began to work in Kazan.
 - a. electricity
 - b. gas
 - c. water
7. In 1066, the Anglo-Saxon dynasties replaced the dynasties.
 - a. Tudor
 - b. Norman
 - c. Stuart

8. joined the UK in 1801.
- a. Ireland
 - b. Scotland
 - c. Wales
9. During period, the House of Commons became the centre of government
- a. King George IV
 - b. King William IV
 - c. Queen Victoria
10. By European settlers occupied 13 colonies along the Atlantic coast.
- a. 1733
 - b. 1740
 - c. 1757
11. The US Constitution was accepted in
- a. 1788
 - b. 1887
 - c. 1678
12. The youngest ever elected to the presidency won the election of November 1960.
- a. Dwight D. Eisenhower
 - b. Harry S. Truman
 - c. John F. Kennedy
13. Canada became entirely self-governing within the British Empire in
- a. 1936
 - b. 1935
 - c. 1931
14., 1867 when all colonies united celebrated as Canada Day.
- a. August 28
 - b. July 1
 - c. February 9

15. The tariffs, as well as personal attacks on Prime Minister Justin Trudeau, have enraged Canadians.

- a. Obama's
- b. Clinton's
- c. Trump's

16. In the first few years, the European settlers were faced with a shortage of in Australia.

- a. water
- b. food
- c. medication

17. The region acquired the name Australia for the first time in

- a. 1814
- b. 1827
- c. 1799

18. The Australia's first parliamentary elections were held in

- a. 1834
- b. 1843
- c. 1854

19. The Maori built fortified settlements called ".....".

- a. pa
- b. hapu
- c. iwi

20. In 1907 New Zealand declared itself a within the British Empire.

- a. Union
- b. Commonwealth
- c. Dominion

21. New Zealand is now a with a parliamentary democracy.

- a. constitutional monarchy
- b. democracy
- c. autocracy

Russia is washed by the waters of three oceans: the Arctic in the north, the Atlantic in the west and the Pacific in the east, and has the most extensive borders - 62,3 thousand km, from which 24,6 thousand km are land borders and 37,7 thousand km are sea borders.

As the world's largest country in total **area**, Russia displays a **wide diversity** of **landforms**. In general terms, it is divided into some very specific geographical zones.

The broad European Plain, or Volga River Plain extends from the Ural Mountains to its western borders with Europe. The central and southern areas of Russia include large **fertile** areas, **marsh**, steppes (plains without trees) and massive **coniferous forests**. Siberia is a combination of frozen tundra, with rolling hills rising to plateaus, punctuated by **scattered mountain ranges**.

Mountain ranges are found across Russia, with many of the major ones stretching along its southwestern, southeastern and eastern borders. In the far southwest the Caucasus Mountains slice across the land. The country's highest **point**, Mt. Elbrus at 18,481 ft. (5633 m), is located there.

Making up the natural border between European Russia and Asia, the Ural Mountains **extend** from the Arctic Ocean to Kazakhstan's northern border.

The Kolyma Mountains in far northeastern Russia extend about 1126 km (700 mi) north and south to the east of the Kolyma River and roughly parallel to the coast of Siberia. Some rise to over 6000 feet (1830 meters).

Russia has more than 100000 rivers with a **length** of 7 miles, or greater. Some of the world's longest rivers flow through the vast **lowland plains** that dominate the Russian **landscape**. Significant rivers include the Volga, Dnieper and Dvina (west), the Lena, Ob, and Yenisey (central) and the Amur in the Far East.

At 1,642 m (5387 ft), Lake Baikal is the deepest and among the clearest of all lakes in the world. Baikal is home to more than 1700 species of plants and animals, two thirds of which can be found nowhere else in the world.

Long characterized as the typical Russian landscape, the steppe region displays a broad range of treeless, grassy plains punctuated by mountain ranges, and provides the best conditions for human **settlement**.

Accounting for over 60% of Russia, the forested region taiga extends from its western borders then east towards the Pacific Ocean. Russia contains the world's largest reserve of **coniferous wood**. To make way for agriculture, much of the forested zone has been cleared.

Stretching 4349 miles (7000 km) from west to east, the Russian Arctic tundra is a vast treeless and marshy plain, and is well-known for its white nights (dusk after midnight, and dawn fairly soon after) through summer and days of near total darkness through winter.

Adapted from: [https:// http://en.russia.edu.ru/russia/geo/](https://en.russia.edu.ru/russia/geo/)

Accessed: 29.03.21

Glossary

area	площадь
wide diversity	широкое разнообразие
landform	форма рельефа
the broad European Plain	Широкая Европейская равнина
fertile	плодородный
coniferous forests	хвойные леса
scattered mountain ranges	разрозненные горные цепи
point	вершина
extend	простираться
length	длина
lowland plains	низменные равнины
settlement	поселок
coniferous wood	хвойное дерево

Task 3. Answer the following questions:

- 1) Where is Russian Federation located?
- 2) What specific geographical zones does Russia have?
- 3) Where can mountain ranges be found in Russia?
- 4) What do you know about rivers in Russia?
- 5) How can you characterize the Russian landscape?

Task 4. Fill in the gaps using the words given.

1. Russia is by the waters of three oceans.
2. Russia is in the northern part of Eurasia.
3. Russia a wide diversity of landforms.
4. The central and southern areas of Russia large fertile areas, marsh, steppes and massive coniferous forests.
5. Mountain ranges are across Russia.
6. Some of the world's longest rivers through the vast lowland plains.
7. To make way for agriculture, much of the forested zone has been

8. The Russian Arctic tundra is a vast treeless and marshy plain, and is for its white nights.

flow, located, well-known, include, washed, displays, found, cleared

Task 5. Match the items on the right to the items on the left.

wide	forests
coniferous	conditions
mountain	borders
lowland	rivers
the best	reserve
significant	plains
world's largest	ranges
western	diversity

Task 6. Put the parts in order to form a sentence.

1. Russia, a, wide, displays, of, diversity, landforms.
2. The, and, central, southern, of, areas, Russia, large, include, areas, fertile.
3. Siberia, a, combination, is, of, tundra, frozen, rolling, with, hills.
4. Russia, more, than, has, 100,000, with, rivers, of, a, length, 7 miles
5. Russia, the, contains, world's, coniferous, reserve, largest, of, wood.
6. The, tundra, Russian, marshy, Arctic, is, a, plain, vast, treeless, and.
7. Range, the, steppe, displays, grassy, region, a, broad, of, treeless, plains.
8. The, Mountains, Arctic, extend, Ural, Ocean, from, to, northern, the, Kazakhstan's, border.

Task 7. Read and translate the dialogue, reproduce it with a partner.

- What area does the Russian Federation occupy?
- It occupies the area of some 17,000,000 square kilometres.
- What ocean is the country washed by?
- The country is washed by the Pacific Ocean, the Arctic Ocean and the Atlantic Ocean.

- What countries does the state border on by sea and by land?
- Russia has a land border with China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan in the south, Norway, Finland, the Baltic States (Latvia, Lithuania, Estonia), Poland, Byelorussia and the Ukraine in the West. Russia has a sea-border with the USA and Japan.
- What is the most important river in Russia?
- The Volga is the longest and the most important river of Russia. It flows into the Caspian Sea. Many rich and significant industrial cities stand on Volga.
- What resources is Russia rich in?
- Russia is rich in gas, oil, coal, non-ferrous metals such as aluminium, nickel and lead, in iron ores. Russia is also rich in natural resources such as timber, fish and fresh water.
- How can you characterize the climate of the state?
- The country lies in several different zones that's why there are several types of climate, including the monsoon climate of the Far East, the continental climate of Siberia and the subtropical climate of the south.
- What are the main industries of Russia?
- Oil, gas and coal extracting industries are developing now. The food industry supplies the population with food and drinks in abundance. The machine-building industry produces modern machinery.

Task 8. Give a definition for each of the following terms:

A boundary, an ocean, a landform, tundra, to include, agriculture, to contain, well-known, dawn, reserve, a forest, a plain.

Task 9. Read the text and translate it in writing.

Rivers of Russia

Russia is the largest country on Earth, and its land mass is split between Europe and Asia, with the Ural River roughly dividing the territories. The country features a number of important rivers that drain into several bodies of water, including the Arctic Ocean, Baltic Sea, Black Sea, Caspian Sea and Pacific Ocean. Rivers were the highways of ancient cultures, so Russia's most important cities naturally sit on the banks of its main rivers.

Volga River

The Volga River is the most important river in Russia. Not only is it the longest river in Europe, but the Volga is also the cradle of Russian

civilization. Approximately half of the country's 20 largest cities are in the Volga basin, including the capital of Moscow. End to end, the river's length nearly matches the width of the continental US, yet the Volga is entirely self-contained in Russia. Most river boat cruises between Moscow and St. Petersburg spend significant time on the Volga.

Moskva River

Moscow sits on the banks of the Moskva River, and many of the city's finest structures – the Kremlin, Novodevichy Convent and Christ the Saviour Cathedral -- press right against its waters. Dozens of bridges cross the Moskva in the city limits, making it one of the country's most picturesque rivers. Built in the 1930s, the Moscow Canal allows the Moskva to reach the upper Volga to the north, though the two waterways already connect via the Oka River to the east.

Neva River

The Neva River splits into a delta in St. Petersburg, which was the Russian capital at the time of the revolution. Thanks to this network of waterways, St. Petersburg is often called the "Venice of the North." Like Moscow, many of the city's landmarks are visible from its main river, including the Winter Palace, Hermitage, Admiralty and Summer Gardens. Less than 50 miles in length, the Neva connects Lake Ladoga to the Gulf of Finland.

Ob River

The Ob River is one of the dominant waterways on the Asian side of Russia. Located in western Siberia, the Ob flows directly into the Arctic Ocean at the Gulf of Ob, a 600-mile-long bay separating two peninsulas. Thanks to its zigzag nature and abundance of tributaries, this navigable river was a valuable transportation route prior to the Trans-Siberian Railway. Since tourism is limited in the Asian territories, the Ob's use is primarily industrial.

Ural River

From the Ural Mountains to the Caspian Sea, the 1,500-mile Ural River cuts through Russia and Kazakhstan to separate east from west, Asia from Europe. The river has a strong flow during the warmer months but freezes in the winter. Russian cities along the Ural River include Orsk, Orenburg and Magnitogorsk, none of which are tourist towns.

Adapted from:
<http://traveltips.usatoday.com/main-rivers-russia-107257.html>

Accessed: 29.03.21

Task 10. Read the text and make up the annotation in English. Use Appendix 1.

Climate of Russia

Of course with an area the size of Russia, it is difficult to give any sort of general advice about the climate and weather except that summers are warm to hot, and winters get very cold in some areas. In general, the climate of Russia can be described as highly continental influenced climate with warm to hot dry summers and (very) cold winters with temperatures of -30°C and lower and sometimes heavy snowfall. Sometimes very strong easterly winds, called *Buran* can occur, bringing freezing cold temperatures and snowstorms. Precipitation varies from region to region; the Western parts of Russia have the most rain (up to 750 mm), the southern and southeastern areas in the Russian steppes are the driest with an annual average below 200 mm.

Northern & Central European Russia have the most varied climate; the mildest areas are along the Baltic coast. The summer is mostly dry and sunny, sunshine may be nine hours a day, with local showers or thunderstorms in the afternoon and evening. As almost everywhere in Russia, winters can be very cold with frost and snowfall, the first snow often falls in early October. Spring and autumn can be quite unsettled, sometimes low pressure systems can bring frequent rain- or snowfall and strong winds.

Siberia: This area of Russia is famous for its extreme climate with very cold winters, but warm to hot summers, although they tend to be short and wet. Average precipitation is about 500 mm, most falls in the form of rain in spring and autumn. The winter is mostly dry, snow covers the ground from end October to mid March in some years. In the winter the weather can be very dangerous sometimes with temperatures below -35°C , strong winds and snowstorms. The coldest place in Russia is Oimjakon in the central Siberian region Yakutia, where the winter temperatures are almost the lowest in the world, below -50°C in January. The Arctic sea is Ice-bound from November to end March.

Southern European Russia: Winter is shorter than in the north. The Russian steppes (in the southeast) have hot, dry summers and very cold winters. The north and northeastern areas around the Black Sea have milder winters, but frequent rainfall all the year round. The climate in this region is slightly Mediterranean influenced.

Adapted from:

<http://www.weatheronline.co.uk/reports/climate/Russia.htm>

Task 11. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Mountain ranges in Russia

There are numerous mountain ranges in Russia, including the Urals, the Caucasus, the Altai, the Sayan, the Kolyma, the Koryak, the Stanovoy, the Verkhoyansk and Yablonovy Mountains. Because the country has numerous mountains ranges, many of which have their own sub-ranges, citing a specific number is not possible. While Russia is frequently described as having nine main mountain ranges, which ranges are included in that set varies from source to source.

The Ural Mountains are arguably Russia's most famous range. They reach from the Arctic Ocean in the north down some 1,300 miles to Kazakhstan in the south and act as a divider between European and Asian Russia. However, this chain is not very tall; the highest mountain in the range, Mount Narodnaya, only reaches 6,212 feet. Consequently, these mountains have never impeded movement and trade in the area.

The Caucasus Mountains form the border with Georgia and Azerbaijan to the south of Russia, and as the Urals, they separate Europe from Asia. They are also one of Russia's two centers of seismic activity, the other being Kamchatka in the Far East.

Mount Elbrus is the highest mountain in Europe and one of the Seven Summits. It is an inactive volcano located in the western Caucasus mountain range in Russia near the border of Georgia. Mt. Elbrus has two summits; the west summit is slightly higher than the east summit. By far the most popular route to the summit is the Standard Route via the south face. It is the easiest, safest and fastest on account of a cable car and chairlift system which operates from about 9am till 3pm. The route starts at the Barrels Hut at 3900 m and climbs to the Diesel Hut at 4157 m. From the hut, it climbs past the Pashtuhova Rocks to the saddle between the two peaks and on to the West summit. Starting for the summit at about 2am from the Diesel Hut should allow just enough time to get back down to the chairlift before it closes. A longer ascent via the Kiukurtliu Route starts from below the cable-way Mir station and heads west over glacier slopes towards the Khotiutau pass. Climbing Elbrus from other directions is a

tougher proposition because of lack of permanent high facilities. Skiing from the summit of Elbrus is also very popular.

Adapted from: <https://www.reference.com/geography/mountain-ranges-russia-41ae6c160e94ced1>
 Accessed: 29.03.21

List of the highest Russian mountains

Name	Height / [m]	Location/Range
Elbrus	5642	Caucasus
Dykh-Tau or Dykhtau	5204	Caucasus
Pushkin peak	5108	Caucasus
Kazbek	5033	Caucasus
Gestola	4859	Caucasus
Shota Rustaveli Peak	4859	Caucasus
Jimara	4780	Caucasus
Uilpata	4646	Caucasus
Gora Shaukhokh	4636	Caucasus
Kukurtlu (Kukurtli-Kolbashi)	4624	Caucasus
Belukha	4506	Altay
Munku-Sardyk	3491	East Sayan Mountains
Kyzyl-Taiga	3122	West Sayan Mountains
Pobeda Peak	3003	Chersky Range
Ledyanaya	2453	Koryak Mountains
Tardoki-Yangi	2090	Sikhote-Alin mountain range
Narodnaya	1895	Ural Mountains
Yamanatau	1640	Ural Mountains

Adapted from:
<http://best-geo.narod.ru/interest/engrussmountains.html>
 Accessed: 29.03.21

Task 12. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Education system in the Russian Federation

According to the Federal Law №273 of 29.12.2012 «On Education in the Russian Federation», the education system consists of the following levels.

General education consists of four levels. Pre-school education is provided by licensed institutions for children up to age 6 - 7 years, that is, before they enter formal school. Primary general education comprises grades 1-4, from the age of 7 to 10 years. Lower secondary education takes 5 years and comprises grades 5–9, from the age of 11 to 15 years. Upper secondary education takes two years (grades 10–11). Students complete secondary education at the age of 17-18 years.

All four levels of general education are provided on the basis of their own state standards. Secondary general education with 11 years of formal schooling is **compulsory**. On completion of upper secondary education (grade 11) a **school leaving certificate** is awarded. The name of this qualification is the Certificate of Secondary General Education (Attestat o sred-nem obshchem obrazovanii).

The general secondary school study programme is culminated with mandatory state final attestation of each **graduate** in the Russian language and mathematics, which is an **obligatory** part of the USE. Graduates who have successfully passed the Unified State Examination - USE in Russian language and mathematics are issued Certificates of Secondary General Education.

Technical and **vocational education** (srednee professionalnoe obrazovanie) offers training programmes of two stages: first stage programmes - for skilled workers, junior technicians and employees; second stage programmes - for mid-career professionals.

Graduates of technical and vocational education programmes are awarded Diplomas.

Education institutions of the second stage vocational education are generally known as Tekhnikums and Colleges. College can be independent educational institution or constituent part of Higher-educational institutions (HEIs). It offers professional education programmes of basic and advanced types. As a rule these programmes are well coordinated with uni-

versity level programmes in the same **field of study**.

Higher education.

There is the multilevel system of training of specialists with higher education in Russia and the following levels of higher education are set:

Bachelor degree is conferred after a four-year course of study. Bachelor programmes cover wide range fields of study. The function of Bachelor degree is to provide a more academically rather than professionally oriented education. Bachelor degree is a **prerequisite** for admission to Magister studies. State final attestation includes the defense of a **thesis** prepared over a period of four months and State final examinations. Following a successful attestation, a state Diploma is issued attesting **conferral** of

Bachelor degree.

The qualification of Specialist Diploma has two functions. It opens access to professional practice (e.g., to engineers, teachers, chemists, etc.), and it is also the traditional prerequisite for admission to doctoral studies likewise **master's degree**. The qualification of Specialist Diploma is conferred after studies lasting not less than five years. The diploma is awarded predominantly in technical fields of study (specialities). The State final attestation for a Specialist Diploma covers the defense of a project or a thesis and State final examinations.

Master programme is a two-year course focused more on research activities in comparison with Specialist programme (up to 50% of student's workload). But above all, this is a profound analytical and practical training of professionals in a particular field of study and practice. State educational standard defines only general requirements for Master educational programmes and not the requirements regarding the content of education. HEIs are free to make their own decisions regarding the contents of Master programmes. The State final attestation for a Master degree covers the defense of a dissertation and State final examinations. Access to Master studies is open for holders of Bachelor degree. HEIs themselves set up admission procedures (examinations, interviews, etc.) for applicants. Those holders of HE degrees wishing to pursue Master programme in different field of study must pass an additional tests which reflect the requirements for the chosen Master programme.

Doctoral Programmes. The hierarchy of advanced scientific degrees in Russia traditionally includes Doctor's degrees of two levels: Candidate of Sciences (Kandidat Nauk) and Doctor of Sciences (Doktor Nauk). The Candidate of Sciences degree normally requires three years of study after

the award of Specialist or Master degrees. The Doctor of Sciences degree can be earned after a period of further study following the award of the Candidate of Sciences degree. In reality, to earn a Doctor of Sciences degree requires five to fifteen years beyond the award of the Candidate of Sciences degree.

Adapted from:
<https://nic.gov.ru/en/inrussia/eduinfo/levels>
 Accessed: 17.12.2020

Glossary

compulsory	обязательный
school leaving certificate	аттестат об окончании школы
graduate	выпускник учебного заведения, окончить учебное заведение
obligatory	обязательный
vocational education	профессионально-техническое образование
field of study	направление подготовки, главный учебный предмет.
Bachelor degree	базовое высшее образование, диплом бакалавра
prerequisite	предварительное условие или требование
thesis	диплом, дипломная работа
conferral	присвоение
Master's degree	диплом магистра, магистр

Task 13. Fill in the gaps using the words given.

1. All four of general education are provided on the basis of their own state standards.
2. On of upper secondary education (grade 11) a school leaving certificate is awarded.
3. The general secondary school study is culminated with mandatory state final attestation of each graduate in the Russian language and mathematics.
4. The of advanced scientific degrees in Russia traditionally includes Doctor's degrees of two levels.
5. Graduates of technical and vocational education programmes are Diplomas.

6. Upper secondary education two years.
7. The function of Bachelor degree is to a more academically rather than professionally oriented education.

takes, completion, programme, provide, awarded, hierarchy, levels

Task 14. Give a definition for each of the following terms:

Education system, a programme, higher educational institution, secondary general education, a certificate, a graduate, final examinations, a test, to require, a state educational standard, to pursue, Candidate of Sciences.

Task 15. Read the text and make up the annotation in English. Use Appendix 1.

Culture of Russia

With its massive landmass, it comes as no surprise that Russia has become a melting pot for a wide variety of languages and cultures. National and international ballet, music concerts, art exhibitions and cinemas are commonplace in most Russian cities. Not to mention, Russia is home to a whopping 26 World UNESCO Heritage Sites, such as the Kremlin, Red Square and Lake Baikal.

The Russian Language

81% of the total population in Russia speak Russian as their sole and primary language, and Russian remains the country's only official language. Simultaneously, the country has a **diverse mix** of more than 100 languages scattered across an estimated 200 ethnic groups, and 37 other languages are taught in schools in different republics across the country.

Religion

Christianity, Islam, Buddhism, and Judaism are Russia's traditional religions, deemed part of Russia's "historical heritage" in a law passed in 1997. Russian Orthodoxy is the dominant religion in Russia. 95% of the registered Orthodox parishes belong to the Russian Orthodox Church while there are a number of smaller Orthodox Churches. The church is widely respected by both believers and nonbelievers, who see it as a symbol of Russian heritage and culture. Smaller Christian denominations such as Roman Catholics, Armenian Gregorians, and various Protestants exist.

Literature

Russian literature is considered to be among the most influential and developed in the world, with some of the most famous literary works belonging to it. Russia's literary history dates back to the 10th century; in the 18th century its development was boosted by the works of Mikhail Lomonosov and Denis Fonvizin, and by the early 19th century a modern native tradition had emerged, producing some of the greatest writers of all time. This period and the Golden Age of Russian Poetry began with Alexander Pushkin, considered to be the founder of modern Russian literature and often described as the "*Russian Shakespeare*" or the "*Russian Goethe*".

It continued in the 19th century with the poetry of Mikhail Lermontov and Nikolay Nekrasov, dramas of Aleksandr Ostrovsky and Anton Chekhov, and the prose of Nikolai Gogol, Ivan Turgenev, Leo Tolstoy, Fyodor Dostoyevsky, Mikhail Saltykov-Shchedrin, Ivan Goncharov, Aleksey Pisemsky and Nikolai Leskov. Tolstoy and Dostoevsky in particular were titanic figures, to the point that many literary critics have described one or the other as the greatest novelist ever.

The leading authors of the Soviet era included Yevgeny Zamiatin, Isaac Babel, Vladimir Mayakovsky, Ilf and Petrov, Yury Olesha, Mikhail Bulgakov, Boris Pasternak, Mikhail Sholokhov, Aleksandr Solzhenitsyn, Yevgeny Yevtushenko, and Andrey Voznesensky.

Painting

In the 19th century the realists captured Russian identity in landscapes of wide rivers, forests, and birch **clearings**, as well as vigorous genre scenes and robust portraits of their **contemporaries**. Leading realists include Ivan Shishkin, Arkhip Kuindzhi, Ivan Kramskoi, Vasily Polenov, Isaac Levitan, Vasily Surikov, Viktor Vasnetsov and Ilya Repin.

By the turn of the 20th century and on, many Russian artists developed their own unique styles, neither realist nor avante-garde. These include Boris Kustodiev, Kuzma Petrov-Vodkin, Mikhail Vrubel and Nicholas Roerich. Many works by the Peredvizhniki group of artists have been highly sought after by collectors in recent years. Russian art auctions during Russian Art Week in London **have increased in demand** and works have been sold for record breaking prices.

Science and innovation

At the start of the 18th century the reforms of Peter the Great (the founder of Russian Academy of Sciences and Saint Petersburg State University) and the work of such champions as polymath Mikhail Lomonosov (the founder of Moscow State University) **gave a great boost for development** of science, engineering and innovation in Russia. In the 19th and 20th centuries Russia produced a large number of great scientists and inventors.

Nikolai Lobachevsky, a Copernicus of Geometry, developed the non-Euclidean geometry. Dmitry Mendeleev invented the Periodic table, the main framework of the modern chemistry. Pavel Yablochkov and Alexander Lodygin were great pioneers of electrical engineering and inventors of early electric lamps. Alexander Popov was among the inventors of radio.

The greatest Russian successes are in the field of space technology and space exploration. Konstantin Tsiolkovsky was the father of theoretical astronautics. His works had inspired leading Soviet rocket engineers such as Sergei Korolev, Valentin Glushko, and many others that **contributed to the success** of the Soviet space program at early stages of the Space Race and beyond. In 1957 the first Earth-orbiting artificial satellite, Sputnik 1, was launched; in 1961 on 12 April the first human trip into space was successfully made by Yury Gagarin.

Classical music

Music in 19th-century Russia was defined by the **tension** between classical composer Mikhail Glinka along with the other members of The Mighty Handful, and the Russian Musical Society, which was musically conservative. The later Romantic tradition of Pyotr Ilyich Tchaikovsky, one of the most popular composers of the Romantic era, was brought into the 20th century by Sergei Rachmaninoff, one of the last great champions of the Romantic style of European classical music. World-renowned composers of the 20th century included Alexander Scriabin, Igor Stravinsky, Sergei Prokofiev, Dmitri Shostakovich and Georgy Sviridov.

Soviet and Russian conservatories have turned out generations of world-renowned soloists. Among the best known are cellist Mstislav Rostropovich; pianists Sviatoslav Richter, and Emil Gilels; and vocalists Fyodor Shalyapin, Galina Vishnevskaya, Anna Netrebko and Dmitry Hvorostovsky.

Cuisine

Russian cuisine widely uses fish, poultry, mushrooms, berries, and honey. Crops of rye, wheat, barley, and millet provide the ingredients for a plethora of breads, pancakes, cereals, kvass, beer, and vodka. Black bread is relatively more popular in Russia compared to the rest of the world. Soups, stews and filled dumplings are very characteristic for Russian cuisine. The most popular soups include shchi, borsch, ukha, solyanka and okroshka. Smetana (a heavy sour cream) is often added to soups and salads. Most popular dumplings are pirozhki, pelmeni, varenyky, blini, and Turkic manti.

Sport

Russians have been successful at a number of sports and consistently finish in the top rankings at the Olympic Games and in other international competitions. Combining the total medals of Soviet Union and Russia, the country is second among all nations by number of gold medals both at the Summer Olympics and at the Winter Olympics.

Soviet gymnasts, track-and-field athletes, wrestlers, boxers, fencers, shooters, chess players, cross country skiers, biathletes, speed skaters and figure skaters were consistently among the best in the world, along with Soviet basketball, handball, volleyball and ice hockey players.

Russian synchronized swimming is the best in the world, with almost all gold medals having been swept by Russians at Olympics and World Championships for more than a decade. Figure skating is another popular sport in Russia; in the 1960s, the Soviet Union rose to become a dominant power in figure skating, especially in pair skating and ice dancing, and at every Winter Olympics from 1964 until 2006, a Soviet or Russian pair has won gold, often considered the longest winning streak in modern sports history. Since the end of the Soviet era, tennis has grown in popularity and Russia has produced a number of famous tennis players.

Holidays

There are eight public holidays in Russia. The New Year is the first in calendar and in popularity. Russian New Year traditions resemble those of the Western Christmas, with New Year Trees and gifts, and Ded Moroz (Father Frost) playing the same role as Santa Claus. Rozhdestvo (Orthodox Christmas) falls on 7 January, because Russian Orthodox Church still follows the Julian (old style) calendar and all Orthodox holidays are 13 days after Catholic ones. Another two major Christian holidays

are Paskha (Easter) and Troitsa (Trinity), but there is no need to recognize them as public holidays since they are always celebrated on Sunday.

Further Russian public holidays include Defender of the Fatherland Day (23 February), which honors Russian men, especially those serving in the army; International Women's Day (8 March), which combines the traditions of Mother's Day and Valentine's Day; International Workers' Day (1 May), now renamed *Spring and Labor Day*; Victory Day (9 May); Russia Day (12 June); and Unity Day (4 November).

Adapted from: <https://www.livescience.com/44154-russian-culture.html#:~:text=Russian%20culture%20has%20a%20long,to%20its%20ornate%20religious%20symbols.>

https://en.wikipedia.org/wiki/Russian_culture

http://masterrussian.com/russianculture/Russian_Culture.htm

Accessed: 10.04.21

Glossary

diverse mix	микс, смешение
tension	напряжение
<u>birch</u> clearings	березовые поляны
contemporaries	современники
increase in demand	увеличение спроса
give a great boost for development	дать большой толчок развитию
contribute to the success	способствовать успеху

Task 16. Fill in the gaps using the words given.

- National and international ballet, music concerts, art exhibitions and cinemas are ...in most Russian cities.
- Russian ... the country's only official language.
- Russian Orthodoxy is the ... religion in Russia.
- Tolstoy and Dostoevsky in particular were titanic ... , to the point that many literary critics have described one or the other as the greatest novelist ever.
- In the 19th and 20th centuries Russia produced a large number of great scientists and
- The greatest Russian successes are in the field of space technology and space

7. Soviet and Russian conservatories have turned out generations of ... soloists.

8. Since the end of the Soviet era, tennis has grown in popularity and Russia has ... a number of famous tennis players.

inventors, commonplace, exploration, produced, world-renowned, remains, dominant, figures

Task 17. Match the items on the right to the items on the left.

space	for development
Orthodox	to the success
historical	clearings
give a great boost	rankings
diverse	technology
birch	holidays
contribute	in demand
top	of modern Russian literature
increase	heritage
founder	mix

Task 18. Work in pairs and discuss the topics:

1. Location of Russia
2. Water bodies of Russia
3. Landscape of Russia
4. Climatic zones of Russia
5. Preschool education in Russia
6. Religious education in Russia
7. Institute for Noble Maidens
8. Russian literature
9. Science and innovation in Russia
10. Russian holidays

Task 19. Prepare a presentation on one of the topics using Appendix 3:

1. Moscow
2. The Volga
3. Pollution in Russia
4. Climatic zones of Russia

5. Railways of Russia
6. Education in the Soviet Union
7. Famous Russian universities
8. Russian cuisine
9. Sport in Russia
10. Russian Painting

Task 20. Make a crossword puzzle on the topic “Russia” and offer your partner to do it.

Task 21. End-of-Module test

1. Russia is located in the part of Eurasia.
 - a. southern
 - b. eastern
 - c. northern

2. Russia is washed by the waters of oceans.
 - a. two
 - b. three
 - c. four

3. It occupies the area of some square kilometers.
 - a. 17000000
 - b. 15000000
 - c. 25000000

4. extend from the Arctic Ocean to Kazakhstan's northern border.
 - a. The Kolyma Mountains
 - b. The Ural Mountains
 - c. The Caucasus Mountains

5. Mountain ranges are found
 - a. in the southern part of Russia
 - b. in the southern part of Russia
 - c. across Russia

6. Russia has more than rivers
 - a. 150000

- b. 50000
- c. 100000

7. is the longest and the most important river of Russia.

- a. The Volga
- b. The Kama
- c. The Lena

8. Baikal is home to more than.....species of plants and animals.

- a. 1700
- b. 2000
- c. 1000

9 provides the best conditions for human settlement.

- a. the steppe region
- b. the forested region taiga
- c. the Russian Arctic tundra

10. The Russian Arctic tundra is a vast treeless and marshy plain, and is well-known for its

- a. white nights
- b. mountains
- c. forests

11. Master programme is a focused more on research activities in comparison with Specialist programme.

- a. two-year course
- b. one-year course
- c. three-year course

12. The State final attestation for a Master degree covers

- a. State final examinations
- b. the defense of a dissertation and State final examinations
- c. the defense of a dissertation

13. Lower secondary education takes and comprises

- a. 5 years ... grades 5–9
- b. 5 years ... grades 4–8
- c. 3 years ... grades 7–9

14. ... of the total population in Russia speak Russian as their sole and primary language.

- a. 71%
- b. 91%
- c. 81%

15. Russian is the best in the world, with almost all gold medals having been swept by Russians at Olympics and World Championships for more than a decade.

- a. synchronized swimming
- b. football
- c. figure skating

16. The greatest Russian successes are in the field of

- a. biology
- b. space technology
- c. medicin

The climate of the region is **moderate-continental**. However, there are **droughts**. Average temperature of the coldest month (January) is -13C, of the warmest (July) +19C. **Annual average amount of precipitation** is 460-520 mm.

More than 16 percent of the territory of the Republic is covered with forests, mainly by **greenwood (oak, lime, birch, aspen)**, **coniferous types** include **pine** and **spruce**. Local fauna is represented by 430 species of **vertebrates** and hundreds of species of **invertebrates**. Such wild animals as **elks**, bears, wolves, foxes, hares, **squirrels, badgers**, hedgehogs and others live in the woods.

Tatarstan is rich in oil. The most well-known oil fields are Romashkinskoye, Novo-Velkhovskoye, Pervomaiskoye and Bondyuzhskoye. Tatarstan is also rich in brown and black coal, copper, gypsum, dolomites, **clays**, mineral waters and medical muds.

The republic has huge water resources. The Volga river system is of great importance to Russia and Tatarstan. The Volga, the Kama, the Vyatka and the Belaya rivers are the four longest rivers, but there are also a lot of smaller rivers: the Zai, the Myosha, the Cheremshan, the Kazanka, etc and a lot of beautiful lakes, such as Lake Kaban, Swan Lake, Blue Lake, Deep Lake and others.

The geographical position of Tatarstan is favourable for the development of industry, trade and other socio-economic fields. The agriculture is developed in Tatarstan: gardening, pig farming, bee farming, **dairy farming** and others.

The Volga-Kama State Natural Biosphere Reserve and the National Park “Nizhnyaya Kama” are located on Tatarstan territory. The Volga-Kama State Natural Biosphere Reserve is located in Zelenodolsk and Laishevo municipal regions of the Republic of Tatarstan. Two **detached areas** of the reserve, Saralovsky (4170 hectares) and Raifa (5921 hectares), are located at a distance of about 100 km. The National Park “Nizhnyaya Kama” is located on the territory of Elabuga and Tukai municipal regions. There are several land and water tourist routes down the woodlands, and water routes down the **water-storage basin**, down the Kama and Kriusha rivers.

Adapted from: <http://english-fans.tgim1.edusite.ru/p43aa1.html>

Accessed: 29.03.21

Glossary

plain	равнина
confluence	слияние
moderate-continental	умеренно-континентальный
drought	засуха
annual average amount	среднегодовая сумма
precipitation	атмосферные осадки
vegetation period	вегетационный период
greenwood	лиственный лес
oak	дуб
birch	береза
aspen	осина
coniferous types	хвойные виды
pine	сосна
spruce	ель
vertebrates	позвоночные животные
invertebrates	беспозвоночные животные
elk	лось
squirrel	белка
badger	барсук
clay	глина
dairy farming	молочное животноводство
detached areas	отдельные области
water-storage basin	водохранилище

Task 3. Answer the following questions:

- 1) Where is Tatarstan situated?
- 2) What can you say about the climate of the region?

- 3) What natural resources does the republic have?
- 4) Is the geographical position of Tatarstan favourable?
- 5) What do you know about the Volga-Kama State Natural Biosphere Reserve and the National Park “Nizhnyaya Kama”?

Task 4. Fill in the gaps using the words given.

1. The republic has water resources.
2. The climate of the is moderate-continental.
3. Two detached areas of the, Saralovsky and Raifa, are located at a distance of about 100 km.
4. The National Park “Nizhnyaya Kama” is located on the..... of Elabuga and Tukai municipal regions.
5. Its is more than 67 thousand square kilometres.
6. Tatarstan is situated on the East-European Plain at the..... of the two greatest rivers.
7. The Volga-Kama State Natural Biosphereis located in Zelenodolsk and Laishevo municipal regions.
8. Tatarstan is as as Ireland, Sri-Lanka and Lithuania.

confluence, republic, region, huge, big, territory, area, Reserve

Task 5. Match the items on the right to the items on the left.

river	climate
pig	amount
vegetation	farming
coniferous	basin
detached	system
water-storage	areas
annual average	types
moderate-continental	period

Task 6. Put the parts in order to form a sentence.

1. Is, Tatarstan, in, situated, the, Russia, centre, Plain, of, the, on, the, East-European.

2. No, Tatarstan, has, foreign, states, borders, with.
3. More, percent, than, 16, of, forests, the, is, of, covered, the, territory, Republic, with.
4. Also, Tatarstan, is, brown, dolomites, gypsum, rich, in, and, coal, black, copper.
5. The, importance, system, Volga, is, and, of, river, great, to, Russia, Tatarstan.
6. Tatarstan, geographical, the, of, is, industry, the, development, favourable, for, of, position.
7. The, pig, is, Tatarstan, farming, developed, farming, agriculture, in, gardening, bee.
8. There, several, water, are, land, and, tourist, woodlands, routes, down, the.

Task 7. Read and translate the dialogue, reproduce it with a partner.

- Where is Tatarstan situated?
- Tatarstan is situated in the central part of Russia at the junction of the Volga and the Kama.
- What area does Tatarstan cover?
- It covers the area of 68,000 square kilometres.
- What are the most important cities in Tatarstan?
- The largest and most important cities of Tatarstan are Naberezhnye Chelny, Almetyevsk, Bugulma, Chistopol.
- What resources is Tatarstan rich in?
- Tatarstan is very rich in natural resources such as coal, gas and oil. Agriculture of the republic is also of great importance. Tatarstan is self-sufficient in basic food production.
- How can you characterize the climate of the republic?
- The climate of Tatarstan is moderate continental: sometimes it is very hot in summer and very cold in winter.
- What kind of a republic is Tatarstan?
- Tatarstan is a sovereign republic with its president at the head. In 1990, on August 30 the Superior Council of the republic signed the Declaration of Independence.
- What are the national symbols of Tatarstan?
- The flag has three horizontal stripes: green, white, and red. The state anthem was composed by Tatar composer Rustem Yakhin. The Coat of Arms of the Republic of Tatarstan was adopted by the Supreme Council on February 7, 1992. It is in the form of a round shield. The central image of the coat of arms is a winged snow leopard.

Task 8. Give a definition for each of the following terms:

Confluence, to stretch, an oak, precipitation, trade, distance, gardening, a water route, a drought, a field, a republic, importance

Task 9. Read the text and translate it in writing.

Natural resources of Tatarstan

The main wealth of Tatarstan is oil. More than 2.6 billion tons has been produced for the whole period of oil extraction in the Republic of Tatarstan (since 1946). At present, oil stocks of Tatarstan are estimated to be 0.8-1.0 billion tons. The most well-known oil fields are Romashkinskoye, Nova-Yelkhovskoye, Pervomaiskoye and Bondyuzhskoye. Along with oil, bradenhead gas is extracted in the amount of 40 cu. m per ton of oil. The Republic holds rich stocks of petroleum bitumens. Besides, Tatarstan possesses the stocks of brown and black coal, goat, combustible slates, copper ores, gypsum, cement raw material, sand-gravel mixtures, mason's and glass-making sand, limestone and dolomites, clays, phosphorites, mineral waters, medical muds.

The Republic has huge water resources – annual flow of rivers of the Republic exceeds 240 billion cu. m. Soils are very diverse, the best fertile soils covering 1/3 of the territory. Due to high development of agriculture in Tatarstan, forests occupy only 16% of its territory. The largest rivers of the Republic are the Volga, the Kama and its two navigable tributaries – the Belaya and the Vyatka. The total flow of the four rivers makes 234 billion cu. m per year. Certain part of the territory of the Republic is occupied by reservoirs – the Kuibyshev and the Nizhnekamskoye.

Adapted from:

<http://www.tatartrade.com/default.asp?iCatId=6&iSubId=1&iLang=en>

Accessed: 29.03.21

Task 10. Read the text and make up the annotation in English. Use Appendix 1.

Climate of Tatarstan

The republic has a moderately continental climate with a warm summer and moderately cold winter. There are 1,900 hours of sunlight in an average year, with the sunniest period lasting from April to August.

This climate is due to the influence of western-eastern shifts of air masses. Air masses from the Atlantic Ocean make the climate mild and form cloudy weather with precipitation. Air from Siberia and the Arctic causes a considerable drop of temperatures in the cold season.

The warmest month of the year is July, with average temperatures of 18-20 °C; the coldest month is January, with average temperatures around -13 or -14 °C. The absolute lowest temperature is between -44 and -48 °C (in Kazan, the coldest recorded temperature was -46.8 °C in 1942). The maximum temperature can easily reach +40 °C. The absolute annual range is 80-90 °C. The average annual temperature is about 2 to 3.1 °C.

Average precipitation is between 460 to 520 mm. 65–75 % of the total annual precipitation falls during the warm period of the year (above 0 °C). Maximum precipitation occurs in July (51–65 cm), the minimum in February (21–27 cm). Some years are draught afflicted. The vegetation period lasts nearly 170 days.

Snow cover forms after mid-November; it melts in the first half of April. Snow cover usually lasts between 140 and 150 days a year, with an average height of 35-45 cm. The maximum depth of soil freezing is 110-165 cm.

Climatic resources differ between different regions of the republic. Predkamye and eastern Zakamye are relatively cold, but more humid parts of Tatarstan. Western Zakamye is a relatively warm region, but draughts often occur there. Predvolzhye has the mildest and best climate. On the whole, though, climatic conditions of the republic are moderately favourable for agriculture.

Adapted from: <http://tatarile.org/en/node/81>

Accessed: 29.03.21

Task 11. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Relief of Tatarstan

The territory of the Republic of Tatarstan is primarily constituted by a plain with uplands and lowlands that formed over a long period of time. The average height above sea level of the Tatarstan territory is 150-160 m; 90% of the territory is situated at an elevation of less than 200 m above sea level. Maximum heights in the southeastern part of the republic are in the Bugulma-Belebei Upland. The highest point is 381 m. The lowest levels are near the left bank of the Volga and Kama rivers. The lowest point is 53 meters (at the water edge of the Kuibyshev reservoir).

Valleys of the Volga and Kama rivers divide the territory of the republic into three parts: Predvolzhye, to the west along the right bank of the

Volga; Predkamyé, in the north along the left bank of the Volga and the right bank of the Kama; Zakamyé, in the south and south-east along the left bank.

The Privolzhye upland is in the western part of the republic, the northern and eastern borders of which are bound by the Volga. The average height above sea level in Predvolzhye is 140 m, with a maximum elevation of 276 m, located at the headwaters of the Bezdna River along the inflow of the Sura in Tatarstan's Drozhzhanovsky Region. The Volga banks are generally steep and dissected by valleys of small rivers and ravines.

Predkamyé, located in the northwest of the republic, contains the southernmost tip of the Vyatsky Uval upland. The average height above sea level is 125 m, and the maximum height is 235 m, located in the headwaters of the Ilet and Shoshma Rivers. The southernmost tips of the Mozhgin and Sarapul uplands are located in eastern Predkamyé, located in the northeast of Tatarstan; the maximum elevation is 240-243 m and the average elevation is 120 m.

The highest area of the territory is the Bugulma-Belebei, upland with average elevation of 175 m; this is situated in the southeast of the republic in Eastern Zakamyé. Two elevation levels can clearly be seen: the first from 220-240 m, the second from 300-320 m.

Large rivers, the valleys of which were formed on tectonic faults and downfolds, form the lowland plains. The Zavolzhye lowland occupies the largest area. As a narrow strip of terrace complex, it stretches along the left bank of the Volga up to the confluence with the Kama and then expands to form the low-lying western Zakamyé area with elevations of 80-100 and 120-160 m.

The Kama-Belsk Lowland corresponds with the valleys of the Kama, Belaya, and Izh rivers with primary heights of 100-120 m.

Valleys of large and medium rivers are noted for the asymmetry of their slopes, caused by the shift of these rivers' direction as a result of the Coriolis force. High, steep banks are composed of bedrocks. Floodplain terraces are located above the floodplain on the flatter left slopes.

River valleys, small rivers, brooks, ravines, and gullies also contribute to the various forms of relief. The asymmetry of slopes in small river valleys is related to the uneven heat penetration of slopes in this cold climate. Consequently, the slopes facing the south and west are steeper.

This relief profile provides favorable conditions for the development of agriculture in all regions of the republic. However, human activity, such

as deforestation practices that shifted surface runoff into underground runoff and the plowing up of most of the land has contributed to ravine and soil erosion.

Adapted from: <http://tatarile.org/en/node/81>

Accessed: 29.03.21

Task 12. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Creating and improving the system of teachers' professional development in the Republic of Tatarstan in 1920 - 1930s

The system of professional development of teaching staff, which has developed in the twentieth century, can be described as an ordered set of institutions and organizations (Teacher Training institutions, faculties of retraining teachers at teachers' training institutions; district and city methodical offices, regional, inter-school and school methodological associations etc.), whose goal is continuous improvement of theoretical training, **vocational skills**, raising the cultural level of teachers as well as school administrators, school system staff and also the use and application of the achievements of pedagogical science, advanced pedagogical experience in accordance with the objectives set by the state and society for schools.

The creation of Tatar Autonomous Soviet Socialist Republic in May, 1920 had a **beneficial effect** on the beginning of the formation of the national pedagogical intelligence in the region. The management bodies of the young Soviet republic were the Commissariat of Internal Affairs, Justice, Education, Health, Social Welfare, Agriculture, Food and Finance. Authority control of public education, Tatnarkompros (Tatarstky People's Commissariat of Education), guided by the decrees and regulations, 1918 "**Regulations** on the Unified Labor School", "The basic principles of the unified labor school", defined the content of training teaching staff and systematically **implemented** the courses of training, as the leading form training. This was due to the real needs of the new school, the level of preparation of mass teachers. It should, incidentally, be noted that previously, during the first months of Soviet regime, many teachers of Kazan province being part of the All-Russian Teachers' Union have taken a wait, not trusting the new government. Part of the old teachers for various reasons did not take new orders, manifests doubt by declaring a policy of non-interference, and sometimes complete disagreement with the reform of

education. There was a great demand of new teaching staff who was of workers and peasants origin.

So in the 1921-1922 years eight pedagogical colleges for the training of teachers with secondary special education were opened in Tatarstan on existing teacher training courses in Kazan, Chistopol, Tetyushi Spassk, Yelabuga, where 1,200 people were trained. These were Kazan Tatar Pedagogical College, an experienced Russian Kazan Pedagogical College, Kreschensky Kazan Pedagogical College, Chuvash Kazan Pedagogical College, Chistopolsky Russian-Tatar Pedagogical College, Tetyushsky Russian-Tatar Pedagogical College, Spassky Russian Pedagogical College, Elabuzhsky Tatar Pedagogical College.

Considering that the central figure in the school is a teacher, and this one determines the ideological and political direction and the level of school education, the government and the People's Commissariat of the Republic did pay attention to the training of teaching staff for national schools. As early in 1922, a special group of senior school staff has been formed at the Eastern Pedagogical Institute (VPI) (Kazan). Short and long term training courses for teachers were organized in each canton of Tatarstan. According to the resolution of Council of People's Commissars of Russian Federation of 21 November 1925, at the same VPI for the purpose of training of teachers of native language and literature for advanced schools Turko-Tatar and Chuvash department and later - Mari and votskoe (Udmurtia) were opened. However, this fact did not cover the need for teachers to reopening Tatar schools.

Training courses was a major form in the training of personnel for the new Soviet school. Courses in the region were led and held by Akademtsentr, Glavprofobr, Glavsotsvos. Short-term teachers' courses have been designed for training teachers who worked without leaving their essential work. Their program was based on the most important professional interests of teachers, difficulties encountered in the school practice. Time limit dictated the need for **diversity** of work forms. Main of them were conferences, excursions, workshops, lectures, discussions, seminars and individual work.

In 1926-1927 cultural service of teachers was combined with the management of **self-education**, the creation of the institute of consultants, development programs and recommended reading lists. The subscription library "Pedagogical courses at home" facilitate self-education of teachers and continuous professional of them. During the 1924-1928 teachers have received more than 80 titles of books and manuals.

In the second half of the 1920-ies in the country there was a need to create a common scientific and methodological center that would conduct a **comprehensive** study of all aspects of professional development of teaching staff, preparing curricula and programs, as well as generalize work experience. The Bureau of the Collegium of the People's Commissariat of the RSFSR in accordance with the recommendations of the Second All-Russian conference on improvement of professional skill of workers of social education in September 1927 the "Regulation on central courses of social workers advanced training" was approved. Central courses had to **carry out research** on the problems of improvement of teaching staff qualification; develop curricula and course programs, **manuals** for selfdevelopment with bibliographies; conduct courses for different categories of public education workers, to carry out the program-methodical management in the field of advanced training.

In the beginning of 1928 these courses were reorganized into the Institute of Advanced Training of Teachers, and from December 1930 - in the Central Institute of Advanced Training of Teachers. The Regulations on the Institute of Advanced Teachers' Training (IPKP) was approved by the People's Commissariat of the RSFSR in June 28, 1928.

Adapted from:

https://kpfu.ru/staff_files/F_258834993/2159.pdf

Accessed: 27.12.2020

Distance Learning

Kazan University is one of the oldest universities in Russia, which has celebrated its 210th birthday. This date is the symbol of historical continuity in all spheres of university life: science, education, culture, sport, academia.

Keeping its connection with traditions, Kazan University is keeping with the times by not just following global educational and scientific trends, but also by **carrying out great contribution** in the development of the most progressive forms and methods of education. Among them are technologies of distance learning, **e-learning** used both in **intra- and extramural education** on different levels: in programs of high education, further education, **advanced training** and professional retraining.

E-learning, technologies of distance learning are implemented in KFU in order to increase efficiency of the process of education and productivity of research work...

I'm sure that e-learning will prove to be useful, effective and interesting for you!

Glossary

vocational skills	профессиональные навыки
beneficial effect	положительно воздействие
regulations	регламент, устав, постановление, инструкция
implement	выполнять, осуществлять претворять в жизнь
self-education	самообразование
comprehensive	всесторонний, всеобъемлющий, общий
carry out great contribution	вносить большой вклад
carry out research	проводить научные исследования
manuals	учебник, справочник
e-learning	электронное обучение
intra- and extramural education	очное и заочное образование
advanced training	повышение квалификации

Task 13. Fill in the gaps using the words given.

1. In 1926-1927 cultural service of teachers was combined with the management of
2. The creation of Tatar Autonomous Soviet Socialist Republic in May, 1920 had a on the beginning of the formation of the national pedagogical intelligence in the region.
3. Short-term teachers' have been designed for training teachers who worked without leaving their essential work.

4. During the 1924-1928 teachers have received more than 80 titles of books and
5. , technologies of distance learning are implemented in KFU.
6. In the second half of the 1920-ies in the country there was a need to create a common.....and methodological center.
7. However, this fact did not cover the for teachers to reopening Tatar schools.

courses, beneficial effect, E-learning, manuals, need, self-education, courses

Task 14. Give a definition for each of the following terms:

Professional development, improvement, cultural level, labor school, reform of education, a college, training courses, self-education, to facilitate, to carry out research, advanced training, distance learning.

Task 15. Read the text and make up the annotation in English. Use Appendix 1.

Culture of Tatarstan

People with various historical and cultural traditions live in the republic. The combination of at least three types of cultural interaction (Turkic, Russian-Slavic and Finno-Ugric) **defines the uniqueness** of this area, the originality of **cultural and historical values**. International festivals and exhibition projects, world music premieres and tours of legendary theatres, art laboratories and folk holidays, - here are some features of the Tatarstan cultural life full of striking events and talented people.

Language

In 922, the Tatars' predecessors, the Bulgars, converted to Islam, and the old Turkic script was replaced by the Arabic alphabet. Tatar, along with Russian, is the official language of the Republic of Tatarstan.

Religion

Most Tatars are Sunni Muslims, with the exception of the Kryashan Tatars, who are Christian. In Tatarstan, along with Islam and Russian Orthodox Christianity, there are some other religious communities such as Old Believers, Protestants, Seventh-Day Adventists, Lutherans, and Jews. Islam has played an important role in strengthening the Tatar culture, because the imperial Russian government repeatedly tried to **limit the spread** of Islam from the Tatars to other peoples. This approach, however,

usually pushed Tatar Muslims closer to their faith, and there is generally a **devout observance** of rituals and ceremonies among Muslim Tatars.

Literature

The Tatar literature has a thousand-year-old history. One of the early monuments of the Tatar-Bolgar written language, the poem “The story of Yusuf” by Kul Gali, dates back to 1212. Gabdulla Tukai whose works favored development of the whole national literature is called “the Tatar Pushkin”.

Names of such **prominent writers** as Leo Tolstoy, Sergei Aksakov, Maksim Gorky and Vasily Aksenov, poets Evgeny Boratynsky, Gavriil Derzhavin, Marina Tsvetaeva, Nikita Zabolotsky, artists Ivan Shishkin and Nikolai Feshin, poet Musa Jalil, composer Sofia Gubaidulina, musicians Oleg Lundstrem and Mikhail Pletnev are connected with Tatarstan.

Music

The composer Salikh Saidashev is the founder of the Tatar professional music. Distinguished figures of the Russian music culture, graduates of Moscow and St.Petersburg conservatoires who laid the basis for classical music education took part in foundation of the Kazan conservatory in 1945. Such world-known musicians as Sofia Gubaidulina and Oleg Lundstrem are graduates of the Kazan conservatory.

Realization of international project “Pearls of the Tatar music” continued in 2011. Concerts of symphonic music were held in Stockholm (Sweden), Jerusalem (Israel), Almaty (Kazakhstan) within the limits of this project.

The State symphonic orchestra of the Republic of Tatarstan is one of the most prominent music bands with All-Russia status. It was the first orchestra in Russia to obtain the status of an autonomous institution supported by the grant of the RT President.

Art

Artistic unions successfully work in republic. There are 60 museums in the region. One of them is the Centre “Hermitage-Kazan” opened due to cooperation between the State hermitage and cultural institutions of the Republic of Tatarstan.

There are 1550 libraries functioning now in republic including 4 republican libraries. A single information resource – the portal “National library of the Republic of Tatarstan” <http://kitap.tatar.ru> is being developed. Electronic versions of documents including so valuable and rare books digitized on the base of the National library are available on this resource.

Theatre

The Tatar drama theatre founded at the beginning of the XX century as an amateur theatre has become a **distinctive art phenomenon** with its own aesthetics, dramaturgy, actor's and director's schools in the middle of the last century. It was the first national theatre to obtain the title of an academic theatre in 1926.

There are fifteen state theatres, the State ensemble of song and dance of the Republic of Tatarstan, the Tatar state philharmonic named after G.Tukai and the State big concert hall named after S.Saidashev functioning in republic.

The following international festivals have become very popular: the opera festival named after F.Shalyapin, the festival of classical ballet named after R.Nuriev, the festival of modern music "Europe-Asia", the theatre festival of Turkic people "Nauruz", the Kazan international festival of Muslim cinema, the open republican TV youth festival of variety art "Sozvezdie-Yoldyzlyk".

Sport

Millions of people all over the world are fond of sports and games. Sport is very popular in Tatarstan too. The Bulgars were nomadic tribes, so horse-riding is a tradition for Tatarstan. Kazan hippodrome celebrated its 137th birthday in 2006. Early Tatars were brave people. They were strong and well-trained in running, shooting, horse-riding and wrestling.

Today Tatarstan is the land of well-developed sportsmen, famous athletes, the Olympic champions known all over the world. Rashid Nezhmetdinov (1912-1974) was among them.

In 2002 the men's team of hockey on grass "Dynamo" became the owner of the Cup of Russia and a bronze prize winner for the first time. In 2004 the team "UN ICS" became a silver prize winner of the championship of Russia. The sportsmen of Tatarstan showed high sports results in the 27th summer Olympic Games (Svetlana Demina - a silver medal in sports gymnastics, Denis Kapustin - a bronze medal in athletics).

Holidays

Tatars typically observe some of the Soviet era holidays and also Muslim holidays which, to a large degree, are the same as those elsewhere in the Muslim world. The Soviet celebrations include New Year's Day (January 1), International Women's Day (March 8), Labor Day (May 1), and Victory Day (May 9 - commemorates the end of World War II). Since the Tatars are **widely scattered** across Russia and Central Asia, different communities have regional holidays as well.

The Islamic holidays include Milad al-Nabi (the birth of the Prophet Muhammad), Eid al-Adha (celebrating the story of Abraham offering his son for sacrifice), and Eid al-Fitr (celebrating of the end of the Ramadan month-long fast). The dates of these holidays vary due to the rotating nature of the lunar calendar. The Kryashan Tatars celebrate Christian holidays such as Easter and Christmas.

Adapted from:

<https://tatarstan.ru/eng/about/culture.htm>

<http://english-fans.tgim1.edusite.ru/p51aa1.html>

Accessed: 10.04.21

Glossary

define the uniqueness	определить уникальность
cultural and historical values	культурно-исторические ценности
limit the spread	ограничить распространение
devout observance	благочестивое соблюдение
prominent writers	выдающиеся писатели
distinctive art phenomenon	самобытный художественный феномен
widely scattered	широко разбросанный

Task 16. Fill in the gaps using the words given.

1. One of the early monuments of the Tatar-Bolgar written language, the poem "The story of Yusuf" by Kul Gali, ... to 1212.
2. Such world-known musicians as Sofia Gubaidulina and Oleg Lundstrem are ... of the Kazan conservatory.
3. Millions of people all over the world are ... of sports and games.
4. In 2004 the team "UN ICS" became a silver prize ... of the championship of Russia.
5. The Tatar drama theatre was ... at the beginning of the XX century as an amateur theatre.
6. Today Tatarstan is the land of ... sportsmen, famous athletes, the Olympic champions known all over the world.
7. Realization of international project "Pearls of the Tatar music" ... in 2011.
8. In 922, the Tatars' predecessors, the Bulgars, ... to Islam,
well-developed, winner, graduates, dates back, converted, founded, fond,

continued

Task 17. Match the items on the right to the items on the left.

cultural	communities
religious	art phenomenon
classical music	writers
well-trained	the uniqueness
distinctive	the spread
devout	the title
limit	interaction
obtain	education
define	observance
prominent	in running

Task 18. Work in pairs and discuss the topics:

1. Location of Tatarstan
2. Climate of Tatarstan
3. Flora and Fauna of Tatarstan
4. Natural resources of Tatarstan
5. Waters of Tatarstan
6. Tourist routes in Tatarstan
7. Tatar language teaching at school
8. Foreign languages training in Tatarstan
9. Grading System at Kazan (Volga region) Federal University
10. Tatar literature
11. Art of Tatarstan
12. Tatar theatres

Task 19. Prepare a presentation on one of the topics using Appendix 3:

1. Tourism potential of Tatarstan
2. Industries in Tatarstan
3. Natural landscapes of Tatarstan
4. Population of Tatarstan
5. Natural conditions for agricultural development in Tatarstan
6. Electronic education in the Republic of Tatarstan
7. Kazan (Volga region) Federal University
8. Tatar sport

9. Tatar cuisine
10. Tatar holidays

Task 20. Make a crossword puzzle on the topic “Tatarstan” and offer your partner to do it.

Task 21. End-of-Module test

1. Tatarstan is situated at the confluence of the two greatest rivers -.....
 - a. the Volga and the Belaya
 - b. the Volga and the Kama
 - c. the Volga and the Vyatka

2. The overall territory of the Republic is
 - a. 77836,2 sq.km
 - b. 57836,2 sq.km
 - c. 67836,2 sq.km

3. The Republic stretches forkm from North to South.
 - a. 290
 - b. 390
 - c. 190

4. Tatarstan stretches for km from West to East.
 - a. 460
 - b. 360
 - c. 560

5. Vegetation period is about days.
 - a. 170
 - b. 190
 - c. 180

6. Local fauna is represented by species of vertebrates.
 - a. 230
 - b. 330
 - c. 430

7. More than percent of the territory of the Republic is covered with forests.

- a. 20
- b. 16
- c. 10

8., Saralovsky and Raifa are located at a distance of about km.

- a. 200
- b. 100
- c. 150

9. Tatarstan is also rich in

- a. brown coal
- b. black coal
- c. brown and black coal

10. The republic has water resources.

- a. no
- b. huge
- c. some

11. The creation of Tatar Autonomous Soviet Socialist Republic in had a beneficial effect on the beginning of the formation of the national pedagogical intelligence in the region.

- a. May, 1920
- b. April, 1920
- c. May, 1919

12. Considering that the central figure in the school is , the government and the People's Commissariat of the Republic did pay attention to the training of teaching staff for national schools.

- a. a tutor
- b. a student
- c. a teacher

13. Among them are technologies of distance learning, e-learning used in on different levels.

- a. advanced training

- b. intra- and extramural education
- c. extramural education

14. The composer ... is the founder of the Tatar professional music.

- a. Sofia Gubaidulina
- b. Salikh Saidashev
- c. Oleg Lundstrem

15. In 2002 the team of "Dynamo" became the owner of the Cup of Russia and a bronze prize winner for the first time.

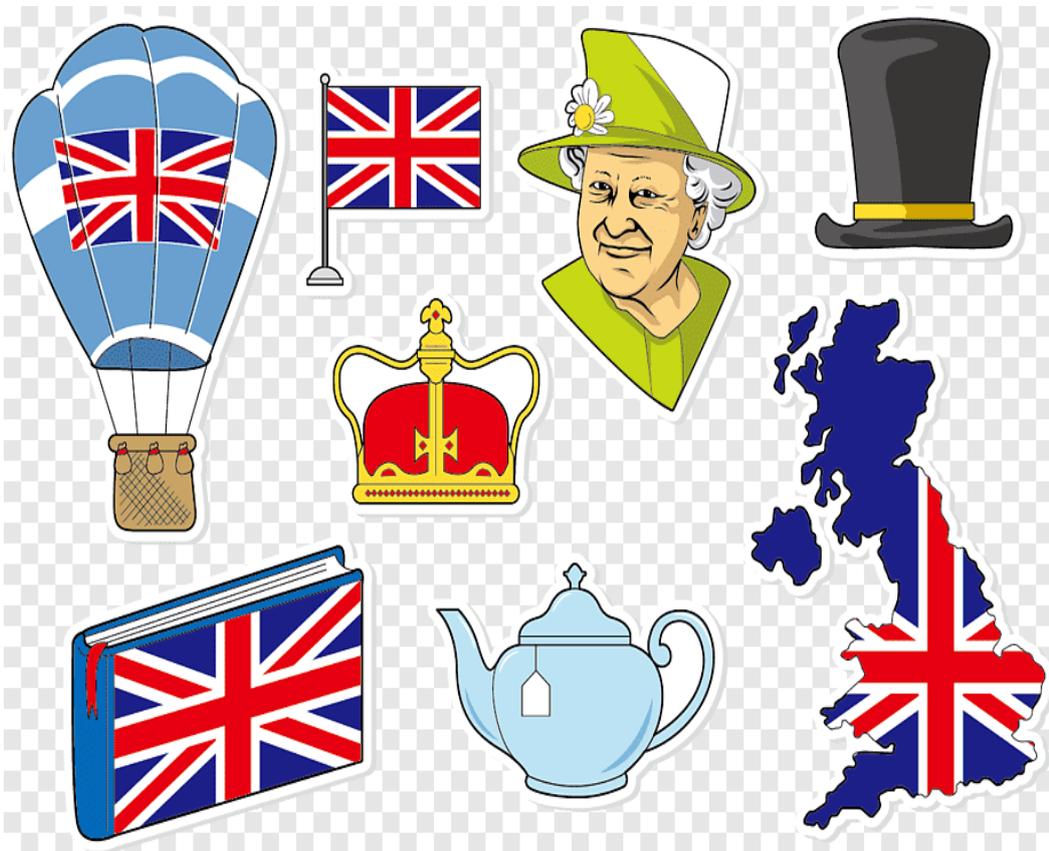
- a. swimming
- b. hockey on grass
- c. sports gymnastics

16. whose works favored development of the whole national literature is called "the Tatar Pushkin".

- a. Kul Gali
- b. Musa Jalil
- c. Gabdulla Tukai

UNIT 3

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND



Task 1. What do you know about the geographical position, climate, water bodies and mountains of the UK?

Task 2. Read and translate the text.

The United Kingdom (the United Kingdom of Great Britain and Northern Ireland), also called the U.K., consists of a group of islands off the northwest coast of Europe. It is a unique country made up of four nations: England, Wales, Scotland, and Northern Ireland. England, Wales, and Scotland also make up Great Britain. The name Britain is sometimes used to refer to the United Kingdom as a whole.

Great Britain is located to the northwest of continental Europe and east of Ireland. The North Sea and the English Channel **separate** it from Europe, however, the Channel Tunnel, the longest **undersea rail tunnel** in the world, connects it with continental Europe. Great Britain is the ninth largest **island** in the world. It has a total area of 88,745 square miles (229,848 sq km) and a population of about 65 million people (2016

estimate).

The topography of Great Britain consists mainly of low gently rolling hills in the eastern and southern portions of the island and hills and low mountains in the western and northern regions. About 25% of the overall land area in Great Britain is used for cultivation and 12% of Great Britain's total land area is covered by forests. There are no great forests on the British Isles today. Historically, the most famous forest is Sherwood Forest in the east of England, to the north of London. It was the home of Robin Hood, the famous hero of a number of legends.

Great Britain is the largest island in Europe. Over 1000 small islands and **islets encircle** Great Britain. There are several large cities on the island of Great Britain but the largest is London, the capital of England and the United Kingdom. Other large cities include Birmingham, Bristol, Glasgow, Edinburgh, Leeds, Liverpool and Manchester. The longest river in Great Britain is Severn. Other rivers include Thames, Tees, Tyne and Avon. The western part of Great Britain consists of **steep hills** and **valleys**. The **high peak mountains** are located in Scotland and Wales.

Despite its large size, the island of Great Britain has a small amount of fauna. This is because it has been rapidly industrialized in recent decades and this has caused **habitat destruction** across the island. As a result, there are very few **large mammal species** in Great Britain and rodents like squirrels, mice and **beaver** make up 40% of the mammal species there. In terms of Great Britain's flora, there is a large variety of trees and 1500 species of **wildflower**.

Great Britain has a varied climate with **frequent cloud** and rain. In the winter months, the average temperature remains between 5°C in the month of January to 7°C in March. The highest average temperatures that Britain experiences are in the months of July and August, when they remain at around 18°C. Britain experiences **steady rainfall** throughout the year. It varies between an average of 31 mm in the month of February to an average of 52 mm in the month of September. The months of August and September receive the maximum rainfall.

Great Britain's United Kingdom has the third largest economy in Europe. The majority of the UK's and Great Britain's economy is within the service and industrial sectors but there is also a small amount of agriculture. The main industries are machine tools, electric power equipment, automation equipment, railroad equipment, shipbuilding, aircraft, motor vehicles, electronics and communications equipment, metals, chemicals, coal, petroleum, paper products, food processing, textiles, and clothing.

Agricultural products include cereals, oilseed, potatoes, vegetables cattle, sheep, poultry, and fish.

Geographical position of Great Britain is rather good as the country lies on the crossways of the sea routes from Europe to other parts of the world. The sea connects Britain with most European countries such as Belgium, Holland, Denmark, Norway and some other countries. The main sea route from Europe to America also passes through the English Channel.

Adapted from: <http://geography.about.com/od/unitedkingdommaps/a/Great-Britain-Facts.htm>

Accessed: 10.02.20

Glossary

separate	отделять
undersea rail tunnel	подводный железнодорожный туннель
island	остров
islet	островок
frequent cloud	частая облачность
steady rainfall	устойчивый уровень осадков
encircle	окружать
steep hills	крутые холмы
valley	долина
high peak mountains	горные вершины
habitat destruction	разрушение среды обитания
large mammal species	крупные виды млекопитающих
beaver	бобр
wildflower	полевой цветок

Task 3. Answer the following questions:

1. Why is the UK a unique country?
2. Where is Great Britain located?
3. What can you say about the topography of Great Britain?
4. What large cities are there on the island of Great Britain?
5. What do you know about the fauna of Great Britain?

6. How can you characterize the UK's and Great Britain's economy?

Task 4. Fill in the gaps using the words given.

1. The North Sea and the English Channel Great Britain from Europe.
2. Great Britain is the ninth island in the world.
3. The topography of Great Britain mainly of low gently rolling hills.
4. Over 1000 small islands and islets Great Britain.
5. The country lies on the crossways of the see from Europe to other parts of the world.
6. Despite its large size, the island of Great Britain has a small amount of....
7. The months of August and September receive the maximum.....
8. There are several large cities on the of Great Britain but the largest is London.

rainfall, fauna, consists, largest, island, separate, encircle, routes

Task 5. Match the items on the right to the items on the left.

frequent	rainfall
railroad	Europe
large mammal	destruction
continental	hills
high peak	species
steady	mountains
steep	cloud
habitat	equipment

Task 6. Put the parts in order to form a sentence.

1. Ireland, Great, continental, Britain, is, to, located, northwest, the, of, Europe, and, east, of.
2. No, there, today, are, British, forests, on, the, great, Isles.
3. The, famous, forest, most, is, Forest, east, of, in, the, England, Sherwood.
4. Western, the, of, Great, part, and, consists, steep, Britain, of, hills, valleys.

5. A, result, as, are, there, few, large, very, species, in, Great, mammal, Britain.
6. Sea, the, Britain, countries, connects, European, with, most.
7. Products, oilseed, agricultural, include, cereals, potatoes.
8. Main, from, English, the, passes, through, Europe, to, sea, route, America, the, Channel.

Task 7. Read and translate the dialogue, reproduce it with a partner.

- Where is the UK situated?
- The United Kingdom of Great Britain and Northern Ireland is situated on the Isles. They are called the British Isles. There are more than 5000 small islands there. Two of them are the biggest: Great Britain and Ireland.
- We know that the UK consists of 4 countries: England, Wales, Scotland and Northern Ireland.
- That is right. England, Scotland and Northern Ireland are situated on the largest island which is called Great Britain. Northern Ireland is situated on the smaller one which is called Ireland and occupies the northern part of it.
- What is the most beautiful part of the county?
- The central and the most beautiful part of the county is England. The landscape is diverse. In the north and in the west of the country you can see mountains, but the other area is plain. England has more fertile soil than others. Also there are many lakes in the north-western district which is known as Lake District.
- I know that Scotland can be called the country of mountains.
- Yes. The region of the mountains which is known as Highlands is the oldest in the world. The Grampians is the chain of the mountains there. Ben Nevis is the highest peak.
- What rivers are there in the UK?
- There are many rivers in the UK. But they are not long. The longest one is the Severn which flows in England. The Thames, the Mersey and the Clyde are the most important rivers. They play a great role in British trade and commerce. You can travel by water along the whole country because many of the rivers are connected by canals.
- What cities are well known in the UK?
- London, Glasgow, Liverpool, Birmingham, Manchester and Edinburgh are the largest cities in the UK. The total area of the UK is 224,000 sq km. And the population is about 60 million. Its advantageous position has

made the UK one of the powerful countries in the world.

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Education system in the United Kingdom of Great Britain and Northern Ireland

Across the UK there are five stages of education: early years, primary, secondary, Further Education (FE) and Higher Education (HE). Education is compulsory for all children between the ages of 5 (4 in Northern Ireland) and 16. FE is not compulsory and covers non-advanced education which can be taken at further (including **tertiary**) education colleges and HE institutions (HEIs). The fifth stage, HE, is study beyond GCE A levels and their equivalent which, for most **full-time students**, takes place in universities and other HEIs and colleges.

In England since September 2010, all three and four year olds are entitled to 15 hours of free nursery education for 38 weeks of the year. Early Years education takes place in a variety of settings including state nursery schools, nursery classes and reception classes within primary schools, as well as settings outside the state sector such as voluntary pre-schools, privately run nurseries or **child-minders**. In recent years there has been a major expansion of Early Years education and childcare.

The primary stage covers three age ranges: nursery (under 5), infant (5 to 7 or 8) (Key Stage 1) and junior (up to 11 or 12) (Key Stage 2) but in Scotland and Northern Ireland there is generally no distinction between infant and junior schools. In Wales, although the types of school are the same, the Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven. In England, primary schools generally cater for 4-11 year olds.

The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other subjects. Children in England and Northern Ireland are **assessed** at the end of Key Stage 1 and Key Stage 2. In Wales, all learners in their final year of Foundation Phase and Key Stage 2

must be assessed through teacher assessments.

In England, public provision of secondary education in an area may consist of a combination of different types of school, the pattern reflecting historical circumstance and the policy adopted by the **local authority**. Comprehensive schools largely **admit** pupils without reference to ability or aptitude and cater for all the children in a neighbourhood, but in some areas they co-exist with other types of schools, for example grammar schools. Academies, operating in England, are publicly funded independent schools.

Further education may be used in a general sense to cover all non-advanced courses taken after the period of compulsory education. It is post-compulsory education (in addition to that received at secondary school), that is distinct from the education offered in universities (higher education). It may be at any level from basic skills training to higher vocational education such as City and Guilds or Foundation Degree. A distinction is usually made between FE and higher education (HE). HE is education at a higher level than secondary school. This is usually provided in distinct institutions such as universities. FE in the United Kingdom therefore includes education for people over 16, usually **excluding** universities. It is primarily taught in FE colleges, work-based learning, and adult and community learning institutions. This includes post-16 courses similar to those taught at schools and sub-degree courses similar to those taught at higher education (HE) colleges (which also teach degree-level courses) and at some universities.

Higher education is defined as courses that are of a standard that is higher than GCE A level, the Higher Grade of the SCE/National Qualification, GNVQ/NVQ level 3 or the Edexcel (formerly BTEC) or SQA National Certificate/Diploma. There are three main levels of HE course: (i) Postgraduate courses leading to higher degrees, diplomas and certificates (including Doctorate, Masters (research and taught), Postgraduate diplomas and certificates as well as postgraduate certificates of education (PGCE) and professional qualifications) which usually require a first degree as entry qualification.

(ii) Undergraduate courses which include first degrees (honours and ordinary), first degrees with qualified teacher status, **enhanced** first degrees, first degrees obtained concurrently with a diploma, and intercalated first degrees (where first degree students, usually in medicine, dentistry or veterinary medicine, interrupt their studies to complete a one-year course of advanced studies in a related topic).

(iii) Other undergraduate courses which include all other higher education courses, for example SVQ or NVQ: Level 5, Diploma (HNC/D level for diploma and degree holders), HND (or equivalent), HNC (or equivalent) and SVQ or NVQ: Level 4 and Diplomas in HE.

Adapted from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf.
 Accessed: 17.02.20

Glossary

tertiary education	высшее, вузовское образование
enhance	улучшать, повышать
full-time students	студенты дневной формы обучения
child-minder	няня
assess	оценивать
local authority	местный орган управления
admit	принимать
exclude	исключать

Task 9. Fill in the gaps using the words given.

1. A is usually made between FE and higher education.
2. In England since September 2010, all three and four-year olds are entitled to 15 hours of free education for 38 weeks of the year.
3. It is primarily taught in FE colleges, work-based, and adult and community learning institutions.
4. Higher education is defined as courses that are of a that is higher than GCE A level.
5. Further may be used in a general sense to cover all non-advanced courses taken after the period of compulsory education.
6. The primary stage three age ranges.
7. FE in the United Kingdom therefore education for people over 16, usually excluding universities.

education, learning covers, nursery, distinction, includes, standard

Task 10. Give a definition for each of the following terms:

Higher Education, compulsory, literacy, a comprehensive school, a learner, a skill, to provide, a degree, a diploma, a child-minder, to exclude, a full-time student.

Task 11. Read the text and make up the annotation in English. Use Appendix 1.

What Is British Culture?

The culture of the United Kingdom is rooted in the country's long history. British culture is complicated but interesting. For instance, the favourite national dish is an Indian curry and the driving is always on the left-hand side of the road. UK culture is heavily influenced by elements of its countries: England, Scotland, Wales, and Northern Ireland. As one of the world's superpowers and one of the oldest sovereign nations, the UK has had a significant influence on the cultural practices and traditions of many countries across the globe including the US.

Language

The English language was first spoken in early medieval years in England. It is currently the official language of the UK with roughly 95% of the population speaking as monolingual. English has had 1,400 years of development from its West Germanic roots to its current form. This language has drawn influence from Latin and French as well as Norse. It is not only the dominant language in Britain but is also the third most-spoken language in the world after Chinese Mandarin and Spanish and the most widespread language in the world. The individual countries of the UK also have frameworks that seek **to promote** their **indigenous languages** such as Welsh in Wales and Gaelic in Scotland.

Art and Literature

The appreciation of art in Britain is evidenced by its many art galleries and the legendary works of famous artists like John Constable and William Blake. Art has remained part of British culture and comprises of works in different **artistic movements**. The UK has a rich history in the literature which was inherited from the literary traditions of its constituent countries. There are literary pieces written in Celtic languages and Old English.

Over the centuries, Britain has produced renowned writers including William Shakespeare, Geoffrey Chaucer, John Milton, J.R.R. Tolkien and J.K. Rowling. The works of William Shakespeare, specifically Romeo and Juliet, have been read by millions of people across the globe and it had been translated into at least 100 languages. J.K. Rowling is one of UK's

most prolific writers of the 21st century with her Harry Potter series sold over half a billion copies, ranking as the best-selling book series of all time. The Hobbit and the Lord of the Rings both written by J.R.R. Tolkien are also UK literary works that rank among the top 10 bestselling books in the world. They have been adapted into **award-winning films**.

Theatre and Music

Since its formation, the UK **has retained a vibrant tradition of theatre** most of which was inherited from Scotland and England. The Theatre Royal in Westminster is one of the oldest theatres in Europe with its roots going far back into the mid-17th century. Over the course of the 18th century, there was an increased interest in sentimental comedy and domestic tragedy. Italian opera also became quite popular during this time.

Music plays a crucial role in Britain's pop culture and is a major export of the UK valued at around \$1.86 billion. The UK also pioneered several types of electronic dance music such as dub step, trip-hop, and drum and bass. The UK has produced some world-renowned musicians like the Rolling Stones, the Beatles, and Adele who have all had an immense influence on both the British and global music scenes.

Religion

The UK was founded as a Christian country with the Anglican Church being the main denomination. Anglican churches are still the largest group in each of the four countries except in Scotland. UK Christians predominantly subscribe to Protestantism as opposed to Roman Catholicism which is the second largest group in the country. The royal family is a member of the Church of England which is the mother church of the global Anglican Communion. The monarch holds supreme governance of the church although the Archbishop of Canterbury is the most senior **cleric** of the institution.

Britain is, however, becoming less and less of a Christian country with the numbers of people who consistently **attend church service** on Sunday diminishing with time. Hinduism, Sikhism, and Islam have large followings in the UK. The UK hosts the largest population of Indians outside India and also has the fifth-largest community of Jews in the world. British Jews number is about 300,000 today.

British Cuisine

British cuisine has a particular set of cooking traditions that are associated with the constituent countries of the UK. A few centuries ago this cuisine comprised mostly of dishes crafted from local ingredients and served with simple sauces to enhance the flavor. The growth and the ex-

pansion of the British Empire in India brought the Indian food traditions of strong spices and herbs. Curry is now a national favorite having been brought into the country by Indian migrants. Although the cooking traditions and styles have primarily remained the same, over the years the food and drink in the UK has changed as a result of the growth of commercial eateries. People have less time to cook as they spend more time at work and school.

Sports and Leisure

The United Kingdom has played an essential role in the inception, growth, and development of some of the world's most popular sports such as football, golf, rugby, and tennis. The English Premier League is one of the world's most-viewed sports tournaments drawing **viewership** of more than 160 million people from more than 200 countries across the globe. This viewership is only rivaled by tournaments such as the FIFA World Cup. The UK has four national football teams owing to its four constituent countries.

Fashion

Fashion in Britain has undergone a massive transformation over the years. Historically, fashion was conservative and restrictive. This scenario has changed over the years. Similar to today's fashion, traditional English fashion had variations based on the season with the summer seeing men wearing breeches that were generally tight and fastened below the knee. Formal occasions demanded specified dress codes to be adhered to by everybody especially the royals and nobles. London is today the fashion capital of the UK. The city is home to some of the world's most renowned fashion brands including Roland Mouret, Self Portrait, Paul Smith, Christopher Kane, and many others. The domestic value of the fashion industry in the UK is estimated to be around \$88 billion.

Holidays in Great Britain

In Great Britain there are some special days during the year. Christmas is considered to be one of the most important and favourite holidays. It's celebrated on the 25th of December. It's a family holiday. This holiday is a lot more important than New Year's Eve on the 31st of December. In Scotland people celebrate Hogmanay during this day. Then, on the 1st of January, there comes New Year's Day. The British celebrate Saint Valentine's Day on the 14th of February. In spring there is Easter. Halloween is celebrated on the 31st of October. It's a very picturesque festival. Children traditionally knock at doors and ask for sweets, saying «Trick or treat». They might really play a prank if they are not given

sweets. Bonfire Night is celebrated on the 5th November. British people have a bonfire and watch fireworks.

Adapted from: <http://ukestates.co/2019/07/22/what-is-british-culture/>
 Accessed: 10.04.20

Glossary

promote indigenous languages	продвигать языки коренных народов
artistic movements	художественные направления
award-winning films	отмеченные наградами фильмы
retain a vibrant tradition of theatre	сохранить яркие театральные традиции
cleric	священнослужитель, духовное лицо
attend church service	посещать церковные службы
viewership	зрительская аудитория

Task 12. Fill in the gaps using the words given.

9. The UK has had a significant ... on the cultural practices and traditions of many countries across the globe including the US.

10. This language has ... influence from Latin and French as well as Norse.

11. The UK has a rich history in the literature which was ... from the literary traditions of its constituent countries.

12. Over the centuries, Britain has ... renowned writers including William Shakespeare, Geoffrey Chaucer, John Milton, J.R.R. Tolkien and J.K. Rowling.

13. Music plays a crucial role in Britain's pop culture and is a major export of the UK ... at around \$1.86 billion.

14. The UK ... the largest population of Indians outside India and also has the fifth-largest community of Jews in the world.

15. The growth and the ... of the British Empire in India brought the Indian food traditions of strong spices and herbs.

8. In Scotland people ... Hogmanay during this day.

produced, valued, influence, drawn, celebrate, inherited, hosts, expansion

Task 13. Match the items on the right to the items on the left.

significant	a rich history
promote	language
inherit	influence
world-renowned	supreme governance
hold	specified dress codes
attend	movements
demand	musicians
artistic	indigenous languages
crucial	church service
dominant	role

Task 14. Work in pairs and discuss the topics.

1. Location and islands of the United Kingdom
2. Large cities of the United Kingdom
3. Climate of the United Kingdom
4. Mineral and energy resources in the UK
5. Types of secondary schools in the UK
6. Types of degrees in the UK
7. Teacher training in the UK
8. Theatre and music in the UK
9. Art and literature in the UK
10. Holidays in the UK

Task 15. Prepare a presentation on one of the topics using Appendix 3.

1. Regional climate differences in the United Kingdom
2. Mountains of the United Kingdom
3. The most famous and ancient universities in the UK
4. Compulsory and elective education in the UK
5. Sports and leisure in the UK
6. British cuisine
7. Political parties in the UK
8. Judicial system of Great Britain
9. Financial system of the UK
10. The Bank of England as the main financial power in the UK

Task 16. Make a crossword puzzle on the topic “The UK” and offer your partner to do it.

Task 17. End-of-Module test

1. Great Britain has a total area of

- a. 329,848 sq km
- b. 229,848 sq km
- c. 129,848 sq km

2. The population of Great Britain is about million people.

- a. 55
- b. 65
- c. 75

3. About of the overall land area in Great Britain is used for cultivation.

- a. 35%
- b. 30%
- c. 25%

4. of Great Britain's total land area is covered by forests.

- a. 12%
- b. 15%
- c. 20%

5. Over small islands and islets encircle Great Britain.

- a. 800
- b. 1100
- c. 1000

6. In terms of Great Britain's flora, there is a large variety of trees and species of wildflower.

- a. 1500
- b. 1600
- c. 1400

7. The highest average temperatures that Britain experiences are in the months of July and August, when they remain at around

- a. 14°C
- b. 25°C
- c. 18°C

8. The average temperature remains between in the month of January in March.
- a. 5°C to 7°C
 - b. 1°C to 10°C
 - c. 3°C to 12°C
9. The longest river in Great Britain is
- a. Thames
 - b. Tees
 - c. Severn
10. Sherwood Forest is in the..... of England.
- a. west
 - b. east
 - c. north
11. In England since September 2010, all three and four year olds are entitled to of free nursery education for 38 weeks of the year.
- a. one month
 - b. 15 hours
 - c. two weeks
12. In England, public provision of secondary education in an area may consist of
- a. one type of school
 - b. a combination of different types of school
 - c. only two types of school
13. Higher Education in the UK is education at level than secondary school.
- a. a higher
 - b. the same
 - c. a lower
14. The works of William Shakespeare, specifically Romeo and Juliet, have been read by millions of people across the globe and it had been

translated into at least ... languages.

- a. 50
- b. 80
- c. 100

15. The Hobbit and the Lord of the Rings both written by ... are also UK literary works that rank among the top 10 bestselling books in the world.

- a. J.K. Rowling
- b. J.R.R. Tolkien
- c. John Milton

16. London is home to some of the world's most renowned fashion brands including Roland Mouret, Self Portrait, Paul Smith,

- a. Christopher Kane
- b. Versace
- c. Prada

UNIT 4

THE UNITED STATES OF AMERICA



Task 1. What do you know about the geographical position, climate, water bodies and mountains of the USA?

Task 2. Read and translate the text.

The USA is situated in central North America and stretches from the Pacific to the Atlantic Ocean. The total area of the country is 9,4 million square kilometres.

Covering a large part of the North American continent, the USA **shares borders** with Canada to the north and Mexico to the south. The country has coasts on the Atlantic, Pacific and Arctic oceans, the Caribbean Sea and the **Gulf** of Mexico. The State of Alaska, in the northwest

corner of the US, is not part of the continental US; it is separated from the rest of the USA by Canada. Similarly, Hawaii is not part of the 'lower 48' states; it lies in the central Pacific Ocean.

The country's dependent territories are **offshore** and have **distinct** geographies of their own; the majority are islands. The third-largest country in the world (after the Russian Federation and Canada), the USA has an **enormous diversity** of geographical features, including mountains, plains, and **coastal zones**. Though there are many cities that are densely populated with more **manmade features** than natural ones, there are also **vast rural areas** that are far more **sparsely populated**.

The USA is a federal republic, a union of 50 states. The capital of the country Washington is situated in a special federal area called the District of Columbia.

The population of the country is about 260 million people. They are the people of all races and nationalities, either descendants of immigrants or immigrants who have come to America from all the countries of the world in search of independence and self-realization.

It's impossible to **generalize** about the weather, the landscape and the way of living because the nation occupies nearly half of a continent, which is divided into 4 time zones and has almost every type of climate. If you look at the map of the USA you'll see **snow-topped mountains** and **flat prairies, fertile valleys** and **deserts**, the areas of tropical heat and arctic cold.

One of the most important geographical **boundaries** in the USA is the 50-centimetre **rainfall line**, which runs from north to south almost through the middle of the country. East of the line farming, is relatively easy and the population is large. There are man-made **irrigation systems**, dry farming, **grazing** and fewer people west of the line.

The West is a mountainous area of the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley in Alaska (6000 metres). As compared with the Appalachians in the east, the Rocky Mountains are **sharp** and rugged, over 4000 metres high, rich in gold, copper, lead, silver and other minerals.

The USA has many thousands of **streams**. Some of them are **mighty rivers**, which flow lazily across the valleys. Others **rush swiftly down deep canyons** and **steep gorges**. The longest are the Mississippi (6400 kilometres), «the farther of waters», the Missouri (1600 kilometres) «too thin to plough and too thick to drink», the Colorado wild, restless and an-

gry, the Columbia full of quiet **dignity** and the Rio Grand (3200 kilometres), a national boundary between the USA and Mexico.

The Colorado forms the Grand Canyon, which strikes one's imagination as a fabulous phenomenon of nature. Its perpendicular walls go up to 1500 metres above the river level. The USA has thousands of lakes of all kinds and sizes. The Great Lakes make up the largest group; they are the greatest collection of fresh water lakes in the world with the total area **equal** to that of Great Britain. Here the famous Niagara Falls **precipitate** from the **height** of 50 metres. Among salty lakes the Great Salt Lake in Utah and the Salton Sea in California are the most famous. They are rich in salt (6000 million tons).

The climate of the country varies greatly from arctic in Alaska, through continental in the central part to subtropical in the south. The climate along the Pacific coast is warmer than that of the Atlantic coast. In the eastern part the difference between summer and winter is distinct, but not so extreme as in the north central part where the difference between winter and summer is 36 degrees C and even more.

Among the largest cities of the USA are New York, Los Angeles, Chicago, Philadelphia, Detroit, San Francisco and others. But a great proportion of the country consists of open land marked with farm-houses and small towns.

The USA is one of the greatest industrial and leading agricultural nations in the world. With only about 5% of the world's population and about 6% of its land area, the USA produces around 25% of the world's industrial products, agricultural goods and services. It's the world's leader in biochemical and genetic engineering, aerospace research and development, communications, computer and information services and similar high-technology fields. One of the reasons is America's **vitality**, its spirit of enterprise and initiative as well as its size and natural resources.

Adapted from: <http://www.worldtravelguide.net/united-states-america/weather-climate-geography>
Accessed: 16.03.20

Glossary

share borders	граничить
gulf	залив
offshore	оффшор
distinct	отчетливый
enormous diversity	огромное разнообразие
coastal zone	прибрежная зона
manmade features	техногенные особенности
vast rural areas	обширные сельские районы
sparsely populated	малонаселенный
generalize	обобщать
snow-topped mountains	снежные вершины гор
flat prairies	плоские прерии
fertile valleys	плодородные долины
desert	пустыня
boundary	граница
rainfall line	линия осадков
irrigation system	оронительная система
grazing	пастбище
sharp	резкий
stream	ручей
mighty rivers	могучие реки
rush swiftly down	устремиться вниз
deep canyons	глубокие каньоны
steep gorges	крутые ущелья
dignity	достоинство
equal	равный

precipitate	НИЗВЕРГАТЬСЯ
height	ВЫСОТА
vitality	ЖИЗНЕСПОСОБНОСТЬ

Task 3. Answer the following questions:

- 1) Where is the USA situated?
- 2) Why is it impossible to generalize about the weather, the landscape and the way of living in the USA?
- 3) What are mountainous areas of the USA?
- 4) What do you know about the water resources of the USA?
- 5) How can you characterize the climate of the country?

Task 4. Fill in the gaps using the words given.

1. The USA is situated in central North America and from the Pacific to the Atlantic Ocean.
2. The total of the country is 9,4 million square kilometres.
3. One of the most important geographical in the USA is the 50-centimetre rainfall line.
4. As compared with the Appalachians in the east, the Rocky Mountains are and rugged.
5. The Colorado forms the Grand Canyon, which strikes one's imagination as a fabulous of nature.
6. The climate of the country greatly from arctic in Alaska, through continental in the central part to subtropical in the south
7. In the eastern part the difference between summer and winter is
8. Among salty lakes the Great Salt Lake in Utah and the Salton Sea in California are the most

phenomenon, sharp, famous, area, varies, stretches, boundaries, distinct

Task 5. Match the items on the right to the items on the left.

snow-topped	areas
fertile	mountains
flat	features
vast rural	valleys

coastal	prairies
sparsely	diversity
manmade	populated
enormous	zone

Task 6. Put the parts in order to form a sentence.

1. The, shares, USA, the, south, borders, to, the, Mexico, to, with, Canada, north, and.
2. The, is, in, USA, central, Atlantic, the, to, North, from, situated, Pacific, America, and, stretches, the, Ocean.
3. USA, is, a, federal, union, 50, states, of, the, republic, a.
4. The, has, an, of, USA, geographical, enormous, diversity, features.
5. Washington, capital, situated, the, of, the, is, country, special, federal, in, a, area.
6. USA, has, of, thousands, many, the, streams.
7. The, has, USA, of, all, lakes, kinds, of, and, thousands, sizes.
8. USA, is, one, world, agricultural, industrial, of, greatest, and, nations, the leading, in, the, the.

Task 7. Read and translate the dialogue, reproduce it with a partner.

- Is the USA a large country?
- The USA is the 4th largest country in the world (after Russia, Canada and China). It borders on Canada in the north and Mexico in the south and has a sea-border with Russia. It also includes Alaska and Hawaii. The total area of the country is 9,4 million square kilometres. The enormous size of the country influences the diversity of landscape, climate and even people.
- I know that the population of the country is about 260 million people.
- That is right. They are the people of all races and nationalities, either descendants of immigrants or immigrants who have come to America from all the countries of the world in search of independence and self-realization.
- What mountainous areas are there in the USA?
- The biggest highlands are the Appalachians Mountains in the east and the Rocky mountains in the west. The Rocky Mountains extend from Mexico to Canada. The mountains are crossed by streams which flow through deep canyons and fall into the Pacific Ocean. The largest of them are the

Columbia and the Colorado rivers.

- I have heard that the USA has thousands of lakes of all kinds and sizes.
- Yes. The northern part of the USA embraces the regions of the Five Great Lakes. They are: Lake Superior, Lake Huron, Lake Michigan, Lake Erie and Lake Ontario. Crossed by mountain ranges from north to south the country is unprotected from cold winds.
- What do you know about the wildlife in the USA?
- The wildlife is as diverse as the landscape. Mammals such as bison once roamed freely across the plains, but now live only in preserves. Black bears, grizzlies, and polar bears are the largest carnivores. There are over 20,000 flower species and most came from Europe. There are more than 400 areas which are protected and maintained by the National Park Service, and many other parks in each state. The bald eagle is the national bird and symbol of the United States and is a protected species.
-

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Education system in the USA

Education in the USA comprises three basic levels: elementary, secondary and higher education. The United States does not have a national system of education. Education, Americans say, is “a national concern, a state responsibility and a local function”. It means that most educational matters are left to separate states or the local community. In general, colleges, universities and schools, both state and private, are quite free to determine their own individual standards and requirements. Because of the great variety of schools and colleges, and many differences between them, we cannot speak about a typical American school or college. Yet, there are enough basic similarities in structure among the various schools and systems to give some general comments.

Many children attend nursery school, or preschool, since three or four years old, which are mainly private. In most areas free public education begins with kindergarten classes for five-year-olds. These are usually half-day classes two or three hours long, although some communities run all-day kindergarten programmes. The primary purpose of kindergarten is **socialization** but the young students also gain information and skills. For

example, they learn to identify colours, count to ten, print their names, work with art supplies, listen to stories, and enjoy books. After kindergarten American children begin their academic studies. Their **schooling** is divided into 12 academic levels called grades. The first academic institution is called elementary school or grammar school (1-6 grades), the next— junior high school or middle school (7-8 grades) and high school (9-12 grades).

Education is free and compulsory in all states, however, from the age of 6 till 16 (or 18). Most schools start at the kindergarten level at the age of 5. The elementary school (or grade school) goes from age 6 to 11 or 12 (grades 1 to 5 or 6). At elementary school the emphasis is placed on the basic skills (speaking, reading, writing and arithmetic), though the general principle throughout the American school system is that children should be helped and encouraged to develop their own interests.

Elementary school is usually followed by a middle school (grades 6-8) or Junior High School (grades 7-8). High schools include 3 or 4 years, usually until the age of 18. Children move on to high school in the ninth grade, where they continue until the twelfth grade. There are two basic types of high school: one with a more academic **curriculum**, preparing students for **admission** to college, and the other offering primarily vocational education (training in a skill or trade). The local school board decides which courses are **compulsory**. There is great freedom of choice, however, and an important figure in high schools is the guidance counselor, who advises the students on what courses to take on the basis of their career choices and **aptitude and ability tests**.

In order to receive the high school diploma which is necessary in most states to get into college, students must accumulate a minimum number of credits, which are awarded for the **successful completion** of each one- or half-year course. Students hoping to be admitted to the more famous universities require far more than the minimum number of credits and must also have good grades (the mark given on the basis of course work and a written examination). **Extra-curricular activity** (such as playing for one of the school's sports teams) is also very important in the American school system and is taken into consideration by colleges and employers.

The terms “college” and “university” are often used interchangeably, as “college” is used to refer to all undergraduate education and the four-year undergraduate programme, leading to a bachelor's degree, can

be followed at either colleges or university. Universities tend to be larger than colleges and also have graduate schools where students can receive **post-graduate education**.

During the first two years students usually follow general courses in the arts or sciences and then choose a major (the subject or area of studies in which they concentrate – the other subjects are called minors). Credits (with grades) are awarded for the successful completion of each course. These credits are often transferable, so students who have not done well in high school can choose a junior college, which offers a two-year “transfer” programme, preparing students for degree-granting institutions. Community colleges also offer two-year courses of a vocational nature, leading to technical and semi-professional occupations.

Adapted from: <https://dolecture.net/1-31264.html>

Accessed: 19.02.20

Glossary

schooling	образование, обучение
curriculum	учебный план, курс обучения
admission to college	поступление в колледж
compulsory	обязательный
aptitude and ability tests	тесты на выявление склонностей
successful completion	успешное окончание
extra-curricular activity	внеклассная работа
post-graduate education	послевузовское образование
degree-granting institutions	учебные заведения, присуждающее ученые степени

Task 9. Fill in the gaps using the words given.

1. The local school board decides which courses are
2. There is great freedom of
3. The primary purpose of kindergarten is
4. in the USA comprises three basic levels: elementary, secondary and higher education.
5. It means that most educational matters are left to separate states or

the local

6. These are usually half-day classes two or three hours long, although some communities run all-day kindergarten

7.tend to be larger than colleges and also have graduate schools where students can receive post-graduate education.

community, socialization, programmes, education, choice, compulsory, universities

Task 10. Give a definition for each of the following terms:

Socialization, schooling, curriculum, admission to college, culture, aptitude and ability tests, successful completion, extra-curricular activity, post-graduate education, degree-granting institutions, nursery school, grades, preschool.

Task 11. Read the text and make up the annotation in English. Use Appendix 1.

American Culture: Traditions and Customs of the United States

American culture **encompasses** the customs and traditions of the United States. “Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things”, said Cristina De Rossi, an anthropologist at Barnet and Southgate College in London.

The United States is the third largest country in the world with a population of more than 329 million people (2019). In addition to Native Americans who were already living on the continent, the population of the United States was built on immigration from other countries. Despite recent moves to close the U.S. borders to new immigrants and refugees, a new immigrant moves to the United States every 33 seconds, according to the Census Bureau.

Because of this, the United States is one of the most culturally diverse countries in the world. Nearly every region of the world has influenced American culture, most notably the English who colonized the country beginning in the early 1600s. U.S. culture has also been shaped by the cultures of Native Americans, Latin Americans, Africans and Asians.

The United States is sometimes described as a “**melting pot**” in which different cultures have contributed their own distinct “flavors” to American culture. Just as cultures from around the world have influenced American culture, today American culture influences the world. The term Western culture often refers broadly to the cultures of the United States and Europe.

The Northeast, South, Midwest, Southeast and Western regions of the United States all have distinct traditions and customs.

Language

There is no official language of the United States, according to the U.S. government. While almost every language in the world is spoken in the United States, the most frequently spoken non-English languages are Spanish, Chinese, French and German. Ninety percent of the U.S. population speaks and understands at least some English, and most official business is conducted in English. Some states have official or preferred languages. For example, English and Hawaiian are the official languages in Hawaii.

The Census Bureau estimates that more than 300 languages are spoken in the United States. The bureau divides those languages into four categories: Spanish; other Indo-European languages, which include German, Yiddish, Swedish, French, Italian, Russian, Polish, Hindi, Punjabi, Greek and several others; Asian and Pacific Island languages, including Chinese, Korean, Japanese, Thai, Tamil and more; and “all other languages”, which is a category for languages that didn't fit into the first three categories, such as Hungarian, Arabic, Hebrew, languages of Africa and languages of native people of North, Central and South America.

Religion

Nearly every known religion is practiced in the United States, which was founded on the basis of religious freedom. About 71% of Americans identify themselves as Christians, according to information gathered by the Pew Research Center, a nonpartisan research group, in 2017. The research also found that about 23% had no **religious affiliation** at all and around 6% of the population is made up non-Christian religions.

American style

Clothing styles vary by social status, region, occupation and climate. Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans. Ralph Lau-

ren, Calvin Klein, Michael Kors and Victoria Secret are some well-known American brands. American fashion is widely influenced by celebrities and the media.

American food

American cuisine was influenced by Europeans and Native Americans in its early history. Today, there is a lot of food that is commonly identified as American, such as hamburgers, hot dogs, potato chips, macaroni and cheese, and meat loaf. “As American as apple pie” has come to mean something that is authentically American.

There are also styles of cooking and types of foods that are specific to a region. Southern-style cooking is often called “American comfort food” and includes dishes such as fried chicken, collard greens, black-eyed peas and corn bread. Tex-Mex, popular in Texas and the Southwest, is a blend of Spanish and Mexican cooking styles and includes items such as chili and burritos, and relies heavily on **shredded cheese** and beans.

Art

The United States is widely known around the world as a leader in mass media production, including television and movies. According to the U.S. Department of Commerce, the United States comprises one-third of the worldwide media and entertainment industry.

The United States has a vibrant movie industry, centered in Hollywood, California, and American movies are popular worldwide. The United States' arts culture extends beyond movies and television shows, though. New York is home to Broadway, and Americans have a rich theatrical history.

American folk art is an artistic style and is identified with quilts and other **hand-crafted items**. American music is very diverse with many styles, including rhythm and blues, jazz, gospel, country and western, bluegrass, rock 'n' roll and hip hop.

Sports

The United States is a sports-minded country, with millions of fans who follow football, baseball, basketball and hockey, among other sports. Baseball, which was developed in colonial America and became an organized sport in the mid-1800s, is known as America's favorite pastime, although its popularity has been eclipsed by football for the past three decades, according to the Harris Poll.

American holidays

Many holidays are celebrated only in the United States. Americans celebrate their independence from Britain on July 4. Memorial Day, celebrated on the last Monday in May, honors those who have died in military service. Labor Day, observed on the first Monday in September, celebrates **the country's workforce**. Thanksgiving, another distinctive American holiday, falls on the fourth Thursday in November and dates back to colonial times to celebrate the harvest. Presidents' Day, marking the birthdays of George Washington and Abraham Lincoln, is a federal holiday that occurs on the third Monday in February. The contributions of veterans **are honored** on Veterans' Day, observed on Nov. 11. The contributions of civil rights leader Martin Luther King Jr. are remembered on the third Monday in January.

Adapted from: <https://www.livescience.com/28945-american-culture.html>

Accessed: 12.04.20

Glossary

encompass	Охватывать
melting pot	плавильный котел
religious affiliation	религиозная принадлежность
shredded cheese	тертый сыр
hand-crafted items	изделия ручной работы
the country's workforce	рабочая сила страны
honor	чествовать

Task 12. Fill in the gaps using the words given.

1. The United States is the third largest country in the world with aof more than 329 million people
2. U.S. culture has also beenby the cultures of Native Americans, Latin Americans, Africans and Asians.
3. The term Western culture oftenbroadly to the cultures of the United States and Europe.
4. There is no official language of the United States,to the U.S. government.
5. The Census Bureauthat more than 300 languages are spoken in the United States.
6. Nearly every known religion isin the United States, which was founded on the basis of religious freedom.

7. Manyare celebrated only in the United States.
8. The United States is widely known around the world as ain mass media production.

leader, practiced, estimates, shaped, population, according, refers, holidays

Task 13. Match the items on the right to the items on the left.

mass media	items
distinctive	pastime
religious	production
favorite	leader
preferred	country
military	pot
melting	languages
civil rights	affiliation
sports-minded	American holiday
hand-crafted	service

Task 14. Work in pairs and discuss the topics:

1. Location of the USA
2. Water bodies of the USA
3. Climate of the USA
4. Early childhood education in the USA
5. American educators
6. Distance education in the United States
7. American holidays
8. Art in the USA
9. American food
10. The most prominent president in the history of the USA

Task 15. Prepare a presentation on one of the topics using Appendix 3:

1. National parks of the USA
2. Waterfalls of the USA
3. US education system: basic principles
4. Public and private schools in the USA
5. American style

6. Sports in the USA
7. Organizations which most contribute to the national security of the USA: CIA and FBI
8. The role of a president in the history of the USA
9. The Great Depression and its role in the economy of the USA
10. The USA economy structure

Task 16. Make a crossword puzzle on the topic “The USA” and offer your partner to do it.

Task 17. End-of-Module test

1. The total area of the country is million square kilometres.
 - a. 8,4
 - b. 9,4
 - c. 7,4

2. The USA is a federal republic, a union of states.
 - a. 49
 - b. 51
 - c. 50

3. The population of the country is about million people.
 - a. 360
 - b. 260
 - c. 280

4. The nation occupies nearly half of a continent, which is divided into ... time zones.
 - a. 3
 - b. 2
 - c. 4

5. The Rocky Mountains are over metres high.
 - a. 3500
 - b. 3000
 - c. 4000

6. The Grand Canyon perpendicular walls go up to metres above the river level.

- a. 1000
- b. 1500
- c. 1200

7. The famous Niagara Falls precipitate from the height of metres.

- a. 45
- b. 55
- c. .50

8. The difference between winter and summer is degrees C and even more.

- a. 36
- b. 26
- c. 20

9. The highest peak Mount McKinley in Alaska is metres high.

- a. 7000
- b. 6000
- c. 5000

10. The USA produces around of the world's industrial products.

- a. 35%
- b. 30%
- c. 25%

11. Education in the USA is free and compulsory in all states, from the age

- a. of 6 till 16 (or 18)
- b. of 5 till 16 (or 19)
- c. of 6 till 17 (or 19)

11. The guidance counselor, who advises the students on what courses to take on the basis of their career choices and

- a. aptitude and ability tests
- b. psychological tests

c. math and language credits

13. At elementary school the emphasis is placed on the basic skills:

- a. speaking, reading and arithmetic
- b. speaking, reading, writing and arithmetic
- c. reading, writing and arithmetic

14. The Census Bureau estimates that more than ... languages are spoken in the United States.

- a. 100
- b. 250
- c. 300

15. The United States is the third largest country in the world with a population of more than ... million people (2019).

- a. 329
- b. 340
- c. 320

16. Americans celebrate their independence from Britain on

- a. July 4.
- b. June 4.
- c. August 4.

UNIT 5 CANADA



Task 1. What do you know about the geographical position, climate, water bodies and mountains of Canada?

Task 2. Read and translate the text.

Canada is the second largest country on earth, covering an area of 10 million square kilometres (3.9 million square miles). Three oceans border Canada: the Pacific Ocean in the west, the Atlantic Ocean in the east, and the Arctic Ocean to the north. Altogether, Canada has over 200,000 kilometres of coastline. Its land boundaries are along the United States of America in the South and along Alaska (USA) in the North-West.

Canada's topography is dominated by the Canadian Shield, an **ice-scoured** area of Precambrian rocks surrounding Hudson Bay and covering half the country. This vast region, with its store of forests, **water-**

power, and mineral resources, is being increasingly developed. East of the Shield is the **maritime** area, separated from the rest of Canada by low mountain ranges pierced by plains and river valleys, and including the island of Newfoundland and Prince Edward Island. South and southeast of the Shield are the Great Lakes–St. Lawrence lowlands, a **fertile** plain in the triangle bounded by the St. Lawrence River, Lake Ontario, and Georgian Bay. West of the Shield are the farmlands and ranching areas of the great central plains, some 1,300 km wide along the US border and **tapering to** about 160 km at the mouth of the Mackenzie River. Toward the north of this section is a series of rich mining areas, and still farther north is the Mackenzie lowland, **traversed** by many lakes and rivers. The westernmost region of Canada, extending from western Alberta to the Pacific Ocean, includes the Rocky Mountains, a plateau region, the coastal mountain range, and an inner sea passage separating the outer island groups from the fjord-lined coast. Mt. Logan, the highest peak in Canada, in the St. Elias Range near the Alaska border, is 5,959 m high. The Arctic islands constitute a large group extending north of the Canadian mainland to within 885 km of the North Pole. They vary greatly in size and topography, with mountains, plateaus, fjords, and low coastal plains.

The central Canadian Shield area is drained by the Nelson-Saskatchewan, Churchill, Severn, and Albany rivers flowing into Hudson Bay. The 4,241-km Mackenzie River – with its tributaries and three large lakes (Great Bear, Great Slave, and Athabasca) – drains an area of almost 2.6 million sq km (into the Arctic Ocean. The Columbia, Fraser, and Yukon rivers are the principal drainage systems of British Columbia and the Yukon Territory. The Great Lakes drain into the broad St. Lawrence River, which flows into the Gulf of St. Lawrence. Other rivers flow **laterally** from the interior into Hudson Bay or the Atlantic or Pacific Ocean.

Most of northern Canada has subarctic or arctic climates, with long cold winters lasting 8 to 11 months, short sunny summers, and little precipitation. In contrast, the populated south has a variety of climatological landscapes. The greatest temperature range is in the Northwest Territories, where the average temperature at Fort Good Hope ranges from -31°C (-24°F) in January to 16°C (61°F) in July. Cool summers and mild winters prevail only along the Pacific coast of British

Columbia. There the mean temperatures range from about 4°C

(39° F) in January to 16° C (61° F) in July, the least range in the country. On the prairies there are extreme differences in temperature between day and night and summer and winter. In Ontario and Québec, especially near the Great Lakes and along the St. Lawrence River, the climate is less **severe** than in western Canada. This region has **abundant precipitation** that is highly uniform from season to season. The growing season is short, even in the south. Much of the interior plains area does not get enough rain for **diversified** crops.

East of the Rockies across the flat prairie lies the meeting ground for air from the Arctic, Pacific, and American interior. The mixing of air masses leads to a turbulent atmosphere and the emergence of cyclonic storms, producing most of the rain and snow in the country. The northwest and the prairies, having fewer or weaker storms, are the driest areas, although the prairies are the site of some heavy blizzards and dramatic thunderstorms. The **windward mountain slopes** are exceptionally wet; the protected slopes are very dry. Thus, the west coast gets about 150–300 cm (60– 120 in) of rain annually; the central prairie area, less than 50 cm (20 in); the flat area east of Winnipeg, 50–100 cm (20–40 in); and the maritime provinces, 115–150 cm (45–60 in). The annual average number of days of precipitation ranges from 252 along coastal British Columbia to 100 in the interior of the province.

Adapted from: <http://www.nationsencyclopedia.com/Americas/Canada-TOPOGRAPHY.html>
 Accessed: 13.04.20

Glossary

ice-scoured	ледовая эрозия
waterpower	гидроэнергия
maritime area	приморский регион
fertile	плодородный
taper to	суживаться
traverse	проходить
laterally	по боковой линии, в сторону
severe	суровый

diversified	разнообразный, многообразный
abundant precipitation	обильные осадки
mountain slope	склон горы
windward	направленный против ветра

Task 3. Answer the following questions:

- 1) Which oceans does Canada border?
- 2) What part of the country does the Canadian Shield cover?
- 3) How long is the Mackenzie River?
- 4) Which islands does the east of the Canadian Shield include?
- 5) What is the result of the mixing air masses in the east of the Rockies?

Task 4. Fill in the gaps using the words given.

1. Canada is the second largest country on earth, an area of 10 million square kilometres (3.9 million square miles).
2. East of the Shield is the maritime area, from the rest of Canada by low mountain ranges pierced by plains and river valleys.
3. The westernmost region of Canada, from western Alberta to the Pacific Ocean, includes the Rocky Mountains.
4. Other rivers....laterally from the interior into Hudson Bay or the Atlantic or Pacific ocean.
5. Most of northern Canada has subarctic or arctic climates, with long cold winters 8 to 11 months.
6. Cool summers and mild winters only along the Pacific coast of British Columbia.
7. The of air masses leads to a turbulent atmosphere and the emergence of cyclonic storms, producing most of the rain and snow in the country.
8. The annual average number of days of precipitation from 252 along coastal British Columbia to 100 in the interior of the province.

lasting, ranges, flow, covering, separated, extending, prevail, mixing

Task 5. Match the items on the right to the items on the left.

Pacific	Logan
---------	-------

Precambrian	River
Hudson	Shield
Canadian	Columbia
British	Ocean
Gulf of	St.Lawrence
Mt.	Bay
Mackenzie	rocks

Task 6. Put the parts in order to form a sentence.

1. Dominated, Canada's, by, Shield, is, Canadian, topography, the.
2. Toward, section, series, the, of, this, a, areas, mining, north, of, is, rich.
3. Highest, Elias, in, Canada, border, Mt., 5,959, is, the, St., near, the, Range, the, Logan, high, peak, Alaska, the, in, m.
4. Coastline, has, 200,000, kilometres, over, Altogether, of, Canada.
5. The, having, weaker, Northwest, storms, the, are, the, areas, fewer, prairies, driest, or, and.
6. Greatest, in, the, temperature, the, Northwest, Territories, range, is.
7. Constitute, to, 885, extending, North, Canadian, within, the, large, the, Arctic, north, mainland, a, islands, of, group, the, of, km, Pole.
8. Annual, of, number, to, 100, the, precipitation, the, days, Columbia, 252, average, along, the, coastal, interior, province, in, ranges, British, from, of.

Task 7. Read and translate the dialogue, reproduce it with a partner.

- Do you know that Canada is the second largest country in the world?
- Really? It's amazing. How big is it?
- Well, I should say first, that it stretches from the United States in the south to the Arctic Circle in the north. It is a country of vast distances and rich natural resources.
- Oh, it's really big. Can you give me detailed information about its borders, please?
- Sure. The country is bordered by Alaska (USA) in the west, and by 12 US states of the continental United States in the south, Canada shares maritime borders with Greenland (an autonomous territory of

Denmark) and Saint Pierre and Miquelon, an island which belongs to France.

- Mm, it impresses. What can you say about the landscape of the country, it must be diverse, I guess.

- Hm, Canada's landscape offers many aspects. It is divided into multiple geographical regions. The Canadian Shield, which is the largest geographical area, encompasses half the country and centers on Hudson Bay.

- Half of the country?! And what about the other part then?

- The southeastern region of Canada is dominated by lowlands, bordered by the Great Lakes: Lake Michigan, Lake Superior, Lake Erie, and Lake Ontario.

- All right, and are there any rivers?

- The two principal river systems are the Mackenzie and the St. Lawrence. The St. Lawrence, with its tributaries, is navigable for over 3,058 km.

- I see. And one more question. I like mountains and no doubt there are lots of mountains in this country. What's the highest point and how high is it?

- The highest point in Canada is Mount Logan, it is 6,050 m, which is in the Yukon.

- It's been great talking to you, thank you.

- My pleasure, good bye.

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Education system in Canada

Pre-school education embraces all formal and informal education before the age of five (when compulsory schooling starts). It includes **tots and toddler programmes**, play school, nursery school and kindergarten. Kindergarten is part of the public school system and is compulsory for children aged five on 1st September, when they will start at the beginning of the school year in September.

Elementary School. Children must start school on 1st September following their fifth birthday. The first years of compulsory schooling

in Canada are called elementary or primary school. Elementary school is usually mixed and is usually attended until age 11 (grades 1 to 6), when students go on to a junior high school. Elementary schools provide instruction in the fundamental skills of reading, writing and maths, as well as history, geography, **crafts**, music, science, art, and physical education (phys ed. or gym).

Secondary schools may specialise in academic or **vocational** streams or the arts; all include some kind of 'streaming' system that's designed to prepare students for a vocational or community college or university. **Mandatory** or 'core' **curriculum** subjects must be studied for a prescribed number of years or terms, as decided by each **province**. These generally include English (French), math, general science, health, sport (physical education) and social studies or social sciences (which may include Canadian history and government, geography, world history and social problems). In addition to mandatory subjects, students choose **optional subjects** (electives) that will benefit them in the future.

Electives usually **comprise** around half of a student's work in grades 9 to 12. Counselling continues throughout the senior high school years and into college. Larger schools may offer a selection of elective courses aimed at three or more levels: academic, vocational and general. The vocational programme may provide training in four fields: agricultural education which prepares students for farm management and operation; business education which trains students for the commercial field; home economics which prepares students for home management, child care and care of the sick; and trade and industrial education which provides training for jobs in mechanical, manufacturing, building and other trades. Students interested in entering business from high school may take typing, book-keeping, computer studies or 'business' English or French.

Higher education in Canada is often referred to as post-secondary education, and refers to study beyond the secondary school level and usually assumes that a student has undertaken 13 years of study and has a GED.

For students who don't go to university, post-secondary education continues at community colleges, which are low-fee colleges with one to three-year programmes in a range of practical and para-professional skills, ranging from graphic design to nursing, taught under the broad categories of Arts, Business, Health Services, and Science and Tech-

nology.

There are three main levels of higher education in Canada: undergraduate studies (bachelor's degree), graduate studies (master's degree) and postgraduate studies (doctorate). Canada has 77 universities and 146 community colleges, with a wide variety of admission requirements and programmes.

Adapted from: <https://www.justlanded.com/english/Canada/Canada-Guide/Education/Public-Schools>
Accessed: 10.03.20

Glossary

crafts	поделки
vocational	профессиональный
mandatory curriculum	обязательные предметы
optional subjects	факультативные предметы
province	провинция (суверенная административная единица Канады)
comprise	включать
para-professional	специалист без высшего образования, работник со средним специальным образованием

Task 9. Fill in the gaps using the words given

1. Elementary schools instruction in the fundamental skills of reading, writing and maths.
2. For students who don't go to university, education continues at community colleges, which are low-fee colleges with one to three-year programmes.
3. In addition to subjects, students choose optional subjects (electives) that will benefit them in the future.
4. usually comprise around half of a student's work in grades 9 to 12.
- 5.....is part of the public school system.
6. There are three main of higher education in Canada.
7. Secondary schools may specialise in academic or vocational..... or the arts.

levels, post-secondary, provide, streams, kindergarten, electives, mandatory

Task 10. Give a definition for each of the following terms:

Tots and toddler programmes, crafts, vocational, mandatory curriculum, optional subjects, bachelor's degree, master's degree, para-professional, optional subjects, maths, kindergarten, commercial field

Task 11. Read the text and make up the annotation in English. Use Appendix 1.

Canadian Culture

The culture of Canada has been primarily influenced by the various European cultures and traditions of its constituent nationalities, particularly British and French culture. There are also influences from the cultures of its indigenous peoples, and from the neighbouring USA.

Core Canadian values include fairness, equality, inclusiveness and **social justice**. This is evidenced by the country's approach to governance, which includes **public health care**, higher taxation to promote the redistribution of wealth, the abolition of **capital punishment** and the suppression of far-right politics.

Canada generally has a very open and accepting attitude towards other cultures and religions.

Language in Canada

Canada has two official languages: English and French. The majority of most Canadians speak English (60%), while almost all French-speakers live in the province of Quebec. Due to Canada's historically welcoming attitude to immigrants, the overall language mix spoken in the country is very diverse, with reasonable populations speaking Chinese, Punjabi, Spanish, German, and Italian, amongst others.

Canada is also home to a selection of **aboriginal languages**, which are spoken by the relatively small populations of indigenous peoples who reside there. Unfortunately, due to a very low number of native speakers, the majority of these languages are not expected to be able to survive for more than a few generations.

Religion

The range of religions practiced in Canada is as diverse as its inhabitants, and freedom of religion is a constitutionally protected right. Christianity is the most prevalent, with around 65% of the population as adherents. Atheism has also been increasing steadily in recent dec-

ades, and around 24% of Canadians now state that they have no religious affiliation.

Etiquette & customs

Canadians are generally polite, tolerant and relatively informal. As with any large country, there is a great amount of variation in customs and etiquette from one region to the next. The most obvious difference is in the province of Quebec, which has more French influence than British. As a result it is not uncommon for people to greet each other by kissing each other's checks, left and right, rather than the handshake popular in the rest of the country.

Canadians are generally very polite, and it is important to remember your manners if you want to get on well with people. If you are dining with locals, then table manners are fairly informal, and you need not worry about refusing particular dishes or asking questions about the food. Do make sure to say please and thank you. If you are invited to someone's home for a meal, it is considered polite to bring a small gift such as a bottle of wine or some chocolates.

Clothing

Canadian clothing is very much like that of the United States and most other western countries. The main thing to note is that it can get very cold in large parts of the country (with temperatures getting as low as -40°C in some areas), so make sure you wrap up warm.

Art and Literature

Canada does not have a single national literary tradition, participating instead in the wider English world of literature. While there are many internationally known writers from Canada, in general there is no **single canon** of Canadian literature. One exception is the province of Quebec, which has a longstanding "national" literature known for its social criticism and experimentation.

Theater ranges from professional theaters, mostly in large cities, which offer mainstream entertainment such as musical theater, to small community theater companies which can be found throughout the country. Several special companies or events, such as the Stratford Shakespeare Festival and the Shaw Festival, both in Ontario, take place each year and are international.

The city of Toronto has the distinction of hosting more theater openings per year than any other city in the English-speaking world. Its theaters include large commercial venues offering mostly musical thea-

ter, several large venues for other kinds of musical performance, and a diverse range of theaters and theater companies offering both new works original to the company and works from almost every linguistic and cultural tradition.

Canadian holidays

There are some uniquely Canadian celebrations:

- National Flag Day (February 15) commemorates the first time the maple leaf flag was raised above Parliament Hill in Ottawa, at the stroke of noon on February 15, 1965.

- Victoria Day (late May). This day was established in 1845 to observe the birthday of Queen Victoria and now celebrates the birthday of the British sovereign, who's still Canada's titular head of state. Victoria Day marks the official beginning of the summer season (which ends with Labour Day on the first Monday of September). Some communities hold fireworks.

- National Aboriginal Day (June 21). Created in 1996, it celebrates the contributions of Aboriginal peoples to Canada. Coinciding with the summer solstice, festivities are organized locally and may include traditional dancing, singing and drumming; storytelling; **arts and crafts shows**; canoe races; and lots more.

- Canada Day (July 1). Known as Dominion Day until 1982, Canada Day was created in 1869 to commemorate the creation of Canada two years earlier. All over the country, people celebrate with barbecues, parades, concerts and fireworks.

- Thanksgiving Day (mid-October). First celebrated in 1578 in what is now Newfoundland by explorer Martin Frobisher to give thanks for surviving his Atlantic crossing, Thanksgiving became an official Canadian holiday in 1872 to celebrate the recovery of the Prince of Wales from a long illness. These days, it's essentially a harvest festival involving a special family dinner of roast turkey and pumpkin, very much as it is practiced in the US.

Adapted from: <https://www.kwintessential.co.uk/resources/guide-to-canada-etiquette-customs-culture-business>

Accessed: 10.04.20

Adapted from: <https://www.lonelyplanet.com/canada/bonavista/practical-information/directory/public-holidays/a/nar/14eabc2e-1daa-4641-8843-8e9096de4f2a/361308>

Accessed: 10.04.20

Glossary

core values	основные ценности
social justice	социальная справедливость
public health care	государственное здравоохранение
capital punishment	смертная казнь
aboriginal languages	языки коренных народов
single canon	единый канон
arts and crafts shows	выставки декоративно-прикладного искусства

Task 12. Fill in the gaps using the words given.

1. Core Canadian values fairness, equality, inclusiveness and social justice.
2. Canadians are generally very...., and it is important to remember your manners if you want to get on well with people.
3. The city of Toronto has the distinction of hosting more theater openings per year than any other city in the English-speaking.....
4. If you are to someone's home for a meal, it is considered polite to bring a small gift.
5. This day was in 1845 to observe the birthday of Queen Victoria.
6. Thanksgiving an official Canadian holiday in 1872.
7. Victoria Day marks the official of the summer season.
8. There are some Canadian celebrations.
uniquely, established, world, polite, include, invited, became, beginning

Task 13. Match the items on the right to the items on the left.

harvest	right
national literary	justice
public	values
constitutionally protected	shows
social	difference
obvious	performance
musical	tradition
core	festival

arts and crafts	health care
aboriginal	languages

Task 14. Work in pairs and discuss the topics:

1. Location of Canada
2. Canada's climate
3. Canada's plants and animals
4. Pre-Elementary Education in Canada
5. Post-Secondary Education in Canada
6. Knowledge evaluation in Canada
7. Language in Canada
8. Etiquette & customs in Canada
9. Canadian holidays
10. Sport in Canada.

Task 15. Prepare a presentation on one of the topics using Appendix 3:

1. Natural resources and deposits in Canada
2. Population of Canada
3. History of education in Canada
4. Higher education in Canada
5. Art and literature in Canada
6. Clothing in Canada
7. The system of government in Canada
8. The system of elections in Canada
9. The foreign policy of Canada
10. Energy export in Canada

Task 16. Make a crossword puzzle on the topic "Canada" and offer your partner to do it.

Task 17. End-of-Module test

1. The principal drainage systems of British Columbia and the Yukon Territory are
 - a. the Columbia, Fraser and Yukon rivers
 - b. the Mackenzie, Severn, St. Lawrence rivers
 - c. the Albany, Churchill and Nelson-Saskatchewan rivers

2. The average temperature at Fort Good Hope in January is
 - a. -2°C
 - b. -21°C
 - c. -31°C

3.Ocean borders Canada in the East
 - a. the Pacific
 - b. the Arctic
 - c. the Atlantic

4. The highest peak in Canada is
 - a. Mt. Vancouver
 - b. Mt. Logan
 - c. Mt. Saint Elias

5. The westernmost region of Canada, extending from western Alberta to the Pacific Ocean, includes
 - a. the Appalachians Mountains
 - b. the Torngat Mountains
 - c. the Rocky Mountains

6. West of the Canadian Shield are
 - a. the farmlands and ranching areas
 - b. a series of rich mining areas
 - c. deserts

7. The longest river in Canada is
 - a. the Youkon river
 - b. the Churchill river
 - c. the Mackenzie river

8. On the prairies there are
 - a. cool summers and mild winters
 - b. extreme differences in temperature between day and night and summer and winter
 - c. long cold winters lasting 8 to 11 months, short sunny summers, and little precipitation

9. Mt. Logan, in the St. Elias Range near the Alaska border, is..... m high
- 5,959
 - 4,895
 - 6,052
10. East of the Canadian Shield is
- ranching area
 - maritime area
 - deserts
11. Pre-school education in Canada includes
- tots and toddler programmes, nursery school and kindergarten
 - tots and toddler programmes, play school, nursery school and kindergarten
 - tots and toddler programmes, play school and nursery school
12. There are following main levels of higher education in Canada:
- undergraduate studies (bachelor's degree) and graduate studies (master's degree)
 - undergraduate studies (bachelor's degree) and postgraduate studies (doctorate).
 - undergraduate studies (bachelor's degree), graduate studies (master's degree) and postgraduate studies (doctorate).
13. Mandatory or 'core' curriculum subjects must be studied for a prescribed number of years or terms, as decided by each
- province
 - school
 - state
14. Canada has two official languages: English and
- German
 - Spanish
 - French

15. The city of has the distinction of hosting more theater openings per year than any other city in the English-speaking world.

- a. Toronto
- b. Vancouver
- c. Montreal

16. marks the official beginning of the summer season.

- a. Victoria Day
- b. National Aboriginal Day
- c. Canada Day

UNIT 6 AUSTRALIA



Task 1. What do you know about the geographical position, climate, water bodies and mountains of Australia?

Task 2. Read and translate the text.

Australia is a country located in the Southern Hemisphere near Indonesia, New Zealand, Papua New Guinea, and Vanuatu. It is an island nation that makes up the Australian continent as well as the island of Tasmania and other small islands. It is bounded by the Pacific Ocean to the east, the Indian Ocean to the west, the Arafura Sea to the north, and the Southern Ocean to the south. The territories of Australia include the Australian

Antarctic Territory, Christmas Island, the Cocos Islands, Heard Island, the McDonald Islands, Norfolk Island, the Coral Sea Islands, Ashmore Island, and Cartier Island. In total there are some 12,000 islands. The capital is Canberra.

Australia comprises a land area of almost 7.7 million square kilometres. The bulk of the Australian land mass lies between latitudes 10 degrees 41 minutes ($10^{\circ} 41'$) south (Cape York, Queensland) and $43^{\circ} 38'$ south (South East Cape, Tasmania) and between longitudes $113^{\circ} 09'$ east (Steep Point, Western Australia) and $153^{\circ} 38'$ east (Cape Byron, New South Wales). The most southerly point on the mainland is South Point (Wilson's Promontory, Victoria) $39^{\circ} 08'$ south. The latitudinal distance between Cape York and South Point is about 3,180 kilometres (km), while the latitudinal distance between Cape York and South East Cape is 3,680 km. The longitudinal distance between Steep Point and Cape Byron is about 4,000 km. In a **jurisdictional** and economic sense, however, Australia extends far beyond this land mass.

Australia is the lowest, flattest and, apart from Antarctica, the driest of the continents. Nearly 20 per cent of Australia's landmass is classified as desert. Unlike Europe and North America, where some landscapes date back to around 20,000 years ago, when great **ice sheets retreated**, the age of landforms in Australia is generally measured in many millions of years. This gives Australia a very distinctive physical geography.

The most well-known river in Australia is the Murray River. The Darling River is a **tributary** of the Murray. There is also the Flinders river, the Lachlan, and the Murrumbidgee. The mountains include the Great Dividing Range, The Australian Alps, the Hamersly Range, Darling Range, MacDonnell rangers, and Ayers Rock. Major cities are Perth, Sydney, Melbourne, Adelaide, Brisbane, and Canberra. The highest point on the Australian mainland is Mount Kosciuszko, New South Wales, at 2228 metres above sea level. The lowest point is the dry bed of Lake Eyre, South Australia, which is 15 metres below sea level.

Australia is considered to be one of the driest continents on earth. However, because of its **insular position** and lack of natural features such as high mountain ranges, there are generally no extremes of climate. Climate varies because of the size of the continent. The temperature ranges from 23° - 26°C above the Tropic of Capricorn to 38°C in the

arid plateaus and deserts of the interior. The southern areas are more temperate, although subject to wide variations such as high rainfall, great heat and irregular flooding and drought. El Nino usually occurs in summer.

Cold **currents** flow up the Peruvian coast from Antarctica and are warmed by equatorial currents circulating across the Pacific from Australia. Warmed winds blowing across the current's surface pick up **moisture** and deposit it on the Peruvian coast. The warm winds proceed across the central Pacific and in turn deposit rain on eastern Australia. Every three to eight years the equatorial current is exceedingly strong and noticeably warmer off the coast of Peru, resulting in strong winds bringing heavy rains and floods. At this time, waters off Australia become noticeably cooler and winds weaken and are turned towards the Pacific, reducing the rain-bearing clouds across eastern Australia, resulting in **drought**. La Nina is the opposite phenomenon, which results in **abnormally** strong winds over the western Pacific blowing across unusually warm currents off the east coast of Australia, resulting in flooding rains.

Adapted from: <https://www.thoughtco.com/geography-of-australia-1434351>

Accessed: 15.04.20

Glossary

ice sheets	ледниковый покров
jurisdictional	попадающий под юрисдикцию
retreat	отступать, уходить
tributary	приток
insular position	островное положение
drought	засуха
abnormally	аномальный
current	течение
moisture	влажность

Task 3. Answer the following questions:

1. Which hemisphere is Australia located in?

2. What territories does Australia include?
3. The Darling River is a tributary of the Murray, isn't it?
4. Why is Australia considered to be one of the driest continents on earth?
5. How can you describe a phenomenon La Nina?

Task 4. Fill in the gaps using the words given.

1. Australia a land area of almost 7.7 million square kilometres.
2. In a jurisdictional and economic sense, however, Australia far beyond this land mass.
3. Nearly 20 per cent of Australia's landmass isas desert.
4. Climate because of the size of the continent.
5. El Nino usually in summer.
6. Cold currents up the Peruvian coast from Antarctica.
7. La Nina is the opposite phenomenon, which in abnormally strong winds over the western Pacific.
8. The temperature from 23°-26°C above the Tropic of Capricorn to 38°C in the arid plateaus and deserts of the interior.

ranges, flow, extends, occurs, results, varies, classified, comprises

Task 5. Match the items on the right to the items on the left.

island	areas
latitudinal	level
economic	distance
highest	nation
equatorial	sense
sea	features
natural	current
southern	point

Task 6. Put the parts in order to form a sentence.

1. It, nation, makes, island, Australian, other, an, small, is, that, of, continent, and, as, Tasmania, up, island, the, islands, well, the, as.
2. Almost, kilometres, Australia, a, area, square, comprises, of, 7.7,

land, million.

3. Per, as, desert, nearly, cent, landmass, Australia's, classified, twenty, is, of.

4. Gives, a, physical, this, very, geography, Australia, distinctive.

5. River, the, Murray, well-known, is, the, Australia, in, most, river.

6. One, driest, the, to, earth, considered, Australia, continents, on, is, be, of.

7. Varies, of, continent, the, of, because, climate, the, size.

8. The, pick, it, deposit, winds, moisture, coast, warmed, blowing, surface, across, on, and, current's, Peruvian, up, the.

Task 7. Read and translate the dialogue, reproduce it with a partner.

- Hello, Mr. Bond, I have some questions about Australia. Could you answer them?

- Hello, Tom, I will try.

- You see, I am going to make a presentation about the geography of this nation and I need some help. I know that Australia is the smallest of the world's continents. It is also the lowest, the flattest and the driest.

- You are absolutely right. It is the world's largest island and its smallest continent. The continent is south of the Equator. Much of the land is a useless desert. Great deserts cover nearly 2,000,000 square kilometers. Most of the continent is sunny most of the year.

- Could you tell me about the water bodies?

- Absolutely unbelievable, but the Australian border - is fully oceanfront. Australia has no borders with any country in the world, and stunning beaches are washed by the Indian Ocean on the south and west and the Pacific Ocean to the east.

- OK. How can you characterize the climate of the country?

- Climatic zones range from tropical rainforests, deserts and cool temperature forests to snow covered mountains.

- Mountains? Are there any?

- Of course. The highest point on the Australian mainland is Mount Kosciuszko, New South Wales, at 2228 metres above sea level. The lowest point is the dry bed of Lake Eyre, South Australia, which is 15 metres below sea level.

- Oh, it's really interesting. I wonder what landmark is the most famous.

- In my opinion, of course the Great Barrier Reef. It is 2000 km in

length. It is not only the most extensive reef system in the world, but the biggest structure made by living organisms. Most of the reef is about two million years old, but there are sections dating back 18 million years.

- It's fantastic. Thank you for your time!
- Welcome, Tom, goodbye.

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Education system in Australia

Formal education in Australia has four broad sub-sectors:

Early childhood education

Primary and secondary schooling

Vocational education and training (VET)

Higher education.

Early childhood education

The role of early childhood education is to provide **care** and supervision of children, to prepare children for school, and to **ensure** that children are able to effectively participate in subsequent learning opportunities. Early childhood education programs are conducted in community programs, pre-schools and other **child-care settings**.

Primary and secondary schools

The Australian **academic year** begins in late January or early February for school students, and runs to mid-December. Most schools have three or four terms a year. English is the official language of Australia and the main language of instruction. It is compulsory for children to have **commenced** school by the time they have turned six years of age. Most children start between four-and-a-half and five-and-a-half years. Children generally attend primary school until they are 11 or 12 years of age. Primary schools offer programs from Foundation to Years 6 or 7. Since 2010, it has been mandatory in all States and Territories for students to complete Year 10 and participate full time in education, training or employment, until they are at least 17 years old.

Primary schools focus on developing essential **literacy**, numeracy and social skills, and provide foundational knowledge to children about

the world around them.

In some **jurisdictions** middle schools have been introduced. Middle schools offer programs for students in Years 7 to 10 (although this varies from school to school). On leaving middle schools, students often attend high schools or colleges to complete the Years 10, 11 and 12.

In jurisdictions where there are only primary and secondary schools, students between the ages of 13 and 18 years attend high schools or secondary schools. Progressively, as students move from primary into secondary schools, subject matter becomes increasingly specialised.

Students who complete their secondary school program at Year 12 or equivalent are awarded a Senior Secondary Certificate of Education. They then leave school to undertake vocational or higher education courses and/or start work.

Vocational education and training (VET)

The primary goal of VET is to provide students with the practical skills and experiences to perform tasks effectively and safely across a wide range of employment fields. VET can begin in secondary school and many VET institutions have formal pathways arrangements with universities whereby VET students have assured entry into university on successful completion of their VET qualification. These training organisations provide a wide range of vocational training for trade, technical, professional and para-professional occupations as well as a range of adult education, leisure and general enrichment programmes.

Higher education

Higher education requires intensive study over a number of years to achieve a recognised high level qualification. The Australian higher education sector offers a wide diversity of programs that lead to highly regarded and internationally recognised qualifications. There are 43 universities in Australia, of which two are international universities and one is a private specialty university.

Access to undergraduate education is through the Senior Secondary Certificate of Education. The main stage of university education leads to the Bachelor's Degree. Undergraduate studies last between three years (Arts, Science, Commerce), four years (Education, Engineering), five years (Veterinary Science, **Dentistry**, Architecture) and six years (Medicine and Surgery) full-time. Arts and Science faculties usually offer either a Bachelor Degree (Pass) obtained in three years or

a Bachelor's Degree (Honours) obtained in four years; candidates for the latter undertake extra work in their speciality. An Honour Degree is normally required for access to higher degrees.

Adapted from: <https://dfat.gov.au/aid/topics/investment-priorities/education-health/education/Documents/australian-education-system-foundation.pdf>
 Accessed: 23.03.20

Glossary

dentistry	стоматология
literacy	грамотность
jurisdiction	область, территория
academic year	учебный год
commence	начать
care	забота, присмотр, уход
ensure –	обеспечивать, гарантировать

Task 9. Fill in the gaps using the words given.

1. The role of early childhood education is to provide care and of children.
2. The primary goal of VET is to provide students with the practical skills and
3. Children generally attend primary school until they are 11 or 12 years of
4. Primary schools focus on developing essential literacy, and social skills.
5. Most schools have three or foura year.
6. On leaving schools, students often attend high schools or colleges to complete the Years 10, 11 and 12.
7. VET students have assured entry into university on s...completion of their VET qualification.

age, numeracy, experiences, successful, terms, supervision, middle

Task 10. Give a definition for each of the following terms:

Literacy, vocational education, to ensure, practical skills, childhood, leisure, qualification, full-time education, a degree, to conduct, child-care settings, to achieve.

Task 11. Read the text and make up the annotation in English. Use Appendix 1.

Australian Culture

The culture of Australia is a Western culture derived primarily from Britain but also influenced by the unique geography of the Australian continent, the diverse input of Aboriginal, Torres Strait Islander and other Oceanian people. The oldest surviving cultural traditions in Australia are those of Australia's Aboriginal and Torres Strait Islander people. Their ancestors inhabited Australia for between 40,000 and 60,000 years and they lived a **hunter-gatherer lifestyle**. The boomerang and didgeridoo, which were invented by Aborigines, are to this day iconic symbols of the country.

Australian Language

While English is the official language of Australia, more than 300 languages are spoken throughout the country including Mandarin, Italian, Arabic and Greek. You might also hear Aboriginal influences through words like boomerang and kangaroo. Australians have their own unique slang and phrases. If you want to sound like an Aussie, get familiar with words like g'day (hello), 'bloke' (man) and barbie (barbeque). There are also some odd phrases and rhyming slang, where one part of a phrase is removed and replaced with a word that rhymes. For instance, "Captain Cook" means to have a look and "Bag of fruit" means a suit.

Religion

While Australia has a strong tradition of secular government, religious organizations have played a significant role in public life. The Christian churches, in particular, have played an integral role in the development of education, health and welfare services. While less than a quarter of Christians attend church weekly, around a quarter of all school students attend **church-affiliated schools** and the Christian festivals of Easter and Christmas are public holidays. The Roman Catholic Church is by far the largest non-government provider of health and education services in Australia.

Australian Food

Australia boasts world-standard restaurants and innovative cafes, offering a variety of cuisines such as Chinese, Thai, Japanese, French,

African, Greek, Turkish, Italian and Mexican. While meat is a core part of the Australian diet, many enjoy a vegetarian or vegan lifestyle. Aussies have also broadened their healthy eating habits so increasingly **specific dietary requirements** such as Kosher, Halal, Gluten free, and Vegan are being catered for in supermarkets, restaurants and cafes. Australians also have a love of the outdoors. Picnics, family barbeques, parties, a day at the beach and gatherings at the park are all essential to the Australian way of life.

Clothing

Australian local dress styles are different from Australia's fashions. Dress has been influenced by the experience of living in rugged country as well as modern leisure activities such as swimming, surfing and beach culture. This is reflected in different fabrics, such as moleskin and drill cotton, developed for more practical wear. Today, even lifesavers wear long-sleeved tops or wetsuits and sun hats, as do children, as protection from the sun. In response to the beach experience, surf board shorts, singlets, colourful shirts and thongs have been adopted as part of a national dress code by both males and females.

Australian Sports

Sport is a huge part of the Australian way of life and a national fixation. Cricket, Australian Rules Football (AFL), Rugby League, Rugby Union, soccer, swimming, basketball and horse racing are among the most popular and enjoy a high level of participation at the grounds or via broadcast. Nearly every Australian suburb and town boasts top-class sporting facilities to provide an opportunity for people of all ages and abilities to be physically active and **strengthen social connections**. Australia has a rich history of hosting major international sports events and world championships.

Australian Etiquette

Aussies tend to be casual and relaxed and are not very big on formal greetings. When meeting for the first time, generally Australians shake hands, smile and introduce themselves with their first names. They love their **laid-back lifestyle** and take their time with family and friends very seriously. Giving and exchanging gifts with family, friends, neighbours and workmates on birthdays and Christmas is common. If you have been invited to someone's home for a meal, it is polite to bring a bottle of wine or a box of chocolates for the hosts. Please be punctual as it is impolite if you are late by more than 15 min-

utes. If your delay is unavoidable, contact and inform your host ahead of time.

Australian holidays

Australia Day, celebrated on January 26, is the anniversary of the arrival of Captain Arthur Phillip and 11 ships of British convicts to New South Wales- marking the “founding” of Australia. On this day every year, Australians come together, have barbeques, and set off fireworks.

Sydney Festival was established in 1977 and runs for three weeks during the month of January. It consists of tons of live music, dancing, theatre, opera, and visual arts. There are both ticketed and free events, and typically close to 500,000 people are in attendance.

Anzac Day, which takes place on April 25, is a day of remembrance for all Australians. This day marks the anniversary of the Australian and New Zealand Army Corps (ANZAC) first major military action in World War I. On this day each year, Australians honor all those who have served for the country.

Vivid Sydney is a festival of “light, music, and ideas.” The city is essentially transformed into an outdoor art gallery. Many light installations, projections, and ‘light art’ sculptures are set up around the city for all to see. Vivid Sydney features local and international musical artists performing at the Opera House, along with conversations and presentations featuring business leaders and social innovators. This event takes place every year for roughly three weeks in May/June.

Adapted from: <https://www.kwintessential.co.uk/resources/guide-to-australia-etiquette-customs-culture-business>

Accessed: 10.04.20

Adapted from: <https://capaworld.capa.org/top-5-cultural-celebrations-in-australia-television-for-everybody-to-enjoy>

Accessed: 12.04.20

Glossary

hunter-gatherer lifestyle	образ жизни охотника-собирателя
church-affiliated schools	церковные школы
specific dietary requirements	особые диетические предпочтения
strengthen social connec-	укрепить социальные связи

tions.	
laid-back lifestyle	непринужденный образ жизни
mark the anniversary	знаменовать годовщину
live screening	просмотр в прямом эфире

Task 12. Fill in the gaps using the words given.

1. While Australia has a strong tradition of secular government, religious organizations have played a role in public life.
2. Australia boasts restaurants and innovative cafes, offering a variety of cuisines.
3. Australian local styles are different from Australia’s fashions.
4. Sport is a part of the Australian way of life and a national fixation.
5. Giving and ... gifts with family, friends, neighbours and workmates on birthdays and Christmas is common.
6. On this day every year, Australians come together, have barbeques, and set off.....
7. Vivid Sydney is a of “light, music, and ideas.”
8. Sydney Festival wasin 1977.

Festival, exchanging, huge, significant, fireworks, world-standard, dress, established

Task 13. Match the items on the right to the items on the left.

leisure	gifts
specific	schools
high level	activities
top-class	the anniversary
church-affiliated	of participation
mark	screening
live	social connections
strengthen	sporting facilities
exchanging	dietary requirements
laid-back	lifestyle

Task 14. Work in pairs and discuss the topics:

1. Location of Australia
2. Discovery of Australia
3. Australia's climate
4. Early childhood education in Australia
5. Primary and secondary education in Australia
6. Australian Curriculum
7. Australian language
8. Australian food
9. Australian clothing
10. The Parliament of Australia

Task 15. Prepare a presentation on one of the topics using Appendix 3:

1. Major cities of Australia
2. Flora and fauna of Australia
3. Education policy in Australia
4. Indigenous Australian education
5. Australian etiquette
6. Australian holidays
7. Fishery of Australia
8. Forestry of Australia
9. Agricultural sector of Australia
10. Service industry of Australia

Task 16. Make a crossword puzzle on the topic "Australia" and offer your partner to do it.

Task 17. End-of-Module test

1. Australia is located near
 - a. Argentina
 - b. Indonesia
 - c. Chile

2. The most southerly point on the mainland is
 - a. Cape York
 - b. Steep Point

c. South Point

3. Nearly% of Australia's landmass is classified as desert.

a. 30

b. 45

c. 20

4 river is a tributary of the Murray.

a. the Missouri

b. the Clutha

c. the Darling

5. The capital of Australia is

a. Melbourne

b. Canberra

c. Sydney

6. The warm winds proceed across..... and in turn deposit rain on eastern Australia.

a. the Atlantic Ocean

b. the Indian Ocean

c. the Pacific Ocean

7. El Nino usually occurs in

a. summer

b. autumn

c. spring

8. Every three to eight years the equatorial current is exceedingly strong and noticeably warmer off the coast of Peru, resulting inbringing heavy rains and floods.

a. strong winds

- b. warm winds
- c. Sirocco

9. In total there areislands.

- a. 1200
- b. 12000
- c. 8000

10. The lowest point is the dry bed of Lake Eyre, South Australia, which ismetres below sea level.

- a. 50
- b. 25
- c. 15

11. Formal education in Australia has...broad sub-sectors.

- a. four
- b. three
- c. five

12. In jurisdictions where there are only primary and secondary schools, students between the ages of..... years attend high schools or secondary schools.

- a. 11 and 17
- b. 13 and 18
- c. 10 and 16

13. Higher education in Australia requires intensive study over a number of years to achieve a recognised high level

- a. qualification
- b. certificate
- c. literacy

14. While English is the official language of Australia, more than languages are spoken throughout the country including Mandarin, Italian, Arabic and Greek.

- a. 200
- b. 250
- c. 300

15. is a core part of the Australian diet.

- a. Meat
- b. Fish
- c. Seafood

16. is the largest short film festival in the world.

- a. Tropfest
- b. Australia Day
- c. Vivid Sydney

UNIT 7 NEW ZEALAND



Task 1. What do you know about the geographical position, climate, water bodies and mountains of New Zealand?

Task 2. Read and translate the text.

New Zealand is an island country in the south-western Pacific Ocean comprising two main **landmasses**, called the North Island and the South Island, that are separated by Cook Strait, and countless smaller islands, most remarkable are Stewart Island or Rakiura and the Chatham Islands. The **indigenous** Māorinamed New Zealand Aotearoa, translated as The Land of the Long White Cloud. New Zealand's capital city, Wellington, is located on the southern tip of North Island. The regions of the country are North Auckland, Auckland, Waikato, Bay of Plenty, East Cape, Hawke's Bay, Taranaki, Manawatu-Wanganui, Wel-

lington, Tasman, Nelson, Marlborough, West Coast, Canterbury, Otago, Southlandland.

New Zealand is situated in the southern hemisphere, with an absolute location of 37 degrees south longitude to 48 degrees south longitude and 167 degrees east latitude to 177 degrees east latitude. It is comprised of approximately 267,707 square kilometers of land. The North Island is over 114,000 square kilometers in size, and the South Island is 150,416 square kilometers. The remaining area is taken up by Stewart Island, the Chatham Islands, and a number of other smaller islands.

New Zealand is a long and narrow nation with over 18,252 kilometers of coastline. It administers a large portion of water around the country, with an Exclusive Economic Zone of over 4,300,000 square kilometers, an area that is nearly 15 times larger than the landmass of the country. New Zealand's waters are rich in natural and mineral resources, such as marine life and **oil reserves**. The longest river is the Waikato River, with a length of 425 kilometers. The largest waterway is the Clutha River, which has a **discharge** of 533 cubic meters per second. The plentiful rivers are also a source of energy for New Zealand, with more than half of the country's electricity being generated from hydroelectric power.

As New Zealand was formed by tectonic action, it can be **prone** to thermal activity. At least three quarters of the land on the two main islands is over 200 meters above sea level, and there are at least 223 peaks that have officially been measured at more than 2,300 meters in height. Seismic activity in New Zealand causes frequent earthquakes. Though most of these are moderate or light in magnitude (at 5.0 or lower on the Richter scale), there are periodic earthquakes of higher magnitudes.

The South Island of New Zealand is rectangular in shape. The island is dominated by the Southern Alps, a famous mountain range that runs down nearly the entire length of the island. The highest point on the South Island is Mount Cook, that reaches 3,754 meters above sea level. The island also has a number of **flatlands**, and highlands, alongside rolling hills, over 360 **glaciers**, and numerous deep **crevasse** carved by water flows coming from the snow peaked mountains.

New Zealand's **rugged terrain** and location in the world have a great effect on the national weather and climate. The country's latitude means that New Zealand is faced with westerly flowing winds, incoming troughs of low pressure and anticyclones. The shape of the land can lead to significant regional differences in weather, as mountain ranges **obstruct**

weather flows. Thus, the climate in New Zealand can be highly variable from one location to the next. The climate is almost subtropical in the north but temperate and cool further south. The warmest months are January and February, the coldest July and August. Mean annual rainfall ranges from around 30 cm (12 in) near Dunedin to more than 800 cm (315 in) in the Southern Alps.

Adapted from: <http://www.studfiles.ru/preview/3537276/>
 Accessed: 10.04.20

Glossary

landmass	суша
oil reserves	запасы нефти
glacier	ледник
flatland	равнина
discharge	выпуск воды, выход воды на поверхность
rugged terrain	изрезанный рельеф местности
prone	предрасположенный, имеющий тенденцию
obstruct	препятствовать, ограждать
crevasse	раскол, глубокая трещина
indigenous	природный, туземный

Task 3. Answer the following questions.

1. How was the territory of New Zealand formed?
2. What factors influence the weather and climate of the country?
3. What kind of earthquakes are there in New Zealand?
4. How many landmasses does New Zealand comprise?
5. Auckland is the name of the mountain in the country, isn't it?

Task 4. Fill in the gaps using the words given.

1. The North Island and the South Island are by Cook Strait.
2. New Zealand's capital city, Wellington, is on the southern tip of North Island.

3. It is of approximately 267,707 square kilometers of land.
4. As New Zealand was by tectonic action, it can be prone to thermal activity.
5. Thus, the climate in New Zealand can be highly from one location to the next.
6. Mean annual rainfall from around 30 cm (12 in) near Dunedin to more than 800 cm (315 in) in the Southern Alps.
5. Large portions of New Zealand are to sheep stations, for there are more sheep in New Zealand than people.
6. The chief cities, each more than one hundred thousand people, are Auckland, Christchurch, Dunedin, Manukau, and Wellington.

comprised, variable, containing, devoted, located, formed, separated, ranges

Task 5. Match the items on the right to the items on the left.

subtropical	terrain
main	of energy
Southern	earthquakes
narrow	areas
source	landmasses
rugged	nation
urban	climate
frequent	hemisphere

Task 6. Put the parts in order to form a sentence.

1. New, rich, marine, as, Zealand's, and, such, waters, are, life, mineral, in, oil, resources, reserves, natural, and.
2. The, ones, most, of, among, livable, rank, the, cities, the, world's, country, also.
3. Southern, situated, in, Zealand, the New is hemisphere.
4. Clutha, waterway, 533, second, river, per, the, has, of, a, cubic, the meters, is, which, largest, discharge.
5. New, in, causes, frequent, Zealand, activity, earthquakes, seismic.
6. Meters, point, that, level, Cook, 3,754, South, Mount, the, sea, the, on, above, reaches, is, highest, Island.
7. The, south, almost cool, in, subtropical, and, north, climate, but, the,

temperate, further, is.

8. The, cultural, its, is, geography, New, of, not geography, physical, diverse, as, Zealand, as.

Task 7. Read and translate the dialogue, reproduce it with a partner.

- Hello, I know that New Zealand is situated not far from Australia.

- Well, the nearest neighbors of New Zealand are really Australia located at its northwest, separated by the Tasman Sea and Fiji and Tonga, two islands that are located to its north.

- All right. And how far is New Zealand from Australia?

- New Zealand is an island country located 1,600 km southeast of Australia in Oceania. It consists of several islands, the largest of which are the North, the South, Stewart and Chatham Islands. Aside from main islands, New Zealand is also composed of several groups of smaller islands including the islands of Antipodes, Bounty, Campbell, Auckland, Kermadec.

- What area does the nation occupy?

- Overall, the total land area of New Zealand is about 268 000 square kilometers.

- All right. What do you know about the landscape? The Southern Alps divide the South Island, the largest island in New Zealand and where the majority of the population is located. This is where Aoraki/Mount Cook, the highest peak in New Zealand can be found. Rising to a height of 3,754 meters, it is surrounded by 18 other peaks with an average height of more than 3,000 meters.

- Really? Good. And what about the other part of the country?

- Well, the eastern side of South Island has the Canterbury Plains where you can find rough coastlines on the western side of the island, where most of the area is covered by the Franz Josef and Fox glaciers as well as native bush. By the way, although less mountainous the North Island is prone to volcanism. Here Mount Ruapehu, a very active cone volcano stands tall at 2,797 meters.

- That sounds interesting. Do you know anything about the climate?

- New Zealand's climate is complex and it has a largely temperate climate. While the far north has subtropical weather during summer, and inland alpine areas of the South Island can be as cold as -10°C in winter, most of the country lies close to the coast, which means mild temperatures, moderate rainfall, and abundant sunshine. Most places in

New Zealand receive over 2000 hours of sunshine a year.

- Thank you for comprehensive information.

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.

Education system in New Zealand

New Zealand's education system has 3 levels:

- early childhood education — from birth to **school entry age**
- primary and secondary education — from 5 to 19 years of age
- further education— higher and vocational education.

Early Childhood Education

Early Childhood Education (ECE) isn't compulsory but around 96.8% of children attend ECE. There are different types of ECE services and all learning that children experience at an ECE service or Kōhanga Reo is guided by the Te Whāriki curriculum framework. The government subsidises all children who attend ECE for up to 6 hours a day (a total of 30 hours per week). The 20 Hours ECE is a higher funding subsidy available for all children aged 3-5 years who attend ECE.

Primary and secondary education

Child's education is free between the ages of 5 and 19 at state schools (schools that are government owned and funded) if they are a New Zealand citizen or a permanent resident.

Schooling is compulsory from age 6-16. In the majority of schools, a child can start school on the day they turn 5 years old (they don't have to wait until the start of a new school year). However some schools have a policy of starting children at school together as a group at the start of each term (cohort entry). Most children stay at school until they're around 17 years old.

The education system for schools is made up of 13 Year levels. Primary education starts at Year 1 and goes to Year 8 (around 5-12 years of age). Secondary education goes from Year 9 to Year 13 (around 13-17 years of age).

Local schools

Many children go to a school close to where they live. Many schools have an **enrolment** scheme called zoning. Depending on the schools in the area a family lives, they may have the choice to send a child to a single-sex or **co-educational school**.

State, state integrated and private schools

Most schools in New Zealand are owned and funded by the state (state schools). They teach the national curriculum and are secular (non-religious).

State integrated schools are schools with a special character. They are funded by the government and teach the national curriculum. They'll have their own sets of aims and objectives to reflect their own particular **values**, and are set within a specific philosophy or religion. Families pay compulsory attendance dues.

Private schools get some government funding but are mostly funded through charging parents school fees. They develop their own learning programmes and don't have to follow the national curriculum.

Māori-medium education (Kura Kaupapa Māori)

Māori medium education is where students are taught all or some curriculum subjects in the Māori language for at least 51% of the time (Māori Language Immersion Levels 1-2).

Māori language in English medium is where students are learning te reo Māori as a language subject, or are taught curriculum subjects in the Māori language for up to 50% of the time (Māori Language Immersion levels 3-5).

National curriculum

The national curriculum covers subjects that are taught at primary and secondary schools and the A child's primary education will focus on foundation learning across a range of subjects and **competencies** but especially in literacy and numeracy. At secondary school they'll learn a broad and balanced curriculum, with some specialisation possible in Years 11-13.

Schools that teach in the English language use the New Zealand Curriculum. Schools that teach in the Māori language use Te Marautanga o Aotearoa (a curriculum based on Māori philosophies).

National Certificate of Educational Achievement (NCEA)

The National Certificate of Educational Achievement (NCEA) is the national senior secondary school qualification.

A child will usually be assessed during their last 3 years at school (Years 11-13). They can achieve NCEA at 3 levels in a wide range of courses and subjects.

Home and distance learning

If attending a school isn't the best option — a family might live a long way from the nearest school, travel overseas or have other reasons — a child can learn with New Zealand's correspondence school, Te Aho o Te Kura Pounamu (Te Kura).

Te Kura teaches early childhood, primary, secondary and special needs students using multimedia and online learning. A child can also study one or two courses if a subject they want to study isn't available at their school.

Further education

Technical and vocational education

At senior secondary school level students may begin to specialise in vocational learning. They can get help into work or further education from a number of programmes and institutions.

Youth Guarantee

Youth Guarantee courses provide students aged 16–19 with an opportunity to study towards NCEA Level 1-3 or Level 1-3 certificates at tertiary providers **free of charge**. These courses are usually vocationally focused.

Trades academies

Trades academies teach trades and technology programmes to students in Years 11-13 (ages 15-18). They are run through schools and other providers.

Institutes of technology

Institutes of technology and polytechnics teach professional and vocational education and training from introductory studies to degrees.

Industry training organisations represent particular industries (for example, agriculture, building and construction, motor trade). They offer training and qualifications for those sectors. They funded by the government and industry.

Private training

Private training establishments offer specific vocational courses at certificate and diploma level (for example, travel and tourism).

Wānanga

New Zealand has 3 wānanga (state-owned Māori teaching and research institutions). They teach according to āhuatanga Māori (Māori tradition) and tikanga Māori (Māori custom). They offer certificates, diplomas and degrees. Some teach in specialised areas up to doctorate level.

Universities

New Zealand has 8 state funded universities. Each university offers degrees in a large choice of subjects and has strengths in specialised professional degrees.

All of the universities are well recognised internationally. They work with universities in other countries on research and **teaching programmes**, and with the business community in New Zealand and **overseas** on research and development.

Adapted from: <https://www.education.govt.nz/our-work/our-role-and-our-people/education-in-nz/>
Accessed: 10.04.20

Glossary

school entry age	возраст поступления в школу
overseas	за рубежом
teaching programmes	обучающие программы
free of charge	бесплатно
competency	компетенция
value	ценность
enrolment	зачисление

Task 9. Fill in the gaps using the words given.

1. In the of schools, a child can start school on the day they turn 5 years old.
2. Most schools in New Zealand are owned and funded by the
3. They are funded by the government and teach the national
4. A child's primary education will focus on foundation learning across a range of subjects and
5. A child can also study one or two if a subject they want to study isn't available at their school.
6. Institutes of technology and polytechnics professional and vocational education and training from introductory studies to degrees.

7. Each university offers in a large choice of subjects and has strengths in specialised professional degrees.

courses, degrees, competencies, teach, curriculum, majority, state

Task 10. Give a definition for each of the following terms:

An objective, a value, research, overseas, teaching programmes, free of charge, competency, enrolment, co-educational school, a doctorate level, a family, a choice

Task 11. Read the text and make up the annotation in English. Use Appendix 1.

**Culture of New Zealand
Languages and accent**

New Zealand has three official languages: English, Te Reo Māori (the Māori language) and New Zealand Sign Language. When speaking English, New Zealanders have a strong accent and speak very quickly, often using slang or words in te reo Māori (the Māori language) that can be confusing if you're new here.

Listening to New Zealand radio or watching Kiwi TV shows like Shortland Street (New Zealand's oldest soap opera) or The Block (a reality TV show about home renovation) will also help you get used to the Kiwi accent.

Te reo Māori is a very important part of the New Zealand culture. Māori are the indigenous people of New Zealand. Māori culture includes Māori food, language, and customs.

New Zealand Sign Language is the natural language of the deaf community in New Zealand. It reflects New Zealand's culture by including signs for Māori concepts that can not be found in other **sign languages** or countries.

Religion

Religion in New Zealand encompasses a wide range of groups and beliefs. Christianity remains the most common religion; 37 percent of the population at the 2018 census identified as Christian. Hinduism is the second-most popular religion, claiming 2.6 percent of the population, and Sikhism is the fastest-growing faith. Around six percent of the population is affiliated with non-Christian religions, while almost half (48.6 percent) of New Zealanders stated they had no religion in the 2018 census, and 6.7 percent made no declaration.

New Zealand has no state religion or established church, although Anglicanism is required to be the religion of the monarch of New Zealand (who is styled as "Defender of The Faith"). **Freedom of religion** has been protected since the signing of the Treaty of Waitangi.

Arts and humanities

Literature. The art of oratory is highly prized among the Maori, who speak extemporaneously but use traditional formulas and references. The Montana Book Awards are a national competition for all categories of writing. Many authors have international reputations and have been winners of overseas competitions. There is a large collection in the national and city libraries of rare European manuscripts as well as private collections. Early missionary influence was the most influential force for Maori and Pakeha literacy.

Graphic Arts. Cities such as Dunedin have state-of-the-art public art galleries. All forms of graphic arts are practiced, and a national style has emerged, blending Maori and European elements. Training in traditional Maori carving has been widely taken up.

Performance Arts. There is a National Symphony Orchestra and at least two first-class city symphony orchestras. The National Youth Orchestra meets once a year. The Royal New Zealand Ballet tours the country. Other national arts organizations are the New Zealand Drama School, Chamber Music New Zealand, New Zealand Choral Foundation, and the New Zealand Film Commission. Local operatic, choral, drama, and orchestral groups are numerous, and New Zealanders perform in a large number of bands. European opera and classical music are the staple fare at one end, with New Zealand composers receiving regular performances, while pop music is locally generated. European drama and ballet prevail, but New Zealand producers and choreographers produce their own versions, and there are many dramatists. Traditional Maori dancing and singing (waiata) are presented widely. Most television programming is imported, but New Zealand produces a soap opera and **nature documentaries**.

Food in New Zealand

Before 1975, the diet was based on meat, potatoes, temperate climate vegetables in season (cabbage, peas, beans, carrots, spinach, cauliflower, and broccoli), bread, fruits in season, dairy products, and fish. Chicken was a restaurant delicacy, and the favorite fast food was the meat pie. Beverages were tea and beer.

Since 1975, the cuisine has opened up to include a range of tropical and subtropical fruits, vegetables, and spices. It has taken advantage of its Mediterranean climate to produce wine. **Food items** are readily available in supermarkets. There are ubiquitous fast-food restaurants. However, there is no New Zealand cuisine. Christmas features the presentation of the turkey or ham, followed by the Christmas pudding. The Sunday roast is still served in the British tradition.

The Maori cuisine is based on seafood, wild pork or fowl, fat lamb, and kumara. The method of cooking is the earth oven (hangi) in which stones are heated by fire, the fire is extinguished so that the stones steam, and a large sealed basket containing the food is buried over the stones and left to cook for several hours. When Maori gather for meetings on the marae, men and women jointly help prepare the food; men dig the hole, place the stones, and bury and remove the food.

Etiquette

The sacred feature of the Maori is the head and so touching it is avoided. In the marae, the hongi (touching of noses) is the accepted greeting. Otherwise the handshake, the hug, and the cheek kiss are used, depending on the degree of intimacy. Verbal greetings include "Hello," "How are you?" "Giddyay," and, especially, in North Island, Kia Ora ("Good health," "Are you well?"). Men enjoy "mateship," which involves close contact, but otherwise contact distance is arm's length. Behavior in public places is orderly, and good humor is expected. Depending on how recently they have arrived in the country, immigrants and refugees maintain their own customs but gradually adapt, especially in school.

Traditions of New Zealanders

New Zealand may be a young country, but it's not devoid of compelling traditions. A culmination of Maori customs and European-based quirks have helped this country carve out its own set of customs.

Gumboot Day. Taihape is a small town in the centre of the North Island that prides itself on being 'the gumboot capital of the world'. Every year since 1985, the community celebrates Gumboot Day – a **fun-filled family event** that includes the town's famed gumboot throwing contest. The iconic festival is held on Tuesday after Easter, and its biggest ambition every year is to **break the world record** for the longest gumboot throw.

A chocolate carnival on the world's steepest street. Baldwin Street, in Dunedin, is renowned for being the world's steepest street. What out-

siders may not know is that this is the main venue for the city's annual Cadbury Chocolate Carnival. To kick off the sweet festivities, giant Jaffa balls (that's an orange chocolate that's unique to New Zealand) race down this steep stretch of road. There are also competitions, choc-filled activities, and an iconic Crunchie Train to entertain the crowds.

Powhiri. Whenever you're entering a Maori house (whare), meeting place (marae) or tribe (iwi), you will participate in this traditional **welcoming ceremony**. A powhiri usually begins with three warriors challenging the guests to see if they are coming into their territory in peace, while a kaikaranga (female caller) leads the visitors towards them. Presentations, waiata (traditional songs) and speeches usually follow.

Adapted from: <https://www.everyculture.com/Ma-Ni/New-Zealand.html>

Adapted from: <https://www.newzealandnow.govt.nz/living-in-nz/settling-in/customs-communication>

Adapted from: <https://naumainz.studyinnewzealand.govt.nz/help-and-advice/culture-and-lifestyle/new-zealand-culture//>

Adapted from: <https://theculturetrip.com/pacific/new-zealand/articles/7-traditions-only-new-zealanders-understand/>

Accessed: 10.04.21

Glossary

sign languages	языки жестов
freedom of religion	свобода вероисповедания
nature documentaries	документальные фильмы о природе
food items	продукты питания
fun-filled family event	веселое семейное мероприятие
break the world record	побить мировой рекорд
welcoming ceremony	церемония приветствия

Task 12. Fill in the gaps using the words given.

1. New Zealanders have a strong and speak very quickly.
2. Religion in New Zealanda wide range of groups and beliefs.
3. Many authors have international and have been winners of overseas competitions.
4. Cities such as Dunedin have state-of-the-art public art.....
5. However, there is no New Zealand....
6. The sacred feature of the Maori is the head and so...it is avoided.
7. Otherwise the, the hug, and the cheek kiss are used.

8. The Maori cuisine is based on, wild pork or fowl, fat lamb, and kumara.

seafood, cuisine, reputations, handshake, encompasses, touching, accent, galleries

Task 13. Match the items on the right to the items on the left.

1. gumboot	a) delicacy
2. restaurant	b) languages
3. fun-filled	c) of religion
4. break	d) family event
5. sign	e) documentaries
6. welcoming	f) a declaration
7. food	g) ceremony
8. make	h) items
9. freedom	i) the world record
10. nature	j) throwing contest

Task 14. Work in pairs and discuss the topics:

1. Waters of New Zealand
2. Landscape of New Zealand
3. Weather and climate in New Zealand
4. Different kinds of early childhood education
5. New Zealand Curriculum for English-medium schooling
6. History of education in New Zealand
7. Languages and religion in New Zealand
8. Food in New Zealand
9. Etiquette in New Zealand
10. Sport in New Zealand

Task 15. Prepare a presentation on one of the topics using Appendix 3:

1. Explorer Captain James Cook and his discoveries
2. Natural resources of New Zealand
3. Higher education in New Zealand
4. Academic grading in New Zealand
5. Traditions of New Zealanders
6. Arts and humanities in New Zealand
7. Tourism in New Zealand as one of the most contributing industry

8. The Maori – indigenous population of New Zealand
9. The Parliament of New Zealand
10. Manufacturing industry of New Zealand

Task 16. Make a crossword puzzle on the topic “New Zealand” and offer your partner to do it.

Task 17. End-of-Module test

1. New Zealand is an island country comprising
 - a. the North Island and the South Island
 - b. the North Island
 - c. the North Island, the South Island, the West Island

2. New Zealand is
 - a. a developing country
 - b. a developed country
 - c. third world country

3. The capital of New Zealand, Wellington, is situated
 - a. on the North Island
 - b. on the South Island

4. New Zealand is comprised of approximately square kilometers of land
 - a. 267,707
 - b. 150,416
 - c. 415,160

5. An area of the Exclusive Economic Zone is
 - a. 3 times less than the landmass of the country
 - b. 15 times larger than the landmass of the country
 - c. 10 times larger than the landmass of the country

6. New Zealand isnatural and mineral resources
 - a. poor in
 - b. rich in

7. The warmest months are

- a. July and August
- b. August and September
- c. January and February

8. The longest river in New Zealand is

- a. the Wairau
- b. the Waikato
- c. the Clutha river

9. Seismic activity in New Zealand causes earthquakes.

- a. frequent
- b. occasional
- c. no

10. The South Island of New Zealand is in shape

- a. oval
- b. rectangular
- c. diamond

11. Schooling is compulsory from age

- a. 6-18
- b. 5-15
- c. 6-16

12. Most schools in New Zealand are

- a. religious
- b. secular
- c. Maori

13. New Zealand has state funded universities.

- a. 14
- b. 8
- c. 15

14. remains the most common religion in New Zealand.

- a. Christianity
- b. Hinduism
- c. Sikhism

15. The Maori cuisine is based on

- a. vegetables
- b. fish
- c. seafood

16. Powhiri is a

- a. national holiday
- b. festival
- c. welcoming ceremony

CHAPTER III

Global problems of modernity

UNIT 1

Climate change



Task 1. Read and translate the text.

Anthropogenic climate change is the climate change caused by human interference with the climate system.

Arctic temperature rise and its impacts

During the past few decades the average temperature in the Arctic has risen nearly twice as fast as in the rest of the world. There are certainly regional variations caused by wind patterns and ocean waves, which means that some areas have warmed up more than others, while a few areas show a slight cooling. However, the Arctic as a whole displays a clear trend of **amplified** warming over the global mean.

Warming during the past few decades was found to be accompanied by **melting** glaciers and sea ice, as well as higher **permafrost** temperatures. There are indications that a large area, stretching for a million square kilometres across the permafrost of western Siberia, is turning into a mass of shallow lakes as the ground melts. Melting permafrost is a major source of feedback that could accelerate climate change by releasing either CH₄ into the atmosphere (in wet conditions) or CO₂ (from dry soils).

Associated effects of melting glaciers and sea ice are loss of albedo, sea level rise and a decrease in **salinity** of the northern seas as a result of

melting ice, and an increase in the inflow of river water from melting glaciers. Some of the **consequences** for the Arctic itself involve a **retreat** of sea ice (with adverse consequences for many mammal species), changed shipping routes (a beneficial effect), shifting zones of vegetation, disintegration of the permafrost, and economic and cultural consequences for the **indigenous** people. Disintegration of the permafrost leads to damage to buildings, roads oil/gas plants and pipelines, and could result in serious environmental problems. This sort of warming will result in almost the entire disappearance of Arctic sea ice in the summer towards the end of the present century. This will threaten the survival of the polar bear, ice-dependent seals, **walruses** and a number of seabirds. Human **interference** can thus be concluded to cause the Arctic ice to melt.

Sea level rise

One of the important **impacts** of global climate change is sea level rise. Sea level movement is a natural phenomenon, but this can be reinforced by anthropogenic climate change. Natural changes in sea level can be very large. For example, during the last **glacial era** which ended about 10000 years ago, the ocean was 120 metres lower than it is now. Global mean sea level rises can occur due to an increase in the volume of water in the oceans. During the 20th and 21st centuries this is likely to be the result of thermal expansion of a water and the melting of glaciers and changes in the mass of the Antarctic and Greenland **ice sheets**. A global mean sea level rise is thus **unavoidable** during the 21st century and thereafter. But we can influence the (rate of) sea level rise in the 22nd century and thereafter by cutting greenhouse gas emissions in the current century.

Ocean acidification

Another phenomenon is the acidification of the oceans due to the increase in dissolved CO₂ concentration. The oceans are absorbing CO₂ from the atmosphere and this is causing chemical changes a shifting of the carbonate **equilibrium** and a higher (that is decreasing the pH), which can bring about several **adverse effects**. The study "Carbon Dioxide and Our Ocean Legacy: 132 examined data collected from ocean sampling in the Pacific Ocean from the Southern to Northern hemispheres confirming that the ocean's daily **uptake** of 22 million tons of carbon dioxide is starting take its **toll** on the chemistry of seawater. At present, ocean chemistry is changing at least 100 times more rapidly than it has changed during the 650 000 years preceding our industrial area. And current carbon dioxide emission trends continue.

The acidic water could interrupt the process of shell and coral formation, and adversely affect other organisms dependent on corals and shellfish. This may reduce the ocean's ability to absorb CO₂ from the atmosphere, which in turn will accelerate the rate of global warming. The entire **marine food chain** may also be harmed. Ocean acidification is essentially **irreversible** during our lifetime. It will take tens of thousands of years for ocean chemistry to return to a condition similar to that occurring in pre-industrial times.

Adapted from: <https://m.cyberleninka.ru/article/v/recent-information-on-the-impacts-of-climate-change>
 Accessed: 29.03.21

Glossary

acidification	повышение кислотности
adverse effect	негативное воздействие, нежелательная побочная реакция
amplified	интенсивный, усиленный
consequence	последствие
equilibrium	равновесие, сбалансированное сочетание
glacial era	ледниковая эра
ice sheet	ледниковый покров
indigenous	исконный, местный, аборигенный
interference	вмешательство
impact	влияние, воздействие
irreversible	необратимый
marine food chain	морская пищевая цепь
melting	тающий
permafrost	вечномерзлый, многолетнемерзлый
retreat	отступление, отход
salinity	соленость, засоленность
toll	последствие
unavoidable	неизбежный
uptake	поглощение, потребление
walrus	морж

Task 2. Answer the following questions:

1. What is the reason of regional variations of temperature rise?
2. What effects accompanied warming during the past two decades?
3. What is happening to a large area, stretching for a million square kilometres across the permafrost of western Siberia, because of the melting of the ground?
4. What outcomes can be awaited due to disintegration of the permafrost?
5. What situation will threaten the survival of the polar bear, ice-dependent seals and walruses?
6. One of the important impacts of global climate change is sea level rise, isn't it?
7. How can you explain the phenomenon of ocean acidification?
8. How much time will it take to return oceans to a condition similar to that occurring in pre-industrial times?

Task 3. Fill in the gaps using the words given.

1. Anthropogenic climate change is the climate change by human interference with the climate system.
2. There are indications that a large area, for a million square kilometres across the permafrost of western Siberia, is turning into a mass of shallow lakes as the ground melts.
3. The acidic water could interrupt the process of shell and coral formation, and adversely affect other organisms on corals and shellfish.
4. of the permafrost leads to damage to buildings, roads oil/gas plants and pipelines, and could result in serious environmental.
5. The entire marine food chain may be harmed.
6. Natural in sea level can be very large.
7. Ocean acidification is essentially during our lifetime.
8. Melting permafrost is a major of feedback that could accelerate climate change by releasing either CH₄ into the atmosphere (in wet conditions) or CO₂ (from dry soils).

caused, disintegration, changes, irreversible, also, source, stretching, dependent

Task4. Match the items on the right to the items on the left.

associated	area
climate	impact
average	interference
melting	effects
large	temperature
human	glacier
important	chemistry
ocean	system

Task 5. Put the part in order to form a sentence.

1. acidic, of , could, process, formation, The, coral, shell, interrupt, the, and, water,
2. in, is, increase, another, phenomenon, CO₂, of, the, dissolved, acidification, to, oceans, Concentration. the, due, the,
3. global, during, 21st, unavoidable, mean, sea, level, thus, and, A, thereafter. is, the, century, rise,
4. change, sea, is, One, the, of, global, climate, rise. of, important, impacts, level,
5. in, sort, This, of, summer, in, ice, will, Arctic, result, entire, of, disappearance, almost, sea, the, present, warming, the, towards, the, the, century. of, end,
6. accompanied, Warming, during, few, higher, the, be, glaciers, past, by, ice, found, temperatures. to, as, and, melting, sea, well, was, decades, permafrost, as,
7. the, However, as, global, Arctic, a, trend, over, displays, a, clear, whole, of, amplified, warming, mean. the,
8. end, century. Arctic, present, summer, the, sea, towards, the, ice, of, in, the,

Task 6. Read the text and translate it in writing.

Signs from Earth

There's no question that the Earth is getting hotter – and fast. The real questions are: How much of the warming is our fault, and are we willing to slow the meltdown by curbing our insatiable appetite for fossil fuels?

Global warming can seem too remote to worry about, or too uncer-

tain – something projected by the same computer techniques that often can't get next week's weather right. On a raw winter day you might think that a few degrees of warming wouldn't be such a bad thing anyway. And no doubt about it: Warnings about climate change can sound like an environmentalist scare tactic, meant to force us out of our cars and cramp our lifestyles.

From Alaska to the snowy peaks of the Andes the world is heating up right now, and fast. Globally, the temperature is up 1°F (.5°C) over the past century, but some of the coldest, most remote spots have warmed much more. The results aren't pretty. Ice is melting, rivers are running dry, and coasts are eroding, threatening communities. Flora and fauna are feeling the heat too, as you'll read in "EcoSigns." These aren't projections; they are facts on the ground.

The changes are happening largely out of sight. But they shouldn't be out of mind, because they are omens of what's in store for the rest of the planet.

Wait a minute, some doubters say. Climate is notoriously fickle. A thousand years ago Europe was balmy and wine grapes grew in England; by 400 years ago the climate had turned chilly and the Thames froze repeatedly. Maybe the current warming is another natural vagary, just a passing thing?

Don't bet on it, say climate experts. Sure, the natural rhythms of climate might explain a few of the warming signs you'll read about in the following pages. But something else is driving the planet-wide fever.

For centuries we've been clearing forests and burning coal, oil, and gas, pouring carbon dioxide and other heat-trapping gases into the atmosphere faster than plants and oceans can soak them up (see "The Case of the Missing Carbon," February 2004). The atmosphere's level of carbon dioxide now is higher than it has been for hundreds of thousands of years. "We're now geological agents, capable of affecting the processes that determine climate," says George Philander, a climate expert at Princeton University. In effect, we're piling extra blankets on our planet.

Human activity almost certainly drove most of the past century's warming, a landmark report from the United Nations Intergovernmental Panel on Climate Change (IPCC) declared in 2001. Global temperatures are shooting up faster than at any other time in the past thousand years. And climate models show that natural forces, such as volcanic eruptions and the slow flickers of the sun, can't explain all that warming.

As carbon dioxide continues to rise, so will the mercury—another 3°F to 10°F (1.6°C to 5.5°C) by the end of the century, the IPCC projects. But the warming may not be gradual. The records of ancient climate described in "TimeSigns" suggest that the planet has a sticky thermostat. Some experts fear today's temperature rise could accelerate into a devastating climate lurch. Continuing to fiddle with the global thermostat, says Philander, "is just not a wise thing to do."

Adapted from:

<http://ngm.nationalgeographic.com/ngm/0409/feature1/>

Accessed: 29.03.21

Task 7. Read the text and make up the annotation in English.

The Effects of Climate Change

Over the past 150 years, we've changed the balance of our planet by living beyond our means. We've burnt huge amounts of fossil fuels (such as coal, oil, gas), bred huge amounts of methane-producing livestock and cut down vast swathes of forests, which would naturally absorb carbon dioxide from the air.

Most people know how vital forests are – they soak up carbon dioxide, the main greenhouse gas responsible for global warming, and help regulate the world's climate. They're also home to countless plant and animal species.

In tropical forests such as the Amazon, where there's abundant biodiversity, even modest levels of climate change can cause high levels of extinction.

Climate change is having serious impacts on the world's water systems through more flooding and droughts. Warmer air can hold a higher water content, which makes rainfall patterns more extreme.

Rivers and lakes supply drinking water for people and animals - and are a vital resource for farming and industry. Freshwater environments around the world are already under excessive pressure from drainage, dredging, damming, pollution, extraction, silting and invasive species.

In mountainous regions, melting glaciers are impacting on freshwater ecosystems. Himalayan glaciers feed great Asian rivers such as the Yangtze, Yellow, Ganges, Mekong and Indus. Over a billion people rely on these glaciers for drinking water, sanitation, agriculture and hydroelectric power.

Oceans are vital 'carbon sinks' – meaning that they absorb huge

amounts of carbon dioxide, preventing it from reaching the upper atmosphere.

But increased water temperatures and higher carbon dioxide concentrations than normal, which make oceans more acidic, are already having an impact.

Climate change is amplified in the polar regions. The Earth's north and south extremities are crucial for regulating our planet's climate – and are particularly vulnerable to the impacts of global warming. The impacts in the polar regions caused by climate change have global consequences.

Parts of the west Antarctic Peninsula are among the fastest-warming places on Earth. Although the Antarctic ice sheets are unlikely to melt entirely, even small-scale melting is likely to have significant effects on global sea level rise.

Global warming is likely to be the greatest cause of species extinctions this century. The Intergovernmental Panel on Climate Change says a 1.5°C average rise may put 20-30% of species at risk of extinction. If the planet warms by more than 3°C, most ecosystems will struggle.

Many of the world's threatened species live in areas that will be severely affected by climate change. And climate change is happening too quickly for many species to adapt.

Here are just a few examples of how climate change may increase the challenges we're already facing in our conservation work.

Adapted from:

<https://www.wwf.org.uk/updates/effects-climate-change>

Accessed: 29.03.21

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary.

Russia announces plan to “use the advantages” of climate change

Kremlin website recognizes global heating as a problem but lists “positive” economic effects.

Russia has published a plan to adapt its economy and population to climate change, aiming to mitigate damage but also “use the advantages” of warmer temperatures.

The document, published on the government's website on Saturday, outlines a plan of action and acknowledges changes to the climate are having a “prominent and increasing effect” on socioeconomic development,

people's lives, health and industry.

Russia is warming 2.5 times faster than the planet as a whole, on average, and the two-year "first stage" plan is an indication the government officially recognises this as a problem, even though Vladimir Putin denies human activity is the cause.

It lists preventive measures such as dam building or switching to more drought-resistant crops, as well as crisis preparations including emergency vaccinations or evacuations in case of a disaster.

The plan says climate change poses risks to public health, endangers permafrost, and increases the likelihood of infections and natural disasters. It also can lead to species being pushed out of their usual habitats.

Possible "positive" effects are decreased energy use in cold regions, expanding agricultural areas and navigational opportunities in the Arctic Ocean.

Among a list of 30 measures, the government will calculate the risks of Russian products becoming uncompetitive and failing to meet new climate-related standards, as well as prepare new educational materials to teach climate change in schools.

Russia is one of the most vulnerable countries to climate change, with vast Arctic regions and infrastructure built over permafrost. Recent floods and wildfires have been among the planet's worst climate-related disasters.

Moscow formally adopted the Paris climate accord in September last year and criticised the US withdrawal from the pact.

Putin, however, has repeatedly denied the scientific consensus that climate change is primarily caused by emissions deriving from human activity, blaming it last month on some "processes in the universe".

He has also criticised the Swedish climate campaigner Greta Thunberg, describing her as an uninformed, impressionable teenager possibly being "used" in someone's interests.

He has also voiced scepticism on numerous occasions about solar and wind energy, expressing alarm about the dangers of turbines to birds and worms, causing them to "come out of the ground" by vibrating. While there is evidence that large wind-power installations can pose a risk to birds, known research does not suggest they harm worms.

Adapted from:

<https://www.theguardian.com/world/2020/jan/05/russia-announces-plan-to-use-the-advantages-of-climate-change>

Task 9. Read and translate the text.

Is Russia Finally Waking Up to Climate Change?

Russia is the world's fourth-largest emitter of greenhouse gases but has so far failed to adopt meaningful reduction targets. Even skeptics can no longer ignore the effects of climate change in Russia.

First, there's the weather. Last year was the hottest on record; the ice in the Arctic is melting at a dramatic pace, as is the permafrost; while forest fires and flash floods have ravaged swathes of Siberia, and methane is spewing from a massive fountain in the eastern Siberian Sea.

Then there's the data. Scientists and academics from Russia's top research centers have long warned that Russia is warming at more than twice the global average and say this will only increase. Like their colleagues abroad, a majority link these trends to human activity and the unprecedented release of greenhouse gases over the past century.

In the past year, Russia's government has finally admitted that climate change is a serious threat to Russia's future and has drawn up plans for action.

However, Russian leaders have been reluctant to take steps to reduce the country's greenhouse gas emissions. While this comes as no surprise — as Russia's economy is largely dependent on fossil fuel exports — it also means the country is doing little to slow global warming.

Here's an overview of Russia's approach:

Emissions

Russia is the fourth largest emitter of greenhouse gases in the world — after China, the U.S. and India — contributing around 4.6% of all global emissions. Moreover, its per capita emissions are among the highest in the world — 53% higher than China and 79% higher than the EU, though 25% lower than the U.S.

In a move of symbolic importance, Russia finally ratified the Paris agreement last October — which intends to keep global temperatures from increasing 2% above pre-industrial levels.

However, under its nationally determined contributions, Russia is not required to reduce emissions from current levels nor adopt a long-term carbon reduction strategy.

That's because under the agreement, Moscow committed to emissions reductions of 25-30% from 1990 levels — but it has been well below

those levels ever since the collapse of the Soviet Union and its industrial output in 1991.

In recent years, Russia's emissions have been stable, and are projected to slightly increase by 2030.

For this reason, many environmental NGOs have called Russia's climate policies among the world's worst and say that if all countries were to follow Moscow's approach, global warming would exceed 4°C, bringing catastrophic consequences for the planet.

Who's to blame?

The vast majority of Russia's greenhouse gases are emitted by the energy industry (78.9%). Nearly half of these emissions come from the production of electricity and heat for the general population, while the rest largely come from the production of solid fuels, petroleum refining and fuels used in transportation.

Russia's industrial production accounts for a further 10.8% of total greenhouse gas emissions — with metals production accounting for most. Agriculture makes up another 5.9% of total emissions and waste 4.4%. The findings are consistent with the Russian economy's continued dependence on fossil fuels, which accounted for around two-thirds of all Russian exports in 2019.

Russia's coal industry, Lukoil, Rosneft, Surgutneftgas, Tatneft and Novatek also all feature in the world's top 100 biggest emitters.

Compounding Russia's emission problem is its recent ramping up of coal production, which has increased by more than 30% over the past decade.

Investments in the industry have surged, with several new coal ports under construction, including in the sensitive Arctic region.

While Russia is projected to replace much of its coal use with natural gas in the coming years — leaving a smaller carbon footprint — it is far from sustainable energy use, with projections that only 4% of the energy mix will come from renewable sources by 2035.

Adapted from:

<https://www.themoscowtimes.com/2020/03/04/is-russia-finally-waking-up-to-climate-change-a69517>

Accessed: 29.03.21

Task 10. Divide the text “Is Russia Finally Waking Up to Climate Change?” into parts. Give each a title.

Task 11. Range the facts given in the text “Is Russia Finally Waking Up to Climate Change?” according to the extent of their importance.

Task 12. Define the part of the text “Is Russia Finally Waking Up to Climate Change?” where the main issues are represented.

Task 13. Read and translate the text.

WE®: How Is Climate Change Affecting Australia?

Tourists know the country for the koalas and kangaroos that fill nature shows and iconic places like the Sydney Opera House that seem to appear in every Hollywood film shot Down Under. And then there’s the timeless mystery of vegemite.

But talk to many climate scientists and they’ll tell you that Australia is especially vulnerable to the climate crisis, putting all this wonder at risk. Talk to many activists and they’ll tell you it’s no wonder, since Australia exports more coal than any other nation on Earth.

But there’s good news, too. The country is also home to an incredible community of activists, who’ve fought potentially world-changing developments like the Carmichael coal mine tooth and nail.

So what’s at stake in the fight against coal and for climate solutions in Australia? Here are four key ways climate change is impacting the nation and its people – and one big way you can help turn Australia’s climate-fighting potential into a reality.

Heat and Drought

Here’s the climate reality: Since 1910, Australia’s climate has warmed by more than 1 degree Celsius (or 1.8 degrees Fahrenheit). In fact, without action, Australia is expected to warm as much as 5 degrees Celsius (9 degrees Fahrenheit) by 2090.

Simply put, Australia is already a hot and dry country and it’s expected to generally get hotter and drier without action on climate change. And make no mistake: An increase of 5 degrees Celsius (or 9 degrees Fahrenheit) is a huge deal.

Consider this: “Scientific records over the past million years show that as periodic ice ages ended, global average temperatures rose a total of 4-7 degrees Celsius over the course of about 5,000 years.” What happens in Australia when they rise by about that much in the space of less than 200 years? It’s uncharted territory.

We’re already seeing the impact of rising temperatures today. In

January 2018, temperatures in Sydney soared to over 47 degrees Celsius (about 117 degrees Fahrenheit). It was the hottest day the city had seen in nearly 80 years. It's true, heatwaves are not a new phenomenon. But climate change is making heatwaves more common, more severe, and longer lasting. Heatwaves have real impacts on human health and wellbeing – leading to heat exhaustion or even heat stroke.

In 2018, Australia battled “its worst drought in living memory.” And climate models indicate that, as rain patterns continue to change and heat continues to rise, southern Australia in particular will spend more and more time in drought going forward – unless we act.

Bushfires / Wildfires

Here's the climate reality: Fire season in Australia has become longer and longer since the 1950s. Bushfires (what the Northern Hemisphere calls wildfires) are also becoming more extreme, especially in southern and eastern parts of the country.

We already know that Australia is becoming hotter and drier due to climate change – making the perfect conditions for bushfire. Plants dry up and die, the ideal kindling to fuel a fire.

At our Climate Reality Leadership Corps Training in Los Angeles, Ken Thompson (former deputy fire chief of the state of New South Wales) reported that fire season now runs for nine months out of the year in Australia. He explained, “The climate is changing and we're seeing the effects of that on the frontline by more and more fires, more frequently, and more severe.”

At the end of 2018, the Guardian characterized fire conditions in the nation as “catastrophic” as residents endured an extreme heatwave. In fact, at some points in mid-November 2018, the eastern state of Queensland battled nearly 200 fires – something Annastacia Palaszczuk, Queensland's premier, described as “off the charts.” She went on to say, “No one has ever recorded these kinds of conditions ever in the history of Queensland.”

Adapted from:

<https://www.climaterealityproject.org/blog/how-climate-change-affecting-australia>

Accessed: 29.03.21

Task 14. List the most interesting and vital issues represented in the text “WE®: How Is Climate Change Affecting Australia?” Note where they can be used.

Task 15. Divide the text “WE®: How Is Climate Change Affecting Australia?” Explain your choice.

Task 16. Does your friend know about all the issues represented in the text “WE®: How Is Climate Change Affecting Australia?” Write an e-mail telling your friend about the most vital facts which could be useful in studying.

Task 17. End-of-Module test.

1. What causes anthropogenic climate change?
 - a. human interference
 - b. animal interference
 - c. sun interference

2. What causes regional variations of Arctic climate?
 - a. relief
 - b. an angle of inclination to the axis of the ecliptic
 - c. wind patterns and ocean waves

3. What is the major source of feedback that could accelerate climate change?
 - a. permafrost factor
 - b. the Sun
 - c. human activity

4. How dangerous is disintegration of the permafrost?
 - a. it leads to floods
 - b. it leads to damaging buildings, oil/gas plants and pipelines
 - c. it kills a lot of animals in the northern seas

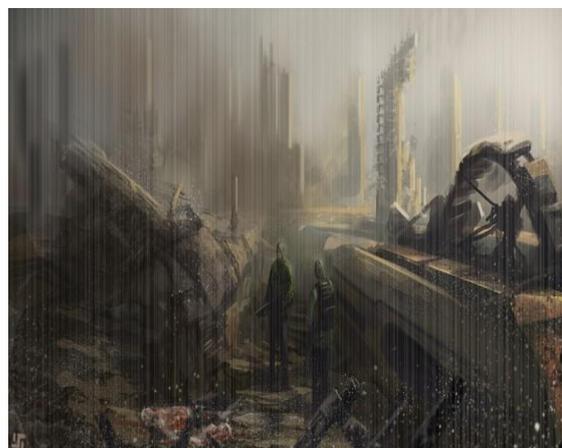
5. What has changed a sea level lately?
 - a. river waters
 - b. rains
 - c. glaciers of Antarctic and Greenland ice sheets

6. When did the last glacial era end?
 - a. 10000 years ago
 - b. 12000 years ago

- c. 5000 years ago
7. Due to the increase in the volume of water in the ocean can occur
- a. increase in the level of solitude of the world ocean
 - b. increased water level of the world ocean
 - c. increase in the number of glaciers
8. Why does acidification of water in the oceans happen?
- a. due to CO₂
 - b. due to CO
 - c. due to HCO₂
9. How much faster is the chemistry of the ocean in comparison with the past?
- a. 200 times
 - b. 150 times
 - c. 100 times
10. The process of shell and coral formation can be interrupted by ...
- a. acidic water
 - b. CO
 - c. fresh water

UNIT 2

Acid rain



Task 1. Read and translate the text.

Acid rain, or acid deposition, is a broad term that includes any form of **precipitation** with acidic components, such as **sulfuric or nitric acid** that fall to the ground from the atmosphere in wet or dry forms. This can include rain, snow, **fog**, hail or even dust that is acidic.

While a small portion of the SO₂ and NO_x that cause acid rain is from natural sources such as volcanoes, most of it comes from the burning of **fossil fuels**. The **major sources** of SO₂ and NO_x in the atmosphere are: burning of fossil fuels to generate electricity (two thirds of SO₂ and one fourth of NO_x in the atmosphere come from electric power generators); **vehicles** and heavy equipment; manufacturing, **oil refineries** and other industries.

Winds can blow SO₂ and NO_x over long distances and across borders making acid rain a problem for everyone and not just those who live close to these sources.

Wet deposition is what we most commonly think of as acid rain. The sulfuric and nitric acids formed in the atmosphere fall to the ground mixed with rain, snow, fog, or hail.

Acidic particles and gases can also deposit from the atmosphere in the absence of **moisture** as dry deposition. The acidic particles and gases may **deposit** to surfaces (water bodies, vegetation, buildings) quickly or may react during atmospheric transport to form larger particles that can be **harmful** to human health. When the accumulated acids are washed off a surface by the next rain, this acidic water flows over and through the

ground, and can harm plants and **wildlife**, such as insects and fish.

The amount of acidity in the **atmosphere** that deposits to earth through dry deposition depends on the amount of rainfall an area receives. For example, in desert areas the ratio of dry to wet deposition is higher than an area that receives several **inches** of rain each year.

Adapted from: <https://www.epa.gov>

Accessed: 10.04.21

Glossary

acid rain	кислотный дождь
precipitation	атмосферные осадки
sulfuric or nitric acid	серная и азотная кислота
fog	туман
fossil fuels	ископаемое топливо
major sources	основные источники
vehicles	транспортные средства
oil refineries	нефтеперерабатывающие заводы
wet deposition	влажное осаждение
moisture	влажность
deposit	месторождение
harmful	вредный
wildlife	живая природа
atmosphere	атмосфера
inches	дюйм

Task 2. Answer the following questions:

1. What is acid rain?
2. What components can it include?
3. What are the main sources of SO₂ and NO_x in the atmosphere?
4. What are causes of acid rain?
5. What forms of acid deposition do you know?
6. What is the difference between wet and dry deposition?
7. Where is the ratio of dry to wet deposition higher?
8. How can acid rains harm plants and wildlife?

Task 3. Fill in the gaps using the words given.

1. Acid rain, or acid deposition, is a broad term that includes any form of

precipitation with , such as sulfuric or nitric acid that fall to the ground from the atmosphere in wet or dry forms.

2. Acid rain results when and nitrogen oxides (NOX) are emitted into the atmosphere and transported by wind and air currents.

3. They mix with water and other before falling to the ground.

4. Winds can blow SO₂ and NOX over long and across borders making acid rain a problem for everyone and not just those who live close to these sources.

5. Wet deposition is what we most think of as acid rain.

6. The sulfuric and nitric acids formed in the fall to the ground mixed with rain, snow, fog, or hail.

7. Acidic particles and can also deposit from the atmosphere in the absence of moisture as dry deposition.

8. When the acids are washed off a surface by the next rain, this acidic water flows over and through the ground, and can harm plants and wildlife, such as insects and fish.

atmosphere, gases, accumulated, materials, distances, commonly, acidic components, sulfur dioxide (SO₂)

Task 4. Match the items on the right to the items on the left.

acid	portion
nitric	dioxide
sulfur	electricity
small	equipment
fossil	acid
generate	rain
heavy	deposition
dry	fuels

Task 5. Put the part in order to form a sentence.

1. Snow, this, rain, is, can, fog, dust, hail, or, even, include, acidic, that.

2. Then, the, these, water, other, and, mix, before, to, ground, with, materials, falling.

3. Industries, oil, refineries, other, rain, and, manufacturing, cause, acid.

4. Wet, is, what, deposition, we, as, think, commonly, of, acid, most, rain.

5. The, snow, or, hail, and, nitric, ground, mixed, acids, fog, formed, fall, to, the, rain, sulfuric, in, the, atmosphere, with.

6. Acidic, gases, can, also, deposit, absence, from, and, in, the, as, dry,

deposition, of, moisture, particles, the, atmosphere.

7. The, particles, acidic, and, may, quickly, gases, deposit, surfaces, to.

8. The, acidity, receives, atmosphere, depends, rainfall, amount, amount, of, in, the, on, the, of, an, area.

Task 6. Read the text and translate it in writing.

The Effects of Acid Rain

Acid rain can be carried great distances in the atmosphere, not just between countries but also from continent to continent. The acid can also take the form of snow, mists and dry dusts. The rain sometimes falls many miles from the source of pollution but wherever it falls it can have a serious effect on soil, trees, buildings and water.

Forests all over the world are dying, fish are dying. In Scandinavia there are dead lakes, which are crystal clear and contain no living creatures or plant life. Many of Britain's freshwater fish are threatened, there have been reports of deformed fish being hatched. This leads to fish-eating birds and animals being affected also. Is acid rain responsible for all this? Scientists have been doing a lot of research into how acid rain affects the environment.

Forests

It is thought that acid rain can cause trees to grow more slowly or even to die but scientists have found that it is not the only cause. The same amount of acid rain seems to have more effect in some areas than it does in others.

As acid rain falls on a forest it trickles through the leaves of the trees and runs down into the soil below. Some of it finds its way into streams and then on into rivers and lakes. Some types of soil can help to neutralize the acid - they have what is called a "buffering capacity".

Lakes and Rivers

It is in aquatic habitats that the effects of acid rain are most obvious. Acid rain runs off the land and ends up in streams, lakes and marshes - the rain also falls directly on these areas.

As the acidity of a lake increases, the water becomes clearer and the numbers of fish and other water animals decline. Some species of plant and animal are better able to survive in acidic water than others. Freshwater shrimps, snails, mussels are the most quickly affected by acidification followed by fish such as minnows, salmon and roach. The roe and fry (eggs and young) of the fish are the worst affected, the acidity of the water

can cause deformity in young fish and can prevent eggs from hatching properly.

Buildings

Every type of material will become eroded sooner or later by the effects of the climate. Water, wind, ice and snow all help in the erosion process but unfortunately, acid rain can help to make this natural process even quicker. Statues, buildings, vehicles, pipes and cables can all suffer. The worst affected are things made from limestone or sandstone as these types of rock are particularly susceptible and can be affected by air pollution in gaseous form as well as by acid rain.

Adapted from: <http://webprojects.oit.ncsu.edu>

Accessed: 10.04.21

Task 7. Read the text and make up the annotation in English.

Where is it coming from?

Until relatively recently air pollution has been seen as a local issue. It was in southern Scandinavia in the late 1950's that the problems of acid rain were first observed and it was then that people began to realise that the origins of this pollution were far away in Britain and Northern Europe. One early answer to industrial air pollution was to build very tall chimneys. Unfortunately all this does is push the polluting gases up into the clouds allowing emissions to float away on the wind. The wind carries the pollution many hundreds of miles away where it eventually falls as acid rain. In this way Britain has contributed at least 16% of the acid deposition in Norway. Over ninety percent of Norway's acid pollution comes from other countries. The worst European polluters are Germany, UK, Poland and Spain, each of them producing over a million tons of sulphur emissions in 1994. Governments are now beginning to admit that acid rain is a serious environmental problem and many countries are now taking steps to reduce the amount of sulphur and nitrogen emissions.

What can be done?

Reduce emissions:

- Burning fossil fuels is still one of the cheapest ways to produce electricity so people are now researching new ways to burn fuel which don't produce so much pollution.
- Governments need to spend more money on pollution control even if it does mean an increase in the price of electricity.
- Sulphur can also be 'washed' out of smoke by spraying a mixture of

water and powdered limestone into the smokestack.

- Cars are now fitted with catalytic converters which remove three dangerous chemicals from exhaust gases.

Adapted from: <http://webprojects.oit.ncsu.edu>

Accessed: 10.04.21

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary.

Solutions to Acid Rain

Cleaning up Exhaust Pipes and Smokestacks

Most of the electric power supporting the modern-day energy requirements comes from combusting fossil fuels such as oil, natural gas, and coal that generate nitrogen oxides (NO_x) and sulfur dioxide (SO₂) as the chief contributors to acid rain. Burning coal largely accounts for SO₂ emissions while NO_x emissions are mostly from fossil fuel combustions.

Washing coal, use of coal comprised of low sulfur, and use of devices known as “scrubbers” can provide technical solution to SO₂ emissions. “Scrubbing” also called flue-gas desulfurization (FGD) typically work to chemically eliminate SO₂ from the gases leaving smokestacks. It can eliminate up to 95% of SO₂ gases. Power generation facilities can also shift to using fuels that emit much less SO₂ such as natural gas instead of burning coal. These methods are simply called emission reduction strategies.

Similarly, NO_x emissions from automobile fossil fuel combustions are mitigated upon by use of catalytic converters. Catalytic converters are fixed on the exhaust pipe system to reduce NO_x emission. Improvement of gasoline that combusts cleaner is also a strategy for reducing emission of NO_x gases.

Restoring Damaged Environments

Use of limestone or lime, a process called liming, is a practice that people can do to repair the damage caused by acid rain to lakes, rivers and brooks. Adding lime into acidic surface waters balances the acidity. It’s a process that has extensively been used, for instance in Sweden, to keep the water pH at optimum. Even though, liming is an expensive method and has to be done repeatedly. Furthermore, it only offers a short-term solution at the expense of solving the broader challenges of SO₂ and NO_x emissions

and risks to human health. Nevertheless, it helps to restore and allow the survival of aquatic life forms by improving chronically acidified surface waters.

Alternative Energy Sources

Besides fossil fuels, there is a wide range of alternative energy sources that can generate electrical power. These include wind energy, geothermal energy, solar energy, hydropower, and nuclear power. Harnessing these energy sources can offer effective electrical power alternatives instead of using fossil fuels. Fuel cells, natural gas, and batteries can also substitute use of fossil fuel as cleaner energy sources. As of today, all energy sources have environmental and economic costs as well as benefits. The only solution is using sustainable energy that can protect the future.

Individual, National/State, and International Actions

Millions of people directly and indirectly contribute to SO₂ and NO_x emissions. Mitigation of this challenge requires individuals to be more informed about energy conservation and ways of reducing emissions such as: turning off lights or electrical appliances when not using them; use public transport; use energy efficient electrical appliances; and use of hybrid vehicles or those with low NO_x emissions.

Adapted from: <http://www.conserve-energy-future.com>
Accessed: 10.04.21

Task 9. Read and translate the text.

Sulfur Dioxide from Noril'sk, Russia

Stainless steel producers rely on nickel to give their products a subtle sheen. Automobile manufacturers rely on palladium to make catalytic converters. Significant amounts of these metals, along with copper, come from one place: Siberia's Noril'sk smelting facility. The mining facility supports a population of roughly 200,000 people, yet it has also created some of the world's worst air pollution. Miners must extract the metals from sulfide ore, and the process produces 1.9 million tones of sulfur dioxide each year – more than the entire sulfur dioxide output of France.

This image shows concentrations of sulfur dioxide from the Noril'sk facility, measured by the Ozone Monitoring Instrument on NASA's Aura satellite. The measurements are for the months of June through August from 2005 through 2007. The image shows averaged data, excluding cloud cover. Sulfur dioxide in this image is measured in Dobson Units. If you compressed all the sulfur dioxide in a column of the atmosphere into a flat

layer at 0 degrees Celsius (32 degrees Fahrenheit), at the pressure at the Earth's surface, a single Dobson Unit of sulfur dioxide would measure 0.01 millimeters in thickness and would contain 0.0285 grams of sulfur dioxide per square meter. The Dobson Units range from 0.5 (pale lavender-pink) to 3.0 (red). The sulfur dioxide is most intense near the smelters and immediately south.

Large amounts of sulfur dioxide cause eye irritation, respiratory damage, and acid rain. Around the Noril'sk mining facility, expanses of dead forest testify to the acid rain's impact. Starting in 1968, tree death increased steadily each year. By 2007, at least 1.2 million acres (4,850 square kilometers) of trees had died. A 2003 study found that the trees with the highest concentration of sulfur in their needles occurred in the most heavily damaged parts of the forest – closest to the smelting facility.

Sulfur dioxide has not been the mining facility's only environmental consequence. For five decades, the facility produced a steady soot of fine metallic particles. As temperatures warmed and permafrost thawed each spring, the resulting runoff caused soot to collect in ponds and streams, sometimes accumulating to depths of 1.5 meters (5 feet). This accumulation eventually spawned a secondary industry to clean up the metallic sludge and return it to the mining facility for fresh processing. Meanwhile, pollutants from the facility lowered the freezing point of groundwater. Lying some 300 kilometers (150 miles) north of the Arctic Circle, many of Noril'sk's buildings were built on ice, and the ice underlying some buildings began to thaw. No longer on stable foundations, many buildings had to be abandoned.

Adapted from:

<https://earthobservatory.nasa.gov/images/36063/sulfur-dioxide-from-norilsk-russia>

Accessed: 10.04.21

Task 10. Divide the text “Sulfur Dioxide from Noril'sk, Russia” into parts. Give each a title.

Task 11. Range the facts given in the text “Sulfur Dioxide from Noril'sk, Russia” according to the extent of their importance.

Task 12. Define the part of the text “Sulfur Dioxide from Noril'sk, Russia” where the main issues are represented.

Task 13. Read and translate the text.

UK Acid Rain

In the 1980s, the UK was described by Scandinavian countries as the dirty old man of Europe due to high emissions of sulphur dioxide from industrial sources causing transboundary acid rain. Emissions of sulphur dioxide and oxides of nitrogen have since been reduced, although the UK remains a considerable emitter of acidic pollution compared to other European countries. Most of the UK sulphur dioxide comes from power stations (65% in 1999) and other industries (22% in 1999) whilst the largest source of nitrogen oxides is road transport (44% in 1999) and power stations (21% in 1999).

Total deposition of sulphur on the UK during 1998 was around 0.33 million tonnes compared to 1.19 million tonnes emitted in 1999. This highlights that the UK emits more sulphur pollution than is deposited in the UK. A significant proportion of sulphur and nitrogen pollutants are exported to other countries, mainly Germany, France, Norway, Sweden, the Netherlands and Russia. The wind direction is the main factor affecting where UK pollutants are deposited.

The UK experiences typical impacts from acid rain. In 1995, the United Nations Economic Commission for Europe (UNECE) Forest Survey revealed that 42% of UK trees were healthy, 45% were slightly defoliated and 13% were damaged. Both coniferous and broadleaf trees showed the same degree of damage. Freshwater acidification is a serious problem in susceptible parts of the UK. These include central and southwest Scotland, the Pennines, parts of Cumbria, central and North Wales and parts of Northern Ireland. Many historic monuments and buildings are affected by air pollution in the UK, in particular York Minster and Westminster Abbey.

The UK is committed to reducing sulphur emissions through the 1998 Gothenburg Protocol. This Protocol requires UK to reduce sulphur emissions by 85% and nitrogen emissions by 49% by year 2010 (from 1980 levels). To meet these requirements, emissions of sulphur dioxide in UK are being reduced, through the use of cleaner technology within the power generation industry, and the use of cleaner fuels and car engines in the transport sector.

Adapted from: http://www.enviropedia.org.uk/Acid_Rain/UK_Acid_Rain.php

Accessed: 10.04.21

Task 14. List the most interesting and vital issues represented in the text “UK Acid Rain”. Note where they can be used.

Task 15. Divide the text “UK Acid Rain” into two semantic parts. Explain your choice.

Task 16. Does your friend know about all the issues represented in the text “UK Acid Rain”? Write an e-mail telling your friend about the most vital facts which could be useful in studying.

Task 17. End-of-Module test.

1. Acid rain, or...

- a. acid deposition
- b. acid fog
- c. acid snow

2. Acid rain includes any form of precipitation with ..

- a. neutral components
- b. alkaline components
- c. acidic components

3. Choose the formula sulfur dioxide?

- a. NO₂
- b. SO₂
- c. CO₂

4. How are acid rains transferred?

- a. by wind and air currents
- b. by water
- c. by birds

5. The major source of SO₂ and NO_x in the atmosphere is ...

- a. volcanoes
- b. fossil fuels
- c. manufacturing, oil refineries and other industries

6. The sulfuric and nitric acids formed in the atmosphere fall to the ground mixed with rain, snow, fog, or hail and form..
- wet deposition
 - dry deposition
 - both
7. Where is the ratio of dry to wet deposition higher?
- in the water
 - in rainforests
 - in the desert
8. Winds can blow SO₂ and NO_X over...
- short distance
 - long distance
 - do not move
9. Two thirds of SO₂ and one fourth of NO_X in the atmosphere come from...
- electric power generators
 - oil refineries
 - other industries
10. The SO₂ and NO_X react with water, oxygen and other chemicals to form...
- nitrogen
 - hydrogen
 - sulfuric and nitric acids

UNIT 3

Deforestation



Task 1. Read and translate the text.

Forests cover 31% of the land area on our planet. They produce **vital oxygen** and provide homes for people and **wildlife**. Many of the world's most threatened and endangered animals live in forests, and 1.6 billion people rely on benefits forests offer, including food, fresh water, clothing, traditional medicine and **shelter**.

But forests around the world are under threat from **deforestation**, **jeopardizing** these benefits. Deforestation comes in many forms, including fires, **clear-cutting for agriculture**, ranching and development, **unsustainable logging for timber**, and degradation due to climate change. This impacts people's livelihoods and threatens a wide range of plant and animal species. Some 46-58 thousand square miles of forest are lost each year – equivalent to 48 football fields every minute.

Forests play a critical role in mitigating **climate change** because they act as a **carbon sink** – soaking up carbon dioxide that would otherwise be free in the atmosphere and **contribute** to ongoing changes in climate patterns. Deforestation undermines this important carbon sink function. It is estimated that 15% of all greenhouse gas emissions are the result of deforestation.

Deforestation is a particular concern in tropical rainforests because these forests are home to much of the world's **biodiversity**. For example, in the Amazon around 17% of the forest has been lost in the last 50 years, mostly due to forest conversion for cattle ranching. Deforestation in this region is particularly **rampant** near more populated areas, roads and riv-

ers, but even remote areas have been encroached upon when valuable mahogany, gold and oil are discovered.

WWF has been working to protect forests for more than 50 years. With a focus on protected areas management and sustainable forestry, WWF works with governments, companies, communities and other stakeholders to promote certification for responsible forest management practices, **combat illegal logging**, reform trade policies and protect forested areas.

Adapted from: <https://www.worldwildlife.org>

Accessed: 10.04.21

Glossary

forests	леса
vital oxygen	жизненно важный кислород
wildlife	дикая природа
shelter	приют
deforestation	обезлесение
jeopardizing	ущерб
clear-cutting for agriculture	вырубка для с/х
unsustainable logging for timber	нерациональная вырубка лесов для получения древесины
climate change	изменение климата
carbon sink	углеродная воронка
contribute	вклад
biodiversity	биоразнообразие
rampant	разгул
WWF	Всемирный фонд дикой природы
combat illegal logging	борьба с незаконной вырубкой лесов

Task 2. Answer the following questions:

1. How big is of the land area covered by forests?
2. What is a vital product of the forest?
3. What forms of deforestation do you know?
4. How many miles of forests are lost each year?
5. Why does forest require special protection?
6. How much forest has been lost in the Amazon?

7. What does WWF mean?
8. Why is deforestation a particular concern in tropical rainforests?

Task 3. Fill in the gaps using the words given.

1. Many of the world's most threatened and endangered animals live in forests, and 1.6 billion people forests offer, including food, fresh water, clothing, traditional medicine and shelter.
2. Deforestation comes in many forms, including fires, clear-cutting for agriculture, ranching and development and degradation due to climate change.
3. Some 46-58 thousand of forest are lost each year.
4. Forests play a role in mitigating climate change.
5. It is estimated that of all greenhouse gas emissions are the result of deforestation.
6. For example, in the Amazon around 17% of the forest in the last 50 years, mostly due to forest conversion for cattle ranching.
7. WWF has been to protect forests for more than 50 years.
8. WWF works with governments, companies, communities and other stakeholders for responsible forest management practices, combat illegal logging, reform trade policies and protect forested areas.

rely on benefits, 15%, to promote certification, has been lost, unsustainable logging for timber, working, square miles, critical

Task 4. Match the items on the right to the items on the left.

endangered	biodiversity
forest	ranching
valuable	animals
carbon	forestry
world's	conversion
cattle	mahogany
protect	sink
sustainable	forests

Task 5. Put the part in order to form a sentence.

1. Area, on, forests, 31%, planet, of, cover, land, the, our.
2. Around, are, but, under, these, deforestation, forests, benefits, from, the, jeopardizing, world, threat.
3. This, livelihoods, of, animal, people's, and, a, range, wide, species,

plant, threatens, impacts, and.

4. Important, sink, undermines, this, deforestation, function, carbon.

5. Greenhouse, that, estimated, of, deforestation, emissions, 15%, it, is, the, result, are, of, gas, all.

6. Protect, more, working, 50, forests, for, has, WWF, to, been, than, years.

7. Deforestation, agriculture, forms, comes, in, including, many, fires, clear-cutting, for.

8. Some, of, fields, square, every, thousand, minute, are, lost, each, equivalent, to, 48, football, year, miles, forest, 46-58.

Task 6. Read the text and translate it in writing.

Causes of Deforestation

Deforestation can happen quickly, such as when a fire sweeps through the landscape or the forest is clear-cut to make way for an oil palm plantation. It can also happen gradually as a result of ongoing forest degradation as temperatures rise due to climate change caused by human activity. While deforestation appears to be on the decline in some countries, it remains disturbingly high in others – including Brazil and Indonesia – and a grave threat to our world’s most valuable forests still remains.

As the human population continues to grow, there is an obvious need for more food. In addition, agricultural products, such as soy and palm oil, are used in an ever-increasing list of products, from animal feed to lipstick and biofuels. Rising demand has created incentives to convert forests to farmland and pasture land. Once a forest is lost to agriculture, it is usually gone forever – along with many of the plants and animals that once lived there.

National laws regulate the production and trade of timber products at all stages, from harvesting to processing to sales. These laws can be violated in any number of ways, such as taking wood from protected areas, harvesting more than is permitted and harvesting protected species. Illegal logging occurs around the world, and in some places, illegal logging is more common than the legal variety. This destruction threatens some of the world’s most famous and valuable forests, including rainforests in the Amazon, Congo Basin, Indonesia and the forests of the Russian Far East. Illegal logging also depresses the price of timber worldwide, disadvantaging law-abiding companies, and depriving governments of revenues normally generated by duties and taxes. Poor communities near forests are often vulnerable when outsiders try to gain control over the timber nearby,

which can lead to repression and human rights violations.

Fires are a natural and beneficial element of many forest landscapes, but they are problematic when they occur in the wrong place, at the wrong frequency or at the wrong severity. Each year, millions of acres of forest around the world are destroyed or degraded by fire. The same amount is lost to logging and agriculture combined. Fire is often used as a way to clear land for other uses such as planting crops. These fires not only alter the structure and composition of forests, but they can open up forests to invasive species, threaten biological diversity, alter water cycles and soil fertility, and destroy the livelihoods of the people who live in and around the forests.

Wood is still a popular fuel choice for cooking and heating around the world, and about half of the illegal removal of timber from forests is thought to be for use as fuel wood.

Adapted from: <https://www.worldwildlife.org>
Accessed: 10.04.21

Task 7. Read the text and make up the annotation in English.

Impact of Deforestation

Forests are more than just a collection of trees – they are integrated ecosystems and home to some of the most diverse life on Earth. They are also major players in the carbon and water cycles that make life possible. When forests are lost or degraded, their destruction sets off a series of changes that affect life both locally and around the world.

About 80% of the world's documented species can be found in tropical rainforests – some of the forests most vulnerable to deforestation. When species lose their forest homes, they are often unable to subsist in the small fragments of forested land left behind. They become more accessible to hunters and poachers, their numbers begin to dwindle and some eventually go extinct. Even localized deforestation can result in extinctions as many unique species exist in small isolated geographic locations in the world.

Forests help to mitigate carbon dioxide and other greenhouse gas emissions, but they become carbon sources when they are cut, burned or otherwise removed. Tropical forests hold more than 210 gigatons of carbon, and deforestation represents around 15% of greenhouse gas emissions. These greenhouse gas emissions contribute to rising temperatures, changes in patterns of weather and water and an increased frequency of ex-

treme weather events. For example, in Sumatra, rainforests on deep peat lands are being cleared, drained and converted to pulp plantations, contributing to Indonesia's high greenhouse gas emissions. Changes in climate can affect forest-dwelling creatures by altering their habitats and decreasing availability of food and water. Some will be able to adapt by moving to higher elevations or latitudes, but species losses may occur.

Trees play a key role in the local water cycle by helping to keep a balance between the water on land and water in the atmosphere. But when deforestation or degradation occurs, that balance can be thrown off, resulting in changes in precipitation and river flow.

Without trees to anchor fertile soil, erosion can occur and sweep the land into rivers. The agricultural plants that often replace the trees cannot hold onto the soil. Many of these plants – such as coffee, cotton, palm oil, soybean and wheat – can actually exacerbate soil erosion. Scientists have estimated that a third of the world's arable land has been lost through soil erosion and other types of degradation since 1960. And as fertile soil washes away, agricultural producers move on, clearing more forest and continuing the cycle of soil loss.

Millions of people around the world depend on forests for hunting, gathering and medicine, forest products such as rubber and rattan, and small-scale agriculture. But deforestation disrupts the lives of these people, sometimes with devastating consequences. In the Greater Mekong in Southeast Asia, where land tenure systems are weak, deforestation has contributed to social conflict and migration. In Brazil, poor people have been lured from their villages to remote soy plantations where they may be abused and forced, at gunpoint, to work under inhumane conditions.

Adapted from: <https://www.worldwildlife.org>

Accessed: 10.04.21

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary.

Other Effects of Deforestation

Forests are complex ecosystems that affect almost every species on the planet. When they are degraded, it can set off a devastating chain of events both locally and around the world.

Loss of species: Seventy percent of the world's plants and animals live in forests and are losing their habitats to deforestation, according to

National Geographic. Loss of habitat can lead to species extinction. It also has negative consequences for medicinal research and local populations who rely on the animals and plants in the forests for hunting and medicine.

Water cycle: Trees are important to the water cycle. They absorb rain fall and produce water vapor that is released into the atmosphere. Trees also lessen the pollution in water, according to the North Carolina State University, by stopping polluted runoff. In the Amazon, more than half the water in the ecosystem is held within the plants, according to the National Geographic Society.

Soil erosion: Tree roots anchor the soil. Without trees, the soil is free to wash or blow away, which can lead to vegetation growth problems. The WWF states that scientists estimate that a third of the world's arable land has been lost to deforestation since 1960. After a clear cutting, cash crops like coffee, soy and palm oil are planted. Planting these types of trees can cause further soil erosion because their roots cannot hold onto the soil. "The situation in Haiti compared to the Dominican Republic is a great example of the important role forests play in the water cycle," Daley said. Both countries share the same island, but Haiti has much less forest cover than the Dominican Republic. As a result, Haiti has endured more extreme soil erosion, flooding and landslide issues.

Life quality: Soil erosion can also lead to silt entering the lakes, streams and other water sources. This can decrease local water quality and contribute to poor health in populations in the area.

Adapted from: <http://www.livescience.com>

Accessed: 10.04.21

Task 9. Read and translate the text.

Deforestation in the United States

Deforestation in the United States was an ongoing process until recently. Between 2010 and 2020, the US forests increased 0.03% annually, according to FAO (Food and Agriculture Organization of the United Nations).

Prior to the arrival of European-Americans, about one half of the United States land area was forest, about 1,023,000,000 acres (4,140,000 km²) estimated in 1630. Forest cover in the Eastern United States reached its lowest point in roughly 1872 with about 48 percent compared to the amount of forest cover in 1620. The majority of deforesta-

tion took place prior to 1910 with the Forest Service reporting the minimum forestation as 721,000,000 acres (2,920,000 km²) around 1920.

After European colonization deforestation in the United States was affected by many factors. One such factor was the effect, whether positive or negative, that the logging industry has on forests in the country. Logging in the United States is a hotly debated topic as groups who either support or oppose logging argue over its benefits and negative effects.

The biggest issue thought to be facing deforestation in the United States was illegal logging. The Forest Service and EPA work together to make sure that the permits for logging companies in the United States are granted in such a way that the forests are kept healthy and sustainable, and illegal logging reduces the chances that forests will be kept this way.

It has also been argued that trees can lower temperatures by around 10 degree Fahrenheit and their removal can lead to warmer temperatures.

The forest resources of the United States have remained relatively constant through the 20th century. The Forest Service reported total forestation as 766,000,000 acres (3,100,000 km²) in 2012. A 2017 study estimated 3 percent loss of forest between 1992-2001.

The 2005 (FAO) *Global Forest Resources Assessment* ranked the United States as seventh highest country losing its old growth forests, a vast majority of which were removed prior to the 20th century.

Adapted from:

https://yandex.ru/turbo/en.wikipedia.org/s/wiki/Deforestation_in_the_United_States

Accessed: 10.04.21

Task 10. Divide the text “Deforestation in the United States” into parts. Give each a title.

Task 11. Range the facts given in the text “Deforestation in the United States” according to the extent of their importance.

Task 12. Define the part of the text “Deforestation in the United States” where the main issues are represented.

Task 13. Read and translate the text.

Deforestation in New Zealand

In pre-human times, almost all of New Zealand was covered in forest, with the exception of high mountain areas. Māori settlers began to clear forest, and by the time the first Europeans arrived in New Zealand, up to 40% of the original forest cover had gone.

Early European settlers used timber for housing and fuel. They also felled large areas of kauri forest to export the high quality timber. Many of the trees they logged were over a thousand years old! Forests were also burnt off to provide land for farming. Only 25% of New Zealand is now covered in native forest.

Native forests are of great importance to New Zealand as a habitat for unique birds and plants and as part of our cultural identity. The forests are also a resource for recreation and as a tourist attraction.

Forested areas support a huge variety of wildlife, from fungi and lichens, to plants, insects and animals. Deforestation results in loss of habitat, as well as the possibility of extinction of a huge variety of wildlife and loss of biodiversity. Organizations such as the Ministry of Agriculture and Forestry and the Department of Conservation are involved in management of New Zealand's native forest to protect it from logging, damage through fires or loss of biodiversity caused by introduced mammals such as rats, possums and deer.

Forested areas slow the flow of water, allowing it to soak into the soil and into underground water channels. When trees are removed, water is unable to soak into the soil and, instead, runs off the surface at a faster rate. This can cause localized flash floods and erosion, particularly in mountainous regions. Pollutants are also easily washed into waterways.

Tree roots form an underground network that stabilises the soil, so deforestation often leads to increased soil erosion. Soil and nutrients are washed off the land and into waterways, changing the quality of the water and affecting wildlife. Eroded land that has lost topsoil can quickly become barren wasteland, as it is not as productive for crops. This land may be abandoned while further areas are deforested.

An ecosystem is made up of living things, the environment they live in and the interactions between them. The removal of part of the system has an effect on the rest of the system. For example, removing trees may also affect soil stability, water quality and biodiversity.

Deforestation threatens to contribute to climate change by reducing the Earth's ability to control the level of the major greenhouse gas CO₂ in the atmosphere. Plants absorb CO₂ during photosynthesis, and large forest

areas can absorb vast amounts. Without forests, the CO₂ is not absorbed and, therefore, goes straight into the atmosphere.

Adapted from: <https://www.sciencelearn.org.nz/resources/1456-deforestation#:~:text=Deforestation%20results%20in%20loss%20of,export%20the%20high%20quality%20timber.&text=Only%2025%25%20of%20New%20Zealand%20is%20now%20covered%20in%20native%20forest.>

Only 25% of New Zealand is now covered in native forest.

Accessed: 10.04.21

Task 14. List the most interesting and vital issues represented in the text “Deforestation in New Zealand”. Note where they can be used.

Task 15. Divide the text “Deforestation in New Zealand” into two semantic parts. Explain your choice.

Task 16. Does your friend know about all the issues represented in the text “Deforestation in New Zealand”? Write an e-mail telling your friend about the most vital facts which could be useful in studying.

Task 17. End-of-Module test.

1. Forests cover 31% of the land area...

- a. on our planet
- b. in Russia
- c. in USA

2. What does the forest produce?

- a. carbon
- b. vital oxygen
- c. nitrogen

3. How many people rely on benefits forests offer, including food, fresh water, clothing, traditional medicine and shelter.

- a. 1,2 billion
- b. 1,6 billion
- c. 2,2 billion

4. Deforestation comes in many forms, including fires, clear-cutting for agriculture, ranching and development, unsustainable logging for timber, and degradation due to...

- a. climate change
- b. soil change
- c. water change

5. Some 46-58 thousand square miles of forest are lost...

- a. each year
- b. each month
- c. each 5 years

6. Forests play a critical role in mitigating climate change because they act as a...

- a. air sink
- b. soil sink
- c. carbon sink

7. In the Amazon around 17% of the forest has been lost in the last...

- a. 55 year
- b. 60 years
- c. 50 years

8. WWF has been working to protect forests for more than ...

- a. 50 years
- b. 60 years
- c. 55 years

9. Deforestation is a particular concern in ...

- a. tropical rainforests
- b. mixed forests
- c. coniferous forests

10. What does WWF mean?

- a. World Wildlife Fund
- b. World Wildlife Forest
- c. World Wildlife Field

UNIT 4 Recycling



Task 1. Read and translate the text.

Recycling is the process of **converting** waste materials into new materials and objects. Recycling can prevent the waste of potentially useful materials and reduce the **consumption** of fresh raw materials, thereby reducing: energy usage, air pollution (from incineration), and water pollution (from landfilling). It is a key component of modern waste reduction and is the third component of the “Reduce, Reuse, and Recycle” waste hierarchy.

Recycling is the practice of reusing items that would otherwise be discarded as waste. Variations of recycling include upcycling, which involves **adding** value to an item for reuse, and downcycling, which involves breaking down an item or substance into its component elements to reuse anything that can be **salvaged**. Precycling, an alternative approach, involves avoiding the **acquisition** of unnecessary items that would eventually have to be recycled or dealt with as waste. E-cycling is the practice of reusing, or distributing for reuse, electronic equipment and components rather than discarding them at the end of their life cycle. Discarded electronics and electronic components (e-waste) are creating a serious problem because of **toxic elements** involved in their manufacture.

Recyclable materials include many types of glass, paper, and cardboard, metal, plastic, tires, textiles, and electronics. The **composting** or other reuse of **biodegradable** waste—such as food or garden waste—is also considered recycling. Materials to be recycled are either brought to the col-

lection center or picked up from the **curbside**, then sorted, cleaned, and **reprocessed** into new materials destined for manufacturing.

In the strictest sense, the recycling of a material will produce a fresh supply of the same material - for example, used office paper. However, this is often difficult or too expensive (compared with the production of the same product from raw materials or other sources), so “recycling” of many products or materials involves their reuse in producing different materials (for example, paperboard) instead. Another form of recycling is the salvage of certain materials from complex products, either due to their **intrinsic value** (such as lead from car batteries, or gold from circuit boards), or due to their **hazardous nature** (e.g., removal and reuse of **mercury** from thermometers and thermostats).

Take care of your planet, and it will take care of you.

Adapted from:

<https://www.myenglishpages.com/english/reading-recycling.php>

Accessed: 29.03.21

Glossary

converting	преобразование
consumption	потребление
adding	добавление
salvaged	спасенный, утилизированный
acquisition	получение, освоение
toxic elements	токсичные элементы
composting	компостирование
biodegradable	биоразлагаемые
curbside	сбор
reprocess	переработать (перевыпустить)
intrinsic value	подлинная, внутренняя стоимость
hazardous nature	опасный характер
mercury	ртуть

Task 2. Answer the following questions:

1. What is recycling?
2. Why is recycling useful?
3. What does recycling include?

4. How do you understand “E-cycling”?
5. What do recyclable materials comprise?
6. What does a recycling process combine?
7. Is recycling always an advantage?
8. Why should we take care of our planet?

Task 3. Fill in the gaps using the words given.

1. Recycling is the process of waste materials into new materials and objects.
2. It is a key component of modern waste reduction and is the third component of the “..... Reuse, and Recycle” waste hierarchy.
3. Recycling is the practice of items that would otherwise be discarded as waste.
4. Discarded electronics and electronic components (e-waste) are creating a serious problem because of involved in their manufacture.
5. In the strictest sense, of a material will produce a fresh supply of the same material-for example, used office paper.
6. Materials to be recycled are either brought to the collection center or picked up from the curbside, then cleaned, and reprocessed into new materials destined for manufacturing.
7. Another form of recycling is the salvage of certain materials from complex products, either due to their value, or due to their hazardous nature.
8. Take care of your and it will take care of you.
toxic elements, reusing, sorted, planet, converting, the recycling, intrinsic, reduce

Task4. Match the items on the right to the items on the left.

converting	problem
air	cycle
key	nature
E	pollution
serious	waste
recyclable	products
complex	materials
hazardous	component

Task 5. Put the part in order to form a sentence.

1. is, materials, of, converting, Recycling, waste, and, into, materials, objects. new, the process,
2. waste. is, of, reusing, items, that, as, otherwise, the practice, Recycling, be, discarded, would,
3. and, electronic, electronics, components, of, manufacture. are, creating, a, serious, problem, Discarded, because, toxic, elements, involved, in, their,
4. glass, materials, include, and, types, of, paper, and, cardboard, metal, plastic, tires, textiles, Recyclable, electronics. many,
5. considered, biodegradable, composting, reuse, of, waste-such, or, as, food, or, garden, waste-is, also, other, recycling. The,
6. strictest, In, the, sense, will, recycling, produce, example, of, a, material, a of the same, material, for, used, office, paper. the, fresh supply,
7. or, this, difficult, is, too, often, expensive. However,
8. planet, you. Take, will, your, and, It, of, care, take, of, care,

Task 6. Read the text and translate it in writing.

Advantages of Recycling

Let's imagine a plastic bottle is thrown in the bin. Here's what happens: the energy that went into creating that bottle in the first place is wasted. More energy and raw materials must be used to create another bottle (after all, we always need bottles!). The bottle takes up space in a landfill site, which can create water pollution and greenhouse gases. If the bottle is incinerated, it will contribute to air pollution.

What's the alternative? Recycling, of course.

Recycling is the process of turning waste and used items into new, useful materials or products. This not only gives the old items a new lease of life, it also reduces the amount of raw material used to make new things from scratch.

Recycling conserves natural resources, saves energy, protects the environment, reduces landfill and creates jobs.

Conserving natural resources. The less raw material we use, the less we'll deplete the Earth's precious (and finite) natural resources. If we can re-use old, recycled materials instead to create consumer goods and appliances, we will reduce the amount of mining and forestry taking place. Recycling can help to preserve vital raw materials and protect natural habitats

and wildlife.

Saving energy. Recycling uses less energy than making a new product from scratch – even when you take account of all the related costs, like transport and wages. Mining, quarrying, logging, processing and transporting raw materials to prepare them for use in industry takes a great deal of energy. It's far less energy intensive to re-use old material that's already been processed and prepared – and because recycling saves energy, it also cuts down greenhouse gas emissions.

Protecting the environment. Recycling helps to reduce air, water and land pollution. It means there's less need for mining, quarrying and timber production, which all contribute considerably to air and water pollution, as well as destroying the landscapes where they operate. Recycling is also helping to slow down climate change, as it helps to reduce the 'greenhouse effect'. Recycling can reduce the need to create more landfill sites in the future.

Creating jobs. Recycling companies employ people to collect and sort used items. Other people transport the sorted materials to the companies that can use them. Designers and scientists are employed to find new, inventive ways to use recycled materials.

Adapted from: <https://www.businesswaste.co.uk/recycling/fun-recycling-facts-for-children/>

Accessed: 29.03.21

Task 7. Read the text and make up the annotation in English.

How Is Glass Recycled?

Recycling glass starts in your home. There is a reason why many local councils provide different containers for green, brown, plain glass and even glass from broken windows. The reason is that they are all made very differently and mixing them can create huge problems at the recycling center.

Collection:

Many cities have collection spots. Trucks may also pick them up from your home, or you may be required to drop them off at a point in your town. In all cases, try to do what the authorities have suggested. So, be sure you know the various glass types that are collected from your home. Always wash and separate them into the required grades for collection.

Cleaning and Crushing:

The glass is transported to the processing plant where contaminants such as metal caps and plastic sleeves are removed. Different grades are treated separately. Clean glass is then crushed into small pieces called cullet. Cullet is in high demand from glass manufacturers. It melts at a lower temperature and it is cheaper than raw glass materials.

Ready for use:

The cullet is then transported to glass-making factories. Here, it is mixed with sand, soda ash and limestone. It is heated at very high temperature and melted into liquid glass. This liquid is then poured into moulds that give glass its shape.

Glass is used for many things—depending on what grade they were recycled from. A few items made of recycled glass include fibre-glass, countertops, bottles and jars.

Adapted from: <https://www.urlaubsvielfalt-ostsee.de/crusher/dp4v19kr/glass.html>

Accessed: 29.03.21

Task 8. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary.

Sorting of Recycling Waste

Once commingled recyclates are collected and delivered to a central collection facility, the different types of materials must be sorted. This is done in a series of stages, many of which involve automated processes such that a truckload of material can be fully sorted in less than an hour. Some plants can now sort the materials automatically, known as single-stream recycling. In plants, a variety of materials is sorted such as paper, different types of plastics, glass, metals, food scraps, and most types of batteries. A 30 percent increase in recycling rates has been seen in the areas where these plants exist.

Initially, the commingled recyclates are removed from the collection vehicle and placed on a conveyor belt spread out in a single layer. Large pieces of corrugated fiberboard and plastic bags are removed by hand at this stage, as they can cause later machinery to jam.

Next, automated machinery such as disk screens and air classifiers separate the recyclates by weight, splitting lighter paper and plastic from heavier glass and metal. Cardboard is removed from the mixed paper and

the most common types of plastic. This separation is usually done by hand but has become automated in some sorting centers: a spectroscopic scanner is used to differentiate between different types of paper and plastic based on the absorbed wavelengths, and subsequently divert each material into the proper collection channel.

Strong magnets are used to separate out ferrous metals, such as iron, steel, and tin cans.

Finally, glass is sorted according to its color: brown, amber, green, or clear. It may either be sorted by hand, or via an automated machine that uses colored filters to detect different colors. Glass fragments smaller than 10 millimetres (0.39 in) across cannot be sorted automatically, and are mixed together as "glass fines."

This process of recycling as well as reusing the recycled material has proven advantageous because it reduces amount of waste sent to landfills, conserves natural resources, saves energy, reduces greenhouse gas emissions, and helps create new jobs. Recycled materials can also be converted into new products that can be consumed again, such as paper, plastic, and glass.

Adapted from:

<http://psulibrary.palawan.edu.ph/wtbooks/resources/h5/9781283499064/files/basic-html/page41.html>

Accessed: 29.03.21

Task 9. Read and translate the text.

Canada One-step Closer to Zero Plastic Waste by 2030

Comprehensive plan includes banning harmful single-use plastic items like bags and straws.

Plastic is polluting our rivers, lakes, and oceans, harming wildlife, and generating microplastics in the water we use and drink. Every year, Canadians throw away 3 million tonnes of plastic waste, only 9% of which is recycled, meaning the vast majority of plastics end up in landfills and about 29,000 tonnes finds its way into our natural environment. Canadians expect the Government to take action to protect the environment and to reduce plastic pollution across the country.

Today, Minister of Environment and Climate Change, the Honourable Jonathan Wilkinson, announced the next steps in the Government of Canada's plan to achieve zero plastic waste by 2030. The plan will protect wildlife and our waters, reduce greenhouse gas emissions, and create jobs.

A key part of the plan is a ban on harmful single-use plastic items

where there is evidence that they are found in the environment, are often not recycled, and have readily available alternatives. Based on those criteria, the six items the Government proposes to ban are plastic checkout bags, straws, stir sticks, six-pack rings, cutlery, and food ware made from hard-to-recycle plastics.

This list of items was published today in the discussion paper Proposed Integrated Management Approach to Plastic Products to Prevent Waste and Pollution. This plan also proposes improvements to recover and recycle plastic, so it stays in our economy and out of the environment. The Government of Canada is proposing to establish recycled content requirements in products and packaging. This will drive investment in recycling infrastructure and spur innovation in technology and product design to extend the life of plastic materials.

The Government wants to hear from Canadians and stakeholders on this approach to protect the environment from plastic pollution and reduce waste through a more circular economy. Comments will be accepted until December 9, 2020. Regulations will be finalized by the end of 2021.

The Government of Canada is collaborating with provinces and territories through the Canadian Council of Ministers of the Environment. Together, all federal, provincial and territorial governments agreed to the Canada-wide Strategy on Zero Plastic Waste that lays out a vision for a circular economy for plastics, as well as a two-phase action plan that is being jointly implemented. Provinces, territories, and municipalities are leaders in the recovery and recycling of plastic waste. The Government of Canada is continuing to work with them to strengthen existing programs and increase Canada's capacity to reuse and recover more plastics. This will include collaborating with them to develop pan-Canadian targets to ensure that rules are consistent and transparent across the country, and make producers and sellers of plastic products responsible for collecting them.

Minister Wilkinson also took the opportunity to announce over \$2M through the Zero Plastic Waste Initiative for 14 new Canadian-led plastic reduction initiatives. These projects are led by communities, organizations, and institutions, and will promote the development of new and innovative solutions to prevent, capture and remove plastic pollution from the environment.

By improving how we manage plastic waste and investing in innovative solutions, we can reduce 1.8 million tonnes of greenhouse gas emis-

sions per year and create approximately 42,000 jobs across the country.

Throughout the COVID-19 pandemic, the health and safety of Canadians is our highest priority. Personal Protective Equipment (PPE) has played an important role in keeping Canadians safe, particularly our front-line health care workers. The ban on harmful single-use plastics will not impact access to PPE. The Government of Canada is also working with the provinces and territories, through the Canadian Council of Environment Ministers (CCME), and with the private sector to keep PPE out of our environment.

Adapted from: <https://www.canada.ca/en/environment-climate-change/news/2020/10/canada-one-step-closer-to-zero-plastic-waste-by-2030.html>

Accessed: 29.03.21

Task 10. Divide the text “Canada One-step Closer to Zero Plastic Waste by 2030” into parts. Give each a title.

Task 11. Range the facts given in the text “Canada One-step Closer to Zero Plastic Waste by 2030” according to the extent of their importance.

Task 12. Define the part of the text “Canada One-step Closer to Zero Plastic Waste by 2030” where the main issues are represented.

Task 13. Read and translate the text.

Kazan Will Create a First Full Waste Management Cycle in Russia

For the first time in Russia, Kazan plans to create a full waste management cycle. The trilateral Memorandum of Intent was signed today at the meeting in the City Hall by Ilsur Metshin, the Mayor of Kazan, Denis Butsaev, the general director of the PPK “Russian Ecological Operator”, and Andrey Shipelov, the head of OAO “RT-Invest”.

Creating a modern innovative system for the collection and disposal of waste involves arranging recessed containers in the yards. They will allow to organize records of collected and exported wastes and switch to their actual payment. It also involves installing fandumats for drinking containers in shopping centers of the city. In addition, it is planned to create another waste sorting station in Kazan and the development of production facilities for the processing of glass, plastic, metal and organic matter. According to Denis Butsaev, the waste management system created in Ka-

zan is one of the best practices in this area in the country.

Before signing the Memorandum, the guests studied the process of separate garbage collection in Kazan. Together with the Mayor of the city, they visited the yards of the residential complex “ART-City”, on Bolshaya Krasnaya Street, №65, Absalyamov Street, №29a, and Dekabristov Street, №100.

A pilot project was launched a year ago in the capital of Tatarstan to introduce a separate collection of municipal waste. At the initial stage, 109 container sites of the Aviastroitelny district were equipped with 428 containers for recyclable and non-recyclable waste. As a result, the volume of municipal solid waste removal to landfill was reduced by 30-35%. Today, containers for dual garbage collection are equipped at more than 850 sites in the yards of the housing stock. A separate collection of municipal solid waste was organized in all districts of Kazan.

On Dekabristov Street, №100, waste is sorted into 4 fractions: glass, cardboard, plastic, including PET, and non-sorted waste. Residents have actively joined in the separate waste collection. The volume of exported unsorted MSW has decreased by an average of 30%. And at the expense of collecting PET, the management company installed swings in 8 yards of its district.

According to Iskander Giniyatullin, the deputy head of Executive Committee, today 54% of Kazan yards are equipped with sites and containers for separate collection. It is planned to complete the work on the installation of containers in the city during the summer.

The separate waste collection is part of the program of environmental education for young Kazan citizens, said Ilnar Khidiyatov, the head of the Department of Education. More than 200 thousand children are brought up in schools and kindergartens in Kazan. Taking into account their parents and grandparents, the program covers more than half of the city's population.

Unified eco-lessons are held for children and their parents. All schools in the city are provided with bins and street euro-containers for separate waste collection. In addition, the collection of waste paper was organized; about 2 thousand tons were collected just for this academic year.

Another school project “Second Life of Packing” implements children's crafts at charity fairs. The proceeds are used for purchasing seedlings for the project “I choose the forest”.

Ilnar Khidiyatov also spoke about the cooperation with the company “Duracell Russia” in the collection and recycling of used batteries. The most active student was Amir Valeyev, a 3rd-grade student of the school №121, who collected 180 kg of used batteries. He received a smartphone as a gift from the company. The school №143 was recognized the most active one, which collected 1211.5 kg. The school was awarded the environmental laboratory “Pchelka”. In just 2 months, 10.5 tons of used batteries were collected.

One of the steps to create a modern innovative system for the collection and recycling of waste will be the installation of fandomats in the shopping centers of the city. Fandomat is a machine for receiving containers from drinks by the principle of a pledge. A deposit is included in the price of the goods in the package, which is returned to the buyer when he hands over the empty container to the fandomat. These devices are successfully used in different countries of the world.

Another innovation should be the containers of the recessed type. Outdoor areas are subject to precipitation, high temperatures, and the waste becomes unusable as a result. New containers will be underground in a concrete pit. The container itself can be a bag of nonwoven materials or metal or plastic construction. Only the tip will be on the surface, it opens with a plastic card. Thus, the system will record the volume and weight of the waste and who puts the garbage. Waste will be pressed and stored in a container until the arrival of garbage trucks, which will also be different from the present ones. The bag will be lifted out of the ground and emptied into the truck or the cartridge filled with debris will be replaced with an empty one.

The Memorandum signed today also provides the construction of full-fledged processing industries, which will process the recycled materials extracted during sorting into final products. According to Iskander Giniyatullin, it is planned to recycle plastic, glass, metal, and organic matter using composting.

Ilsur Metshin, the Mayor of Kazan, reminded that in the next few years, the capital of Tatarstan will have to pass an important road that other cities have passed over a much longer period. The Memorandum concluded today will give a new impetus in this direction, believes the head of the city.

“This is a big step in the development of Kazan. According to the head of the Russian Ecological Operator, the city is among the leaders of

the country, since most of the infrastructure issues have been resolved in Kazan”, said Ilsur Metshin. “Great work has been done. This gives reason to expect that the new important task will be within our reach”.

The meeting was also attended by Denis Kalinkin, the head of the Kazan Executive Committee, Rustem Gafarov, the first deputy head of the Executive Committee, Dmitry Anisimov, the chairman of the Housing and Communal Services Committee, the heads of district administrations, the head of the company-operator of garbage removal in Kazan OOO “UK PZhKKh”.

Adapted from: <https://metshin.ru/en/posts/20908>

Accessed: 29.03.21

Task 14. List the most interesting and vital issues represented in the text “Kazan Will Create a First Full Waste Management Cycle in Russia”. Note where they can be used.

Task 15. Divide the text “Kazan Will Create a First Full Waste Management Cycle in Russia” into two semantic parts. Explain your choice.

Task 16. Does your friend know about all the issues represented in the text “Kazan Will Create a First Full Waste Management Cycle in Russia”? Write an e-mail telling your friend about the most vital facts which could be useful in studying.

Task 17. End-of-Module test.

1. Recycling is ...

- a. the process of converting waste
- b. the process of burning waste
- c. the process of consumption of waste

2. How can recycling help humanity?

- a. it reduces energy consumption
- b. it reduces air pollution
- c. all options are correct

3. Recycling includes:

- a. upcycling

- b. E-cycling
- c. all options are correct

4. What is upcycling?

- a. it is a process that involves adding value to an item for reuse
- b. it is a process that involves breaking down an item or substance into its component elements to reuse anything that can be salvaged
- c. it is an alternative approach that involves avoiding the acquisition of unnecessary items that would eventually have to be recycled or dealt with as waste

5. What is downcycling?

- a. it is a process that involves breaking down an item or substance into its component elements to reuse anything that can be salvaged
- b. it is a process involves adding value to an item for reuse
- c. it is a process that involves breaking down an item or substance into its component elements to reuse anything that can be salvaged

6. What is E-cycling?

- a. it is an approach that involves avoiding the acquisition of unnecessary items that would have eventually have to be recycled or dealt with as waste
- b. it is an approach that involves adding value to an item for reuse
- c. it is the practice of reusing, or distributing for reuse electronic equipment and components rather than discarding them at the end of their life cycle

7. What can we compost?

- a. plastic
- b. food
- d. electronics

8. What is not done with materials to be recycled?

- a. they are sorted
- b. they are cleaned
- c. they are weighed

9. What can be produced from paper?

- a. plastic
- b. paperboard
- c. electronics

10. What useful element can be obtained from circuit boards?

- a. gold
- b. lead
- c. mercury

Appendix 1

План аннотирования текста

<p>1. The title of the article.</p>	<p>The article is headlined... The headline of the article I have read is... As the title implies the article describes ...</p>
<p>2. The author of the article, where and when the article was published.</p>	<p>The author of the article is... The author's name is ... Unfortunately the author's name is not mentioned ... The article is written by... It was published in ... (<i>on the Internet</i>). It is a newspaper (scientific) article (published on <i>March 10, 2012 / in 2010</i>).</p>
<p>3. The main idea of the article.</p>	<p>The main idea of the article is... The article is about... The article is devoted to... The article deals (<i>is concerned</i>) with... The article touches upon the issue of... The purpose of the article is to give the reader some information on... The aim of the article is to provide the reader with some material on...</p>
<p>4. The contents of the article. Some facts, names, figures.</p>	<p>The author starts by telling (the reader) that... The author (of the article) writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i> Much attention is given to... According to the article... The article goes on to say that...</p>

	<p>It is reported (<i>shown, stressed</i>) that ... It is spoken in detail about...</p> <p>From what the author says it becomes clear that... The fact that ... is stressed.</p> <p>The article gives a detailed analysis of...</p> <p>Further the author reports (<i>writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i></p> <p>In conclusion the author writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i></p> <p>The author comes to the conclusion that... The following conclusions are drawn: ...</p>
<p>5. Your opinion.</p>	<p>I found the article (rather) interesting (important, useful) <i>as / because...</i></p> <p><i>I think / In my opinion</i> the article is (rather) interesting (important, useful) <i>as / because...</i></p> <p>I found the article too hard to understand / rather boring <i>as / because...</i></p>

Речевые клише для аннотирования текста

1. Название статьи, автор, стиль.

The article I'm going to give a review of is taken from... — Статья, которую я сейчас хочу проанализировать из...

The headline of the article is — Заголовок статьи...

The author of the article is... — Автор статьи...

It is written by — Она написана ...

The article under discussion is ... — Статья, которую мне сейчас хочется обсудить,

The headline foreshadows... — Заголовок приоткрывает

2. Тема. Логические части.

The topic of the article is... — Тема статьи

The key issue of the article is... — Ключевым вопросом в статье является

The article under discussion is devoted to the problem... - Статью, которую мы обсуждаем, посвящена проблеме...

The author in the article touches upon the problem of... — В статье автор затрагивает проблему....

I'd like to make some remarks concerning... — Я бы хотел сделать несколько замечаний по поводу...

I'd like to mention briefly that... — Хотелось бы кратко отметить...

I'd like to comment on the problem of... — Я бы хотел прокомментировать проблему...

The article under discussion may be divided into several logically connected parts which are... — Статья может быть разделена на несколько логически взаимосвязанных частей, таких как...

3. Краткое содержание.

The author starts by telling the reader that — Автор начинает, рассказывая читателю, что

At the beginning of the story the author — В начале истории автор describes — описывает

depicts — изображает

touches upon — затрагивает

explains — объясняет introduces — знакомит

mentions — упоминает

recalls — вспоминает

makes a few critical remarks on — делает несколько критических замечаний о

The story begins (opens) with a (the) description of — описанием statement — заявлением

introduction of — представлением the mention of — упоминанием

the analysis of a summary of — кратким анализом

the characterization of — характеристикой

(author's) opinion of — мнением автора

author's recollections of — воспоминанием автора

the enumeration of — перечнем

The scene is laid in ... — Действие происходит в ...

The opening scene shows (reveals) ... — Первая сцена показывает (раскрывает)

We first see (meet) ... (the name of a character) as ... - Впервые мы встречаемся с (имя главного героя или героев)

In conclusion the author

dwells on — останавливается на points out — указывает на то generalizes — обобщает

reveals — показывает exposes — показывает accuses/blames — обвиняет

mocks at — издевается над

gives a summary of -дает обзор

4. Отношение автора к отдельным моментам.

The author gives full coverage to... — Автор дает полностью охватывает...

The author outlines... — Автор описывает

The article contains the following facts..../ describes in details... — Статья содержит следующие факты / подробно описывает

The author starts with the statement of the problem and then logically passes over to its possible solutions. - Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.

The author asserts that... — Автор утверждает, что ...

The author resorts to ... to underline... — Автор прибегает к ..., чтобы подчеркнуть ...

Let me give an example... — Позвольте мне привести пример ...

5. Вывод автора.

In conclusion the author says / makes it clear that.../ gives a warning that... — В заключение автор говорит / проясняет, что ... / дает предупреждение, что ...

At the end of the story the author sums it all up by saying ... — В конце рассказа автор подводит итог всего этого, говоря ...

The author concludes by saying that../ draws a conclusion that / comes to the conclusion that — В заключение автор говорит, что .. / делает вывод, что / приходит к выводу, что

6. Выразительные средства, используемые в статье.

To emphasize ... the author uses... - Чтобы акцентировать внимание ... автор использует

To underline ... the author uses... Чтобы подчеркнуть ... автор использует

To stress... — Усиливая

Balancing... — Балансируя

7. Ваш вывод.

Taking into consideration the fact that — Принимая во внимание тот факт, что

The message of the article is that /The main idea of the article is — Основная идея статьи (послание автора)

In addition... / Furthermore... — Кроме того

On the one hand..., but on the other hand... — С одной стороны ..., но с другой стороны ...

Back to our main topic... - Вернемся к нашей основной теме

To come back to what I was saying... - Чтобы вернуться к тому, что я говорил

In conclusion I'd like to... — В заключение я хотел бы ...

From my point of view... — С моей точки зрения ...

As far as I am able to judge... — Насколько я могу судить ...

My own attitude to this article is... — Мое личное отношение к

I fully agree with / I don't agree with - Я полностью согласен с/ Я не согласен с

It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. - Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.

I have found the article dull / important / interesting /of great value - Я нахожу статью скучной / важной/ интересной/ имеющую большое значение (ценность)

Exercise 1. Read the text and study the review.

Landslide inventories for climate impacts research in the European Alps

J.L. Wood, S.Harrison, L.Reinhardt

Landslides are subject to multiple triggers and processes and so classification provides a framework from which comparisons between differ-

ent types of landslide at different locations can be made. Classifying landslides by process and trigger assists with the evaluation of mitigation and remediation programmes. Precursors and trigger mechanisms vary between location and landslide class, and have been shown to influence the frequency of landsliding in certain areas due to differences in geology, lithology, topography, and terrain (Dai and Lee, 2001; Dapples et al., 2002; Soldati et al., 2004). This makes classification across a range of geologies and topographies paramount for the development of hazard mapping and landslide predictions.

While human decision making and infrastructure development are important determinants of landslide risk, landslide magnitude and velocity play a role in determining the extent of damage and risk to life. The two most commonly used methods of landslide classification take velocity, mechanism and material into consideration. The first, by Varnes (1978), is the most widely used classification and is based on process, morphology, geometry, movement and the type of material. These factors included in this classification allow for interrogation of the trigger mechanisms and antecedent conditions associated with the different landslide classes, particularly the inclusion of process, and movement. The second builds on this and additionally considers the size and rate of failure (Cruden and Varnes, 1996; Jakob, 2005). The Cruden and Varnes (1996) classification distinguishes landslides by velocity class, which ranks the risk on a scale from the low risk Class 1 (where mitigation works can reduce the risk from slow-moving slides), up to Class 7 (where there is an expectation for the loss of life). Both of these methods of classification are thus important for risk assessment and hazard evaluation.

Critical review. Sample.

The text reviewed is headlined “Landslides”. It is written by a group of authors, including J.Wood, S.Harrison and L.Reinhardt. The text deals with the classification of landslides. The main idea is that classification is very important for landslide predictions and evaluation of damage, and different methods can help achieve this goal.

The text starts with the analysis of precursors and trigger mechanisms of landslides. Basically, frequency of landslides depends on geology and topography of the area. For this reason, it is important to classify landslides according to the differences in location. Further on, the authors analyze the two most frequently used methods, i.e. The Varnes classification (1978) and The Cruder and Varnes classification (1996). The former con-

siders the process and movement, while the father includes the size and rate of failure and distinguishes landslides by velocity class. Finally, the authors point out, that both methods are significant for 'risk assessment and hazard evaluation'.

Exercise 2. Read the following text and complete the sentences.
Strange and Wonderful
Christine Lindop. Australia and New Zealand

One of the most beautiful things you can see in Australia is Uluru, also known Ayers Rock. It is an enormous rock, alone in the middle of the desert south-west of Alice Springs. It is three kilometres long and 348 metres high, but 2,100 metres under the ground. Uluru is 600 million years old, and it is the largest rock of its kind in the world. Thousands of tourists come each year to walk round it and look at it. The best time to see it is at the end of the day, when its colour changes from yellow to gold, red and then purple. Uluru is a special place for Aborigines, and it belongs to the Aboriginal Pitjantjatjara people.

Then there is the world's longest coral reef, the 2,000 kilometre long Great Barrier Reef. Parts of the reef are 15,000 years old, and 1,500 different kinds of fish live there. It is very popular with tourists, who come to visit the islands and beaches, swim in the clear warm water, and take boat rides to see the fish and the coral.

Coober Pedy, which is about 960 kilometres north-west of Adelaide, is a really extraordinary place. Opals were first found here in 1915, and now ninety per cent of the world's opals come from here. But it is very dry and hot -40° or 50° for days at a time. So most people live under the ground in houses which are dug out of the rock. Here they can stay cool, and if they want a bigger house, they just dig another room! The Aboriginal name 'Coober Pedy' actually means 'man who lives in a hole.'

Lakes are usually cool and wet - but not in Australia. The big lakes of the desert are dry most of the time.

A. The title of the text is...
It is written by...
It deals with

B. According to the text,
Basically, In addition,

Interestingly,
Next, the author speaks about... Further on, she mentions...
For this reason...

C. Finally, Christine Lindop states that she provides the following examples,
Lake byre ...,
and lake Mungo...

Exercise 3. Read the following review and fill in the blanks, choose from the phrases below.

States, in conclusion, ect., while, is head lined, interestingly, however, is written by, deals with, main idea

The text under review ___ physical properties of minerals'. If ___ W. Matthews and the characteristics of minerals which are important for their recognition. The ___ is that each mineral has certain properties by which it may be identified.

The text starts with a brief description of such properties as color, luster, hardness, _____. Further on, Matthews gives a detailed analysis of hardness, the _____ that hardness is resistance to scratching and is measured by Mohs scale, where talk has a hardness of one, _____ diamond is given the hardness of ten. Thus, Mohs scale consists of ten minerals, _____, the steps between them are reasonably equal. _____, the step between diamond and corundum is very large. _____, hardness is an important property of a mineral and is of great value in identification.

Appendix 2

Фразы для дискуссии на английском языке

Определяем цель взаимодействия

Let's discuss pro and contra – Давайте обсудим «за» и «против»

Let's clear it up. It's the matter of great importance. - Давай разберёмся.

Это дело большой важности

Вступаем в дискуссию, озвучиваем тему своего высказывания

I am not much of a public speaker but I'd like to add... – Я не очень хороший оратор, но мне хочется добавить (вступаем в дискуссию)

What I want to speak about is... То, о чем я хочу поговорить сейчас - это...

Let me inform you about... – Позвольте мне сообщить вам...

And now about... – А теперь о... As for... - Что касается...

My speech will be about ... – Речь пойдет о...

I will tell you about... – Я расскажу Вам о...

Самостоятельно оцениваем информацию, которой делимся с окружающими

At first – Во-первых

First of all – Прежде всего

As far as I remember/know... – Насколько я помню/знаю...

If I'm not mistaken... – Если я не ошибаюсь...

If I remember rightly... – Если я правильно помню... It's needless to say... – Нет нужды говорить...

It's common knowledge that... – Это общеизвестно, что...

It's well known that... – Хорошо известно, что...

Everybody knows... – Все знают, что...

No one is surprised to hear that... – Никто не удивится, услышав, что...

It's important, I think. – Я думаю, это важно.

It's also very interesting that – Также очень интересно... Frankly speaking – Честно говоря

Strictly speaking – Строго говоря

To say the truth – По правде сказать In fact – На самом деле

There is no doubt that... – Нет сомнений в том, что...

Озвучиваем ход мысли

Now, where was I? – Итак, о чем я говорил?...

Where were we? – На чем мы остановились?

Getting back to the topic – Возвращаясь к теме

What are you driving at? – К чему ты клонишь?

I just say things that come into my head. – Я просто говорю то, что приходит на ум.

Дополняем высказывание

In addition... – В дополнение...

I would like to add that – Я бы хотел добавить, что...

By the way – кстати, между прочим

Just for the record – для справки

Заполняем паузы, выигрываем время

Let me think... – Дайте подумать...

Wait a moment / just a moment /minute... – Секундочку....

How could it slip my mind? – Как это могло выскочить у меня из головы? Oh, it's a pity, I don't remember his name – Жаль, но я не помню его имени... I'm trying to collect my thoughts. – Пытаюсь собраться с мыслями.

Сомневаемся в понимании услышанного, переспрашиваем, уточняем

What do you mean? – Что Вы имеете в виду?

What does it mean? – Что это значит?

.... What is it? - ... (слово, которое не поняли) Что это?

What do you want to say? – Что Вы хотите сказать?

Could you say it again? – Скажите, пожалуйста, еще раз.

Could you repeat, please? – Не могли бы вы повторить, пожалуйста.

Excuse me, I don't understand. Could you speak not so quickly? – Простите, я не понимаю. Не могли бы вы говорить не так быстро?

I don't quite follow you. – Я не совсем улавливаю мысль.

I'm not sure I get what you mean. - Я не уверен, что понял, что Вы имели в виду.

What did you say? – Что вы сказали?

In other words... – Другими словами...

Paraphrasing we can say... – Иными словами можно сказать...

Подтверждаем понимание

I see... – Я вижу (понимаю)... I understand... – Понимаю... And? ..И?
I got it. – Понял.

Реагируем на полученную информацию

Really? – Правда?

Are you sure? – Вы уверены?

I was surprised. – Я удивлен.

That's awful! – Это ужасно!

Shame on you! – Как не стыдно!

It doesn't matter for me. – Это не имеет значения для меня. It's a pity. – Жаль.

It is a thousand pities. – Очень жаль.

It could be better. – Могло бы быть лучше.

It could have been worse! – Могло быть и хуже.

Dear me! – Вот это да! (удивление)

O my God! – Боже мой! (удивление)

Things happen. – Всякое бывает.

It's terrible! – Это ужасно! It's boring! – Это скучно!

I didn't like it at all. – Мне это не нравится вообще.

It is great! I like it. – Здорово! Мне нравится.

It's really interesting. – Это действительно интересно.

I can't say it's great. – Не могу сказать, что это здорово.

Not bad. – Неплохо.

I dislike it. – Мне не нравится.

Задаем вопрос

May I ask you... – Можно у вас спросить...

I wonder... – Интересно...

I would like to know... – Мне хотелось бы знать...

Tell me please... – Скажите мне, пожалуйста...

My question is... – У меня такой вопрос

I wish I knew... – Хотел бы я знать...

Реагируем на вопрос

I really don't know. – Я действительно не знаю.

It's an interesting question, thanks a lot. – Это интересный вопрос, спасибо.

Выражаем собственное мнение

In my opinion – По моему мнению

I think – Я думаю

To my mind – По-моему

From my point of view – С моей точки зрения

I believe... – Я считаю...

I suppose – Я полагаю/предполагаю

As for me... – Что касается меня...

I'm sure – Я уверен...

Probably – Возможно, вероятно

Something tells me – Что-то мне подсказывает...

It was just my point of view. – Это только моя точка зрения.

I found out that... – И я выяснил, что...

I just wanted to show you... – Я просто хотел показать Вам, что...

That's my opinion! And I don't eat my words. – Это мое мнение, и я не беру своих слов обратно.

Поддерживаем внимание собеседника, расставляем логические акценты

Believe it or not... – Веришь или нет...

Look here... – Послушай...

You know... – Вы знаете...

Please, pay attention to the fact that... – Пожалуйста, обратить внимание на тот факт, что...

As you may know... – Как вы, наверно, знаете...

You see... – Как Вы видите...

Вежливо прерываем собеседника

Excuse me... – Простите...

Pardon me... – Простите...

Sorry to interrupt... – Простите, что прерываю...

May I interrupt (for a minute)? – Можно прервать Вас (на секундочку)?

Can I add something here? – Можно я добавлю здесь....

Выражаем несогласие с аргументами собеседника и приводим встречные аргументы

I'm afraid you aren't quite right... – Боюсь Вы не совсем правы...

I don't understand you... – Я не понимаю Вас...

I should not say so... – Я бы так не сказал...

I doubt it... – Сомневаюсь...

It's an interesting idea but... – Интересная идея, но...

Yes, but . . . – Да, но...

Yes, you are right, but... – Да, Вы правы, но...

You may be right, but... – Возможно Вы правы, но...

I may be wrong, but... – Возможно я не прав, но...

Not bad. I just want to pay your attention... – Неплохо. Но я просто хочу обратить Ваше внимание....

But don't forget about... – Но не забывайте о...

It's true but... – Это правда, но...

It might be so, but... – Может быть и так, но...

Far from it... – Совсем не так...

Nothing of the kind. – Ничего похожего.

Nothing like that. – Ничего подобного.

I can't say I agree. – Не могу сказать, что я согласен.

I just want you to understand that... – Я только хочу, чтоб Вы поняли, что...

Most unlikely. – Непохоже, что это так.

I don't think so. – Я так не думаю.

I wish I could agree, but I really can't. – Был бы рад согласиться, но не могу.

To offence, but... – Без обид, но...

It's clear, but... – Понятно, но...

It doesn't prove your idea. – Это не доказывает Вашу мысль. You had better think about... – Вы бы лучше подумали о...

On the contrary – Наоборот

In spite of this... – Несмотря на это...

I hope you'll change your mind. – Надеюсь, Вы измените свое мнение.

Generally I like your idea, but... – В целом мне нравится Ваша идея, но...

It's a lie. – Это ложь.

It seems me to be false. – Это представляется мне неверным.

I understand your position but... – Мне понятна Ваша позиция, но...

What are you talking about? – О чём ты говоришь?

But we must take into account... – Но нам следует принимать во внимание...

But we must take into consideration... – Но нам следует учитывать...

But it is to be noted... – Но необходимо заметить...

Deep down I disagree. – В глубине души я не согласен.

But, please, don't let out of your sight the fact ... – Но, пожалуйста, не упускайте из вида тот факт...

But I dare say – Но я осмелюсь сказать...

Соглашаемся с собеседником

Exactly! – Точно! Именно!

Naturally! – Естественно!

Quite so. – Именно так.

That's right. – Правильно.

I agree with you. – Я согласен.

You read my mind. – Ты читаешь мои мысли.

I dare not protest. – Не смею возражать.

Hmmm... I hadn't thought of that before. – Ммм... Не думал об этом раньше.

It's new to me. – Это новая информация для меня.

Предлагаем собеседнику

Let's – Давай...

Why don't we (+ глагол в начальной форме)... – почему бы нам не (+ глагол в начальной форме)...

May be we will – Может быть

We could... if you like it... – Мы могли бы ... если ты хочешь...

If you don't mind, let's... – Если Вы не против, давайте...

And what about (+Ving) – А как насчет ...?

May be ... What do you think of it? – Может быть... Что ты думаешь об этом?

If I were you I would ... – На твоём месте я бы...

What if... – Что, если...

What do you think about ... – Что ты думаешь насчет...?

Реагируем на предложение

It's worth trying/discussing... – Стоит попробовать/обсудить...

That's interesting. – Это интересно.

Great idea! – Отличная идея!

I have nothing against! – Ничего не имею против.

Why not? – Почему бы нет?

It's fantastic! – Фантастика!

That's great! – Отлично!

ОК. – Хорошо.

Of course. – Конечно (разумеется, это и так все знают).

Certainly. – Конечно.

With great pleasure. – С удовольствием.

As you want. – Как хочешь.

It's all the same to me. – Мне без разницы.

What for? – Зачем?

Заканчиваем дискуссию, подводим итоги

People say tastes differ. – Говорят, что о вкусах не спорят.

It's matter of opinion. – Это спорный вопрос.

All in all.. – В конечном счёте, с учётом всех обстоятельств...

Wait and see. – Поживём увидим.

Let's drop the subject. – Давай оставим эту тему.

I don't want to discuss this problem. – Я не хочу обсуждать эту проблему.

In any case it was nice to speak to you. – В любом случае было приятно поговорить с Вами.

Use your own judgement. – Решай сам.

To sum up... – Подводя итог, суммируя все вышесказанное...

In short / in brief / in a word – Короче

In general... – В общем...

In conclusion I would like to say... – В заключение я хотел бы сказать...

After all... – В конце концов, в итоге....

So the main idea is that... – Итак, основная идея заключается в том, что...

Appendix 3

Ключевые фразы для проведения презентаций

Начало презентации

Good morning / afternoon / evening ladies and gentlemen -

Доброе утро / день / вечер дамы и господа

My name is... I am ...

Меня зовут ... Я являюсь ...

Today I would like to talk with you about ...

Сегодня я хотел бы поговорить с вами о...

My aim for today's presentation is to give you information about ... -

Цель моей сегодняшней презентации – проинформировать вас о...

I have been asked to comment on what I think of the way ...

Меня попросили сказать / прокомментировать, что я думаю о способе

Please feel free to interrupt me if there are any questions.

Пожалуйста, не стесняйтесь прерывать меня, если возникнут любые вопросы.

If you have any questions, please feel free to ask me at the end of the presentation.

Если у вас есть какие-либо вопросы, пожалуйста, задайте их по окончании презентации.

Сообщение о плане презентации

First of all, ... / Above all, ... Прежде всего ...

First I would like to talk about ... Сначала я хотел бы сказать о ...

I'd like to start by saying ... Я бы хотел начать с ...

Before discussing ... Перед тем как обсуждать ...

Describing this process, it is necessary to start with ...

Описывая этот процесс, необходимо начать с ...

Firstly, we must become accustomed to the terminology, which uses ... Сначала мы должны ознакомиться с терминологией, которую использует ...

I'd like to come to the right point ... Я бы хотел сразу приступить к делу ...

I am going to divide my review / report / article into 3 areas / parts ... Я собираюсь разделить свой обзор / доклад / статью на 3 части ...

I will begin with a definition of ..., then go on to a brief review ...

Я начну с определения ..., затем перейду к краткому обзору ...

Let us start by mentioning a few facts ...

Давайте начнем с упоминания некоторых фактов ...

Then I would like to take a look at... Затем я хотел бы взглянуть на ...

Following that we should talk about ... Вслед за этим мы должны поговорить о ...

Lastly we are going to discuss ... В заключение мы обсудим ...

I would like to talk to you today about_for_minutes. Сегодня я хотел бы поговорить с вами о_в течение_минут.

We should be finished here today by_o'clock ... Мы должны закончить сегодня к_____ часам.

Управление презентацией

Now we will look at ... Сейчас мы посмотрим на ...

I'd like now to discuss... Я бы хотел обсудить сейчас ...

Before moving to the next point I need to ... Прежде чем перейти к следующему вопросу, мне необходимо ...

Let's now talk about... Давайте сейчас поговорим о ...

Let's now turn to... Давайте перейдем сейчас к ...

Let's move on to... Давайте перейдем к ...

That will bring us to our next point ... Это приведет нас к нашему следующему пункту ...

Moving on to our next point ... Переходим к нашему следующему пункту ...

Let us now turn to ..., namely to ... Теперь перейдем к ..., а именно к ...

We come now to the description of ... Теперь мы подошли к описанию ...

Let's switch to another topic ... Перейдем на другую тему ...

Let us now proceed to consider how ... Давайте перейдем к рассмотрению того, как ...

Firstly ... Во-первых ...

Secondly ... Во-вторых ...

Thirdly ... В-третьих ...

I'd like to describe in detail ... Я бы хотел подробно описать ...

Let's face the fact ... Давайте обратимся к факту ...

Consider another situation. Рассмотрим другую ситуацию ...

Let's go back a bit to ... Давайте немного вернемся к ...

It will take up too much time / space ... Это займет слишком много времени / места ...

This point will be discussed later / after ... Этот вопрос будет обсуждаться позднее / после ...

Lastly ... Наконец / в заключение ...

Eventually we must confess ... В конечном итоге, мы должны признаться ...

Now we come to the final phase of ... Теперь перейдем к заключительному этапу ...

One more question remains to discuss ... Остается еще один вопрос для обсуждения ...

And the last point, ... И последний вопрос / замечание, ...

A final remark. ... Последнее замечание.

Подведение итогов

I would just like to sum up the main points again ... Я бы еще раз хотел подвести итоги основных пунктов ...

If I could just summarize our main points before your questions. So, in conclusion... Я хочу только подвести итоги наших главных пунктов перед тем, как вы начнете задавать вопросы. Итак, в заключение ...

Finally let me just sum up today's main topics ... В заключение, позвольте мне подвести итоги сегодняшних основных тем ...

Concluding what has been said above, I want to stress that ... Подводя итог тому, что было сказано выше, я хочу подчеркнуть, что ...

I will sum up what has been said ... Я подытожу все сказанное

...

To conclude this work ... В завершение этой работы ...

To summarize, the approach to ... described here is ... Резюмируем: подход к ..., описанный здесь, состоит в ...

We arrived at the conclusion that ... Мы пришли к заключению, что ...

We shouldn't rush to a conclusion ... Мы не должны делать поспешный вывод ...

We find the following points significant ... Мы находим важными следующие моменты ...

We can draw just one conclusion since ... Мы можем сделать лишь один вывод, поскольку ...

As a summary I would like to say that ... В качестве обобщения, я бы хотел сказать, что ...

Finally, the results are given in ... И, наконец, результаты представлены в ...

Уточнения

I'm sorry, could you expand on that a little? ...

Простите, можно немножко поподробнее?

Could you clarify your question for me?...

Могли бы вы прояснить этот вопрос для меня?

I'm sorry I don't think I've understood your question, could you rephrase it for me? ...

Извините, по-моему, я не понял вашего вопроса. Могли бы вы изложить его иначе (перефразировать) для меня?

I think what you are asking is ...

Я думаю то, о чем вы спрашиваете, это ...

If I've understood you correctly you are asking about ...

Если я правильно вас понял, вы спрашиваете о ...

So you are asking about ...

Итак, вы спрашиваете о ...

Разные полезные фразы

Thus ... Таким образом ...

Thus we see ... Таким образом, мы видим ...

In consequence ... В результате ...

In consequence of ... Вследствие ...

Turning now to possible variants ... Переходя теперь к возможным вариантам ...

We can further divide this category into two types ... В дальнейшем мы можем разделить эту категорию на два типа ...

We can now go one step further ... Теперь мы можем продвинуться на шаг вперед ...

That is why we have repeatedly suggested that ... Вот почему мы неоднократно предлагали ...

However this conclusion may turn out to be hasty, if ... Однако этот вывод может оказаться поспешным, если ...

Maybe we could get definite results at an earlier date ... Возможно, мы могли бы получить определенные результаты на более раннюю дату (раньше) ...

No definite conclusions have so far been reached in these discussions ... В ходе этих дискуссий так и не были сделаны какие-либо определенные выводы ...

Results are encouraging for ... Результаты обнадеживающие, поскольку ...

Results from such research should provide ... Результаты такого исследования должны обеспечить ...

The logical conclusion is that ... Логическим заключением является то, что ...

The result was astounding ... Результат был ошеломляющим ...

The results are not surprising ... Результаты неудивительны ...

Then eventually I came to the conclusion that ... Затем, со временем, я пришел к выводу, о том что ...

There are two important consequences of ... Есть два важных следствия ...

The first step is to develop ... Первый шаг состоит в том, чтобы разработать

The second phase of is that ... Второй этап ... в том, чтобы ...

There are two main stages in the procedure ... В данной процедуре есть два главных этапа ...

Although I think that ... Хотя я полагаю, что ...

I strongly believe that ... Я решительно полагаю, что ...

In order to understand ... Для того чтобы понять ...

It has to be said that ... Необходимо сказать, что ...

Many experts are coming to believe that only ...

Многие эксперты все больше приходят к убеждению, что только ...

Some experts, however, think that ... Некоторые эксперты, однако, думают, что

Someone may say that ... Кто-то может сказать, что ...

Though we used to think ... Хотя мы привыкли полагать ... It is generally considered that ... Обычно полагают, что ...

We should realize that ... Мы должны осознавать, что ...

Now we understand why it is so hard to ... Теперь мы понимаем, почему так трудно ...

Consider how it can be done ... Рассмотрим, как это может быть сделано

At first glance it would seem that ... На первый взгляд могло бы показаться, что

It can be viewed in a different light ... Можно иначе смотреть на это ...

It has been assumed that ... Предполагалось, что ...

Let us assume for a moment that ... Предположим на минуту, что ...

Suppose, for example, that ... Предположим, например, что ...

Though it might seem paradoxical, ... Хотя это могло бы показаться парадоксальным ...

You might know that ... Вы, возможно, знаете, что ...
But it can be claimed that ... Но можно утверждать, что ...
Let us not forget that ... Давайте не будем забывать, что ...
This simplified approach ignores the importance of ... Этот упрощенный
подход игнорирует важность ...

Appendix 4

Список сокращений

BTEC - Business & Technology Education Council

Cm - centimeter

FE - further education

Ft - feet

GCE A level - General Certificate of Education

GNVQ - General National Vocational Qualification

HE - higher education

HEIs - higher education institutions

HNC - Higher National Certificate

HND - Higher National Diploma

Km - kilometer

Mm - millimeter

M – meter

Mi – mile

Mt. – mount

NVQ - National Vocational Qualifications

SCE - Scottish Certificate of Education

SQA - Scottish Qualifications Authority Certificate

Sq.km – square kilometer

UK – the United Kingdom

US – the United States

USA - the United States of America

VET - Vocational education and training

°C – degree Celsius

°F – degree Fahrenheit

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