

ПЕРМСКИЙ
ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ
ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

BASIC COURSE
FOR NATURAL SCIENCE STUDIES



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное
образовательное учреждение высшего образования
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

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*Допущено методическим советом
Пермского государственного национального
исследовательского университета в качестве
учебно-методического пособия для иностранных студентов,
обучающихся по направлению подготовки бакалавров
«Экология и природопользование»*



Пермь 2021

УДК 811.110(075.8)

ББК 81.2я7

И683

Составители: Л. Ю. Кочеткова, А. С. Лучников

Иностранный язык (английский). Basic Course for Natural
И683 Science Studies [Электронный ресурс] : учебно-методическое
пособие / составители Л. Ю. Кочеткова, А. С. Лучников ; Пермский
государственный национальный исследовательский университет. –
Электронные данные. – Пермь, 2021. – 5,0 Мб ; 122 с. – Режим
доступа: [http://www.psu.ru/files/docs/science/books/uchebnie-
posobiya/kochetkova-luchnikov-basic-course-for-natural-science-
studies.pdf](http://www.psu.ru/files/docs/science/books/uchebnie-posobiya/kochetkova-luchnikov-basic-course-for-natural-science-studies.pdf). – Заглавие с экрана.

ISBN 978-5-7944-3732-4

Курс направлен на формирование у студентов языковой и лингвострановедческой компетенции, а также на развитие умений говорения, аудирования и письма. Основными темами пособия являются: Higher Education in Russia and Abroad, Welcome to Russia, Perm Krai, the UK. Источниками дидактических материалов для пособия послужили зарубежные учебные комплексы (New English File, FCE и т.д.), а также сеть Интернет. При составлении учебных текстов по России и Пермскому краю использовались лекции преподавателей ПГНИУ, переведенные на английский язык.

Пособие предназначено для иностранных студентов, обучающихся на географическом факультете ПГНИУ по направлению 05.03.06 «Экология и природопользование».

УДК 811.110(075.8)

ББК 81.2я7

*Издается по решению ученого совета
факультета современных иностранных языков и литератур
Пермского государственного национального исследовательского университета*

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(составление), 2021

ISBN 978-5-7944-3732-4

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Unit 1. Higher Education in Russia and Abroad

Lesson 1

Going to University

WARMING UP

1. Answer the questions.

1. How do you find your life at university? Is it interesting or boring; easy or difficult? Why?
2. What is your favourite subject? Why?
3. Are there any subjects you don't particularly like? Why don't you like them?

VOCABULARY

1 a. Complete the sentences with the verbs in the box.

cheat do fail learn pass revise study take

- 1 When she was at university, she used to for hours every evening.
- 2 I must tonight. I have an exam tomorrow.
- 3 Our history teacher was terrible. We didn't anything.
- 4 If you don't your homework, you can't watch TV later.
- 5 The professor was angry because some of the students had tried to in the exam.
- 6 If you want to be a doctor, you have to (or do) a lot of exams.
- 7 I hope I'm going to my exams.
My parents will be furious if I

1 b. Answer the questions.

- 1 Do you study for hours every evening? What kind of homework do you usually do?
- 2 Is it common in your culture to cheat in exams? Why / why not?
- 3 How many exams do you normally take each term? Which exam has been the most difficult?

4 Have you ever failed your exams?

2 a. Complete the sentences with the nouns in the box.

timetable / discipline / exam results / subject / maths
--

1 The here is very strict.

2 My is terrible this term!

3 I love It's my favourite

4 Look! The are on the notice board.

2 b. Say if statements 1–3 in ex. 2 a are true for you.

READING

1. Read the text from a university website. Who is it aimed at?

The University is on campus which covers an area of 200 acres. There are five faculties – Humanities, Science and technology, Social sciences, Law and Medicine and these are divided into departments like geography, art history etc. When you arrive, you can pick up a prospectus and book which tour you want to go on, according to your subject of interest. Your tour will begin with a talk by one of the lecturers, who will tell you more about the courses. All our courses consist of a mixture of formal lectures, seminars in groups of up to twenty students and at least two tutorials per term where groups of two or three students have the opportunity to discuss things in more detail with their own tutors. Most courses require students to write a dissertation in their last year.

The tours will show you the halls of residence where students live, the students' union where lots of social events take place and other useful facilities like the supermarket and launderette.

Our undergraduate courses all begin in October and most of our students are school-leavers – just four per cent are mature students of 21 and over. At present the university year consists of three terms but we are changing to a two-semester year in

three years' time. We will have a slightly longer spring vacation and shorter summer vacation.

We have separate open days for graduates who want to go on to do a postgraduate course.

2. Complete the sentences with words from the text above.

1 The university year is divided into or The breaks are called

2 Students attend, and where they are taught about their subject.

3 Students are taught by and

4 A long piece of written work is called a

5 Students who are studying for a first degree are called When they finish they are called A student who continues to study after a first degree is called a

6 The buildings of a university and the land that surrounds them are called a

7 Students live in and attend social events arranged by the

8 Information about the university can be found in a booklet called a

9 The university is organized by subject into different and a group of these form a

10 Students who are at least 21 are students.

3. Answer the questions.

1 Is the academic year at Perm State University divided into terms or semesters? Are there any advantages or disadvantages of a two-semester year?

2 Are there any tutorials at Perm State University? If so, how many per term?

3 Is the campus of Perm State University large? Do you live on campus?

4 What are the advantages and disadvantages of living in a hall of residence? Do you personally like or dislike living in a hall of residence? Why / Why not?

5 Do you attend social events at the students' union? Can you describe some of the most memorable ones?

GRAMMAR

1 a. Study *Grammar box 1*. Write down seven jobs from the box in your copybook.

Grammar box 1 *Be in the Present Simple*

+	-	?
I'm a student. (<i>I'm = I am</i>)	I'm not a student. (<i>I'm not = I am not</i>)	- Am I a good student? - Yes, you are / No, you aren't .
You're a lab technician. (<i>You're = you are</i>)	You aren't a lab technician. (<i>aren't = are not</i>)	- Are you a lab technician? - Yes, I am / No, I'm not .
She's an associate professor. (<i>She's = She is</i>)	She isn't an associate professor. (<i>isn't = is not</i>)	- Is she an associate professor? - Yes, she is / No, she isn't .
He's a full professor. (<i>He's = He is</i>)	He isn't a full professor.	- Is he a full professor? - Yes, he is / No, he isn't .
It's a book. (<i>It's = It is</i>)	It isn't a book.	- Is it a book? - Yes, it is / No, it isn't .
We're ecologists. (<i>We're = we are</i>)	We aren't ecologists. (<i>aren't = are not</i>)	- Are we good ecologists? - Yes, you are / No, you aren't .
You're scientists.	You aren't scientists.	Are you scientists? Yes, we are / No, we aren't .
They're researchers.	They aren't researchers.	- Are they researchers? - Yes, they are / No, they aren't .

1 b. Each of you is going to get a card with a job from *Grammar box 1*. Ask your partner general questions to find out his / her job.

E.g. *Student 1: Are you a teacher? – Student 2: Yes, I am.*

2 a. Study Grammar box 2.

Grammar box 2

Present Simple and Present Continuous

Present Simple		
+	-	?
I / you / we / they + work.	I / you / we / they + don't work (do not work).	Do + I / you / we / they + work? – Yes, I do / No, I don't.
He / she / it + works. I fly – he / she / it flies I watch / wash / kiss – he watches / washes / kisses	He / she / it + doesn't work (does not).	Does he / she / it + work? – Yes, he does / No, he doesn't.

- We use the Present Simple for repeated actions.
*They **take** exams twice a year.*
- We normally use the Present Simple to talk about thoughts and feelings.
*I **think** it's a good programme. Kitty **likes** maths.*
- We use the Present Simple to talk about states and permanent facts.
*The box **contains** old books. Paper **burns** easily.*

Present Continuous: be + verb + -ing

- We use the Present Continuous to talk about ongoing situations and projects.
*He's **revising** irregular verbs for the test tomorrow.*
*We're **planning** to spend our next holiday in Greece.*
- We use the Present Continuous to talk about temporary situations.
*She's **working** as a waiter until she finds a better job.*

2 b. Complete the sentences with the Present Simple or Present Continuous of the verbs.

1 (it / snow) outside. (it / come) down quite hard, look.

2 Normally (I / start) work at eight o'clock, but
(I / start) at seven this week. We're very busy at the moment.

3 I haven't got a car at the moment, so (I / go) to work on the
bus this week. Usually (I / drive) to work.

4 The sun (rise) in the east, remember. It's behind us so
..... (we / travel) west.

5 I'm afraid I have no time to help you just now. (I / write) a
report. But (I / promise) I'll give you some help later.

6 (I / want) a new car. (I / save) up to
buy one.

**3. In pairs describe your ordinary day. Then study the *Useful language*
box below. Find out how your ordinary day is similar to your partner's and how
it is different.**

Useful language

Showing similarities	Showing contrast
We both like geography.	I like maths but Linda doesn't.
Both Linda and Mark like geography.	I like maths while Linda likes
I don't like maths. Linda doesn't like it either.	geography.

HOMEWORK

**Write 12-15 sentences about higher education in China. Use some of the
lesson vocabulary.**

Lesson 2

Perm State University

READING

1. Before reading the text, try to answer the questions.

1 When was Perm State University founded?

2 What's the name of the local merchant who contributed to the foundation of the university in Perm?

3 What higher educational establishments were set up on the basis of the university departments?

4 How many faculties are there at PSU?

5 What are the oldest faculties of the university?

6 What countries does the university have academic contacts with?

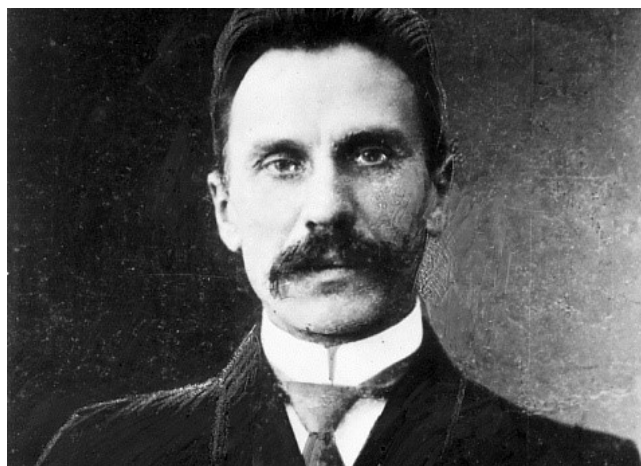
2. Read the text about PSU and find the answers to the questions above.

Perm State University

Perm State University was founded on 14 October 1916 and became the first higher educational establishment in the Urals. At that time Perm Governorate was one of the largest in the Russian Empire uniting the areas on both slopes of the Ural Mountains. The city of Perm was the administrative centre of the governorate with a well developed transport infrastructure. The region was developing dynamically and needed its own research and educational centre. Thanks to Nikolay Meshkov, a prominent public figure and local merchant, the city offered the best financial and material conditions for setting up a university and the central government made its decision in favour of Perm. With the rise of the University the land of the Urals, formally the Eastern brink of Europe, became closely connected to the European educational space.

Perm State University was set up as a branch of St. Petersburg University.

Its first rector was a distinguished astronomer Konstantin Pokrovsky and the staff of the new university mainly consisted of young and ambitious lecturers from the capital of Russia. The first faculties were Physics and Mathematics, History and Philology as well as the Law Faculty. The Faculty of Physics and Mathematics included the Department of Chemistry, the Department of Mineralogy and Geology as well as the Department of Geography and Ethnography.



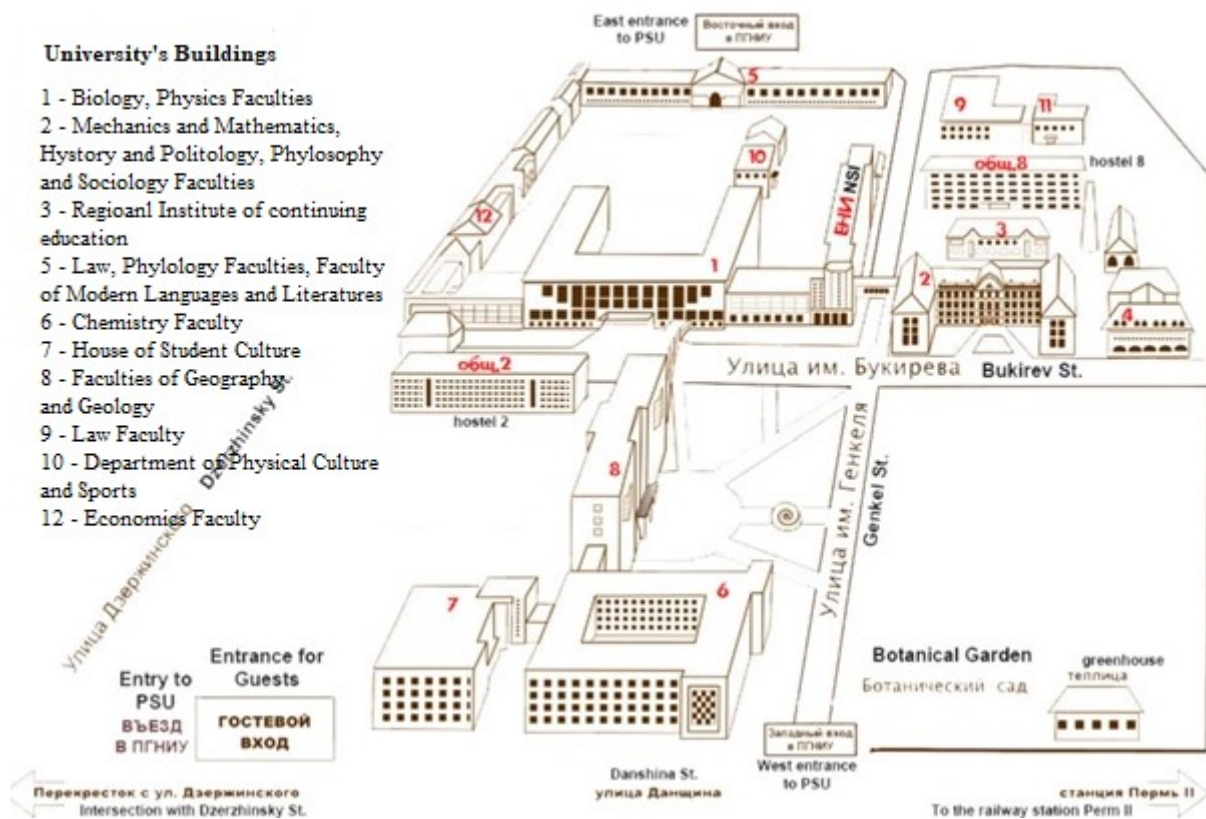
Konstantin Pokrovsky,
first rector of Perm University

Some time later the faculties of Medicine, Agriculture and Pedagogy were set up and in the 1930s they were transformed into separate institutes. In the 1960s the Polytechnic Institute was established on the basis of the Faculty of Technology.

Nowadays Perm State University is one of Russia's largest research and educational centres. There are 12 faculties: Mechanics and Mathematics, Physics, Chemistry, Biology, Geology, Geography, Economics, History and Politics, Philology, Law, Philosophy and Sociology, Modern Foreign Languages and Literature. The University also has the Regional Institute of Continuous Education, the Perm University Publishing House, the Special Design Office «Mayak», the Natural Sciences Institute, a botanical garden, the Kama River Biological Research Station and the experimental centre «Preduralye».

The university has academic links with many universities from different parts of the world – Oxford University (the UK), the University of Louisville (the USA), Nanchang University (China), etc. These contacts include regular exchange programs for the teaching staff and students as well as joint research projects.

Perm State University is very optimistic about its future and stays loyal to its mission – keeping the high standards of academic knowledge. It finds its own answers to the challenges of life and does its best to stay competitive.



Picture 1. Perm State University Campus (photo by the Press-office of PSU)



Picture 2. Main Square of Perm State University (photo by the Press-office of PSU)

3. Match the words from the text with their definitions.

1) founded	a) a building or area that is used for a particular activity or purpose
2) an establishment	b) a company that publishes books
3) a branch	c) an organization
4) a merchant	d) someone who teaches at college or university
5) staff	e) the result that an organization is trying to achieve through its plans and actions
6) a lecturer	f) a person whose job is to buy and sell products in large amounts, especially by trading with other countries
7) a publishing house	g) brought into existence
8) a mission	h) a part of something larger
9) a facility	i) the group of people who work for an organization

4. Answer the questions.

1 If you had to make a presentation about Perm State University to foreign visitors, what information from the text would you use? Why?

2 What do you think PSU should do in order to attract students?

GRAMMAR

1a. Study *Grammar box 1* below.

Grammar box 1

Be in the Past Simple

+	-	?
I / he / she / it was at home yesterday.	I / he / she / it wasn't at home yesterday.	Was he (I / she / it) at home yesterday? – Yes, he was / No, he wasn't.
You / we / they were at home yesterday.	You / we / they weren't at home yesterday.	Were they (you / we) at home yesterday? – Yes, they were / No, they weren't.

1b. Read the statements below and say if they are true for you.

- 1 I was at home yesterday at 7 pm. 4 I was energetic yesterday morning.
 2 I was in bed 3 hours ago. 5 I was at work yesterday at 10 am.
 3 I was tired yesterday evening. 6 My father was at college when he was 20.

2. Study Grammar boxes 2 and 3. Then complete the sentences using the Past Simple or the Present Perfect of the verbs in brackets.

- 1 (I / enter) the university last year.
 2 (I / just pass) my exam in geography.
 3 When (you finish) school?
 4 (you / ever fail) your exams?
 5 (you / write) your dissertation yet?
 6 (I / already see) my exam results. They're quite good.

Grammar box 2

Past Simple

+	–	?
I played football yesterday. I went to university yesterday.	I didn't play football yesterday. I didn't go to university yesterday.	Did you play football yesterday? Did you go to university yesterday? – Yes, I did / No, I didn't.

- We use the Past Simple to refer to events that took place in the past (**yesterday, last week, in 2010, 20 years ago**).

*I **took** my final exam yesterday.*

- We use the Present Perfect to say that a finished past action is relevant now.

*The aircraft **has landed** (it means the aircraft is on the ground now).*

- We often use the Present Perfect to talk about our life experiences.

*I **haven't seen** that film.*

Grammar box 3

Present Perfect

+	–	?
I've just seen the film. He's just seen the film.	I haven't seen the film yet. He hasn't seen the film yet.	Have you seen the film (yet)? Has he seen the film (yet)?
<ul style="list-style-type: none"> • We use the Past Simple to refer to events that took place in the past (yesterday, last week, in 2010, 20 years ago). <i>I took my final exam yesterday.</i> • We use the Present Perfect to say that a finished past action is relevant now. <i>The aircraft has landed (it means the aircraft is on the ground now).</i> • We often use the Present Perfect to talk about our life experiences. <i>I haven't seen that film.</i> 		

3. Look through the text about Perm State University and find verbs in the Past Simple. What is their first form?

HOMEWORK

Study the *Useful language* box below and prepare a presentation about a university of your country.

Useful language

1 Introducing yourself	Hi, everyone, I'm Marc Hayward. Good to see you all.
2 Giving the topic of the presentation	Today I'm going to tell you about ...
3 Giving a plan of your talk	<p>My talk is in three parts. I'll start with the history of the university, move on to the current situation, and finish with its future plans.</p> <p>.....</p> <p>I've divided my talk into 3 parts. First I'll tell you about...</p>

	Second I'll speak about ... Finally, I'll say a few words about...
4 Inviting questions	I'd be grateful if you could leave any questions to the end. At the end of my talk (presentation) I'll be happy to answer your questions.
5 Referring to the audience's knowledge	As you know, ...
6 Referring to visuals	If you look at the graph ... That's all about.... And now about...
7 Introducing new information	Here's some basic information. Let me add a few figures. Let's have a look at some statistics. What are our strengths?
6 Concluding	To sum up, I can say that ... / we've analysed ...
7 Ending	Thanks for listening to my talk. Any questions?

Lesson 3

Top Universities of Your Country

SKILLS: making a presentation

1. Which of these suggestions do you agree with?

To make an effective presentation, you should:

- 1 find out as much as possible about your audience.
- 2 introduce yourself (name, position, company or organisation).
- 3 start with a joke.
- 4 outline the structure of your talk.
- 5 vary the tone of your voice.
- 6 refer to your notes as often as possible.
- 7 use clear visual aids.
- 8 summarize your main points.

2. (Recording 3.4) Listen to a presentation about Tara Fashions. Complete the chart.

Tara Fashions	
Where is the head office?	
What does it sell?	
Who are its customers?	
Annual turnover?	
Annual net profits?	
Number of stores: in Spain? in other European cities?	
Strengths?	
Future plans?	

3. Listen again. Which of the suggestions in Exercise 1 does the speaker follow?

4. Make a presentation about a university of your country. Be ready to answer the audience's questions.

Lesson 4

Faculty of Geography at Perm State University

READING

1. Before reading the text, decide if the statements are true or false. Try to correct the false ones.

1 The Faculty of Geography at Perm State University is the largest centre for geographical research in Russia.

2 Geography has been taught at the university since 1916.

3 The Faculty of Geography at PSU was founded in 1931.

4 During the Great Patriotic War (1941-1945) the university didn't train geographers.

5 There are six departments at the Faculty of Geography.

6 The youngest department is Tourism.

7 There are more than 1,000 students at the faculty.

8 The faculty regularly holds regional, national and international conferences.

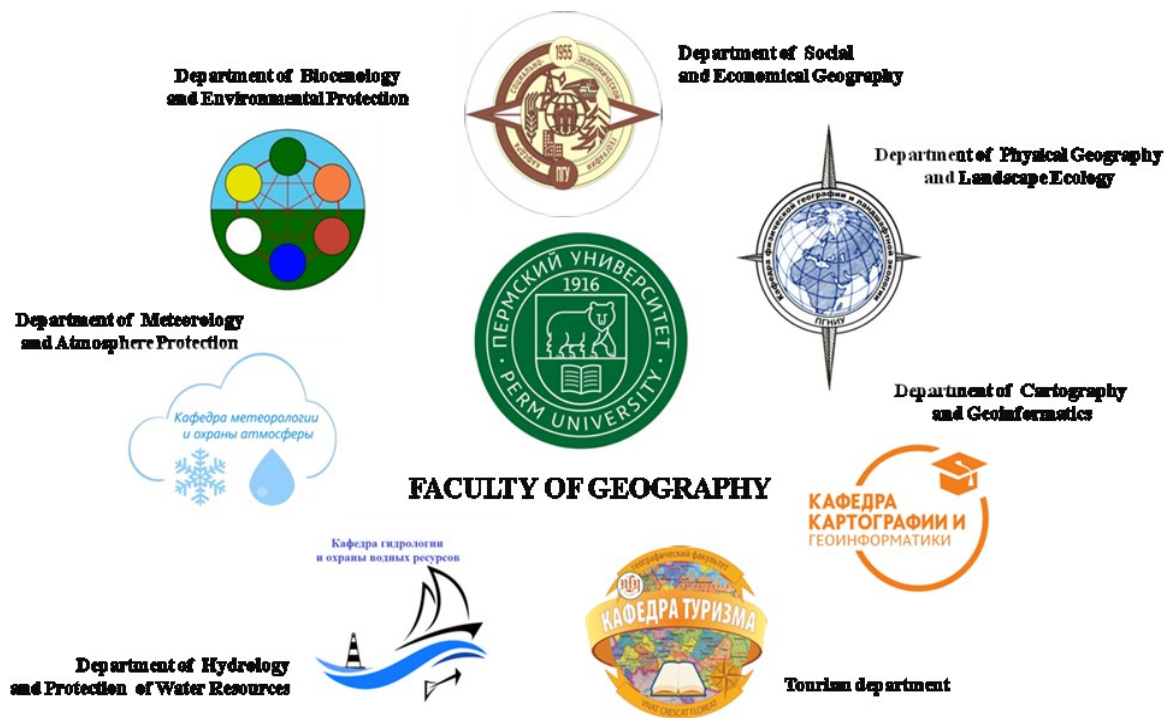
2. Read the text and check your answers in exercise 1.

The Faculty of Geography at Perm State University is one of the largest and most famous centres for geographical research in Russia. Its fame is the result of hard work of numerous notable geographers. Lectures on Geography have been delivered at the university since its foundation. At first specialists in geography worked at the Faculty of Physics and Mathematics. In 1938 the Division of Geography was founded at the Faculty of Geology. Soon afterwards the university was going to set up a separate faculty of Geography but due to the Great Patriotic War (1941–1945) it had to shelve the plans for more than a decade. During the war a lot of students dropped out to go to the front or work in hospitals or military factories. However, university geographers continued their educational and research activities. In 1942 the first group of geographers graduated from the University. Some of the graduates (Boris Chasov, Alexander Shklyayev and Leonid Dubrovin) later became well-known scientists.

The Faculty of Geography was founded in 1955 and its staff included lecturers of Perm State University, the Perm Pedagogical University and geographers from the Uralian University, Yekaterinburg. The Soviet Union desperately needed specialists who would know how to allocate production forces effectively, protect the environment, build hydroelectric stations and make the weather forecasts.

At first the faculty had only two departments – Physical Geography and Economic Geography. Nowadays there are seven departments: Physical geography and landscape ecology (1938), Social and economic geography (1955), Meteorology and atmosphere protection (1962), Hydrology and protection of water resources

(1969), Biogeocenology and environmental protection (1977), Tourism (2004), Cartography and geoinformatics (2012).



Picture 3. Logos of Geography Faculty and its departments

More than 100 lecturers work at the faculty; 12 of them are Doctors of Science and 60 of them are Candidates of Science. The faculty trains more than 1,100 students who study full time, part time or by correspondence. There are 9 syllabi for a bachelor’s degree and 6 syllabi for a master’s degree. Also several PhD courses are available at the faculty.

An important milestone for the faculty was the establishment of the Dissertation Council in 1996. It became possible due to the fact that the faculty had a high number of professors and good academic contacts with professors of neighbouring regions who could be members of the Council. Thanks to the Dissertation Council postgraduates from different regions of Russia and foreign countries can defend their candidate and doctor theses at Perm State University.



Picture 4. Faculty Staff in 2015

The faculty regularly holds regional, national and international conferences, as well as scientific forums. It has close academic links with the best Russian universities – Moscow University and St Petersburg University. The faculty also has exchange programs with a number of foreign universities, for example Oxford University, the University of Palermo (Italy), the University of Montana Western (the USA), etc. Every year many visiting professors from different countries deliver lectures to the faculty students. The faculty has close contacts with the Russian Geographical Society, one of the oldest geographical societies in the world.

Apart from lectures, seminars and tutorials students have field trips and practical training at large companies, factories, wildlife sanctuaries and national parks, educational establishments and government agencies. Studying at the faculty of Geography is interesting because lecturers are enthusiastic and inspiring; well-equipped faculty laboratories allow students to do various experiments, and field research provides them with the most memorable experience.

3. Match the words with their definitions

1) a milestone	a) a visit made by students to study something away from their school or college
2) research	b) an important event in the development or history of something
3) a decade	c) a place where birds and animals can live and be protected from being hunted or dangerous conditions
4) a syllabus (syllabi pl.)	d) a period of 10 years
5) to shelve (plans)	e) a plan showing the subjects or books to be studied in a particular course
6) a bachelor's degree	f) a dissertation
7) to train	g) a detailed study of a subject, especially to discover new information
8) to drop out	h) to delay action on something
9) full time (education)	i) a first degree at college or university
10) a thesis (theses pl.)	j) to stop going to classes before finishing your course
11) a field trip	k) (education) done for the whole of a working week
12) a (wildlife) sanctuary	l) to prepare someone for a job, activity or sport

4. Answer the questions.

- 1 What has been the main milestone in your life?
- 2 Are you doing any research now?
- 3 Are you going to have any field trips this year?
- 4 Have you ever been to a wildlife sanctuary? If so, what did you enjoy most there?
- 5 Is your syllabus difficult?

GRAMMAR

1a. Study *grammar boxes 1 and 2* on pages 23 and 24.

Grammar box 1

Must and have to (for obligation and necessity)

- **Must** and **have to** have a very similar meaning. **Have to** is more common for external obligations, for example rules and laws. **Must** is more common for personal obligations.

I have to wear a shirt and a tie at work (It's the rule in this company).

I must buy a new shirt – this one is too old now (It's my own decision).

- **Have to** is a normal verb and it exists in all tenses. **Must** is a modal verb. The only forms are **must** and **mustn't**.
- You can also use **have to** or **must** for strong recommendations.

You have to / must see that film – it's fantastic.

- **Don't have to** and **mustn't** are completely different. **Mustn't** expresses prohibition while **don't have to** expresses lack of obligation.

You mustn't drive along this street. = It's prohibited, against the law.

- *You don't have to drive – we can get a train.* = You can drive if you want to but it's not obligatory.

- You can often use **can't** or **not allowed to** instead of **mustn't**.

You mustn't park here. = *You can't park here.* = *You're not allowed to park here.*

Grammar box 2

Should / shouldn't (for advice or opinion)

- We use **should** to say if we think something is the right or wrong thing to do.

I think the government should do something about unemployment.

- **Should** is a modal verb. The only forms are **should** and **shouldn't**.
- You can also use **ought to** and **ought not to** instead of **should / shouldn't**.

1b. Circle the correct form.

- 1 You *shouldn't* / *mustn't* drink that water. It's not safe.
- 2 We *mustn't* / *don't* have to hurry. We have plenty of time.
- 3 The exhibition was free so I *hadn't to* / *didn't have to* pay.
- 4 *Do you have to* / *Should you* wear a uniform at your school?
- 5 We *must* / *had to* wait two hours at security and nearly missed our flight.
- 6 I think people who live in flats *mustn't* / *shouldn't* have dogs.
- 7 She's allergic to dairy products so she *mustn't* / *doesn't have to* eat anything made from milk.
- 8 You *must* / *should* remember to write the report. The boss will be furious if you forget.

2. Complete the second sentence with two or three words so it means the same as the first.

E.g. Smoking is prohibited here. You mustn't smoke here.

- 1 It isn't a good idea to go swimming after a big meal.
You swimming after a big meal.
- 2 Was it necessary for them to pay cash?
Did pay cash?
- 3 The meeting isn't obligatory.
You go to the meeting.
- 4 It's bad manners to talk loudly on a mobile on a train.
People quietly on their mobile on a train.
- 5 Lorries are not allowed to go on this road.
Lorries on this road.

3. Study *grammar box 3*. Then complete the sentences with *can* / *can't*, or *could* / *couldn't* where possible. If not, use a form of *be able to*.

- 1 I talk to you now. I'm too busy.
- 2 When I lived in Rome I Speak Italian very well.
- 3 I'd love play tennis very well.

- 4 If we don't hurry up, we catch the last train.
- 5 My mother see me much better now with her new glasses.
- 6 To do this job you needspeak at least two languages.
- 7 I help you tonight if you want.

Grammar box 3

Can, could, be able to (for ability and possibility)

- We use **can** to say that something is possible: that somebody has an ability or an opportunity.

Natasha can play the piano. She can go to the music room.

- In the present tense, **be able** is a little more formal and less usual than **can**.

Emma is good with computers. She can / is able to write programs.

- In some structures we always use **be able to**, not **can**.

To-infinitive: *It's nice to be able to go to the opera.*

Gerund: *I love being able to sleep late at weekends.*

After a modal verb: *Melanie might be able to help us.*

Present Perfect: *It's been quiet today. I've been able to get some work done.*

- For the future we use **can** or **will be able to**.

I'm afraid I can't come / I won't be able to come to the disco on Friday.

- For ability or opportunity in the past, we use **could** or **was / were able to**.

Natasha could play / was able to play the piano when she was four.

- To say that the ability or opportunity resulted in a particular action, we use **was / were able to** but not **could**.

The drivers were able to stop (managed to stop) before they crashed into each other.

- In negative sentences and questions we can use either form.

- We normally use **could** (not **was / were able to**) with verbs of seeing and with verbs of thinking.

We could see the village in the distance.

I couldn't understand what was happening.

SPEAKING

Speak about students' rights and duties at Perm State University.

1 What can /can't you do at the university?

2 What do / don't you have to do at the university?

3 Which rights are the best? Why?

4 Which duties are good? Which should be changed? Why?

5 What new opportunities should be given to students at Perm State University? Why?

HOMEWORK

Write 10-12 sentences about students' rights and duties in your country.

Lesson 5

Science and scientists

SPEAKING AND LISTENING

1. With a partner, discuss the statements below. Do you think they are *F* (facts) or *M* (myths)? Say why.

1 A coin dropped from a very high building can kill someone on the ground.

2 We only use ten per cent of our brains.

3 There is no part of the moon which is permanently dark.

4 Rubber tyres protect a car from lightning.

5 Albert Einstein was very bad at maths at school.

6 Antibiotics don't kill viruses.

7 A full moon makes people and animals go mad.

8 Bats are blind.

2. (Recording 5.27) Listen to a scientist on a radio programme discussing each statement. Were you right?

3. With a partner, see if you can remember any of the explanations the scientist gave. Then listen again and make notes for each statement.

4. Do you know any other things that some people think are scientific facts, but are really myths?




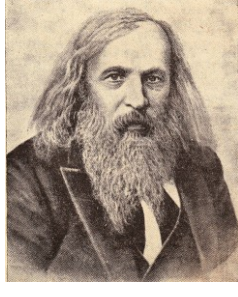

VOCABULARY

1 a. Complete the chart. Use a dictionary, if necessary.

person	adjective	subject
scientist	scientific	science
geographer		
ecologist		
chemist		
biologist		
physicist		
geneticist		

1 b. Complete the sentences. Then match the names with the pictures.

- 1 Georgy Voronov is a well-known.....
- 2 Dmitry Mendeleev was a distinguished
- 3 Veniamin Semenov-Tan-Shansky was a notable
- 4 Alexander Popov was a prominent
- 5 Joseph Rapoport was a famous soviet

				
A	B	C	D	F

2. Complete the sentences with a word from the box.

discovery	drugs	experiments	guinea pigs	laboratory	research
side effects	tests	theory			

1 Scientists **carry out** _____ in a _____ .

2 Archimedes **made** an important _____ in his bath.

3 Isaac Newton’s experiments **proved** his _____ that gravity existed.

4 Before a **pharmaceutical company** can sell new _____ they have to **test** them to make sure they are safe.

5 Scientists have to **do** a lot of _____ into the possible _____ of new drugs.

6 People can **volunteer** to be _____ in **clinical trials**.

SPEAKING

Work with a partner. A interview B with the questions in the left column.

Then B interview A with the questions in the right column.

1 Which scientific subjects did you study at school? What did you enjoy the most/ the least?	1 Which scientific subjects do you think have actually taught you something useful?
2 What do you think is the most important scientific discovery of recent years? Why?	2 Is there a scientist (living or dead) who you admire? Who?
3 Are you worried about any of the things scientists are currently experimenting with?	3 Are there any scientific stories in the news at the moment?

HOMEWORK

Read the text about Georgy Voronov on the next page. Write five special questions on the text.

Georgy Voronov is a full professor at Perm State University, a distinguished ecologist and an honored worker of higher professional education of the Russian Federation. He was born 18 October 1935 in Moscow in a family of scientists. Since his childhood he has been interested in biology, geography, ecology, mammalogy and the study of dogs. After leaving school he **entered** the Faculty of Geography at Moscow University **to specialize in** biogeography. As a student he **took part in** various expeditions including those to the Pamir Mountains, the Altai Mountains, the Kama region, etc.

After graduating from the university in 1960 he worked in Irkutsk, Moscow and Sakhalin doing research in different scientific establishments. In 1966 he settled in Perm and for the next ten years he worked as an assistant professor at the Perm Pedagogical Institute. Together with his undergraduates and postgraduates he **went on expeditions** within the Perm region and to higher reaches of the Lena River.

In 1977 G. Voronov set up the Department of Biogeocenology and environmental protection at Perm State University and since then the faculty has been training ecologists. He was **in charge of** the department till 2008.

As a scientist he has always been interested in studying the impact of human activities on the wildlife of the Urals, Siberia and the Far East. He has emphasized the importance of protecting the environment, using natural resources rationally and **raising public awareness** of environmental issues. He has helped to establish 2 state **nature reserves** – Basegi and Vishersky – and 6 landscape sanctuaries in Perm Krai. He has designed the General scheme of creating the nature reserve fund in the Perm region. He has also contributed to the creation of the register and atlas of conservation areas in the Uralian Kama region.

Georgy Voronov still **delivers lectures** at the university, works as a member of the Dissertation Council and helps the local government **design policies** aimed to protect the environment. The scientist's love of his subject has motivated a lot of students to become dedicated **environmentalists**.



Picture 5. Vishersky nature reserve (photo by A. Kruchkov)

Lesson 6

Exams

SPEAKING AND LISTENING

1. Answer the questions.

- 1 When was the last time you did an exam? Did you pass or fail?
- 2 What's the next exam you are going to do? How do you feel about it?
- 3 How do you usually feel before you do an exam?
- 4 What do you usually do the night before an exam?
- 5 Have you ever failed an important exam you thought you had passed (or vice versa)?

2. (Recordings 4.3 and 4.4) Charlotte and Victor are waiting for their exam results. Listen to Charlotte (who has just taken her A-levels) and answer questions 1–5 below. Then do the same for Victor (who has just taken the FCE exam).

- 1 Do you think you have passed?
- 2 When and how will you get the results of the exam?
- 3 How will you celebrate if you get good results?
- 4 What will you do if you get good results?
- 5 What will you do if you fail, or if you don't get the results you need?

3. (Recording 4.5) Listen and complete the sentences.

- 1 They won't give me a place **unless** _____ .
- 2 **As soon as** _____ , I'll take the letter upstairs and open it.
- 3 I don't want to plan any celebrations **until** _____ .
- 4 **If** I don't get into Cambridge, _____ .
- 5 **When** I _____ , the grades will be on the notice board.

GRAMMAR

1. Study the *Grammar box* on page 32. Then complete the sentences with a word or expression from the list.

after as soon as before if unless until when

- 1 I must write the date in my diary _____ I forget it.
- 2 Let's wait under the tree _____ it stops raining.
- 3 This job is very urgent so please do it _____ you can.
- 4 We won't get a table in the restaurant _____ we don't book.
- 5 I'll pay you back _____ I get my first salary.
- 6 I can't go _____ you pay for my ticket. I'm broke.
- 7 They'll be really happy _____ they hear your news.
- 8 I want to go on working _____ I'm 60. Then I'll retire.
- 9 I must renew my passport _____ I go to New York.
- 10 _____ you work harder, you won't pass the final exam.

Grammar box

First conditional and future time clauses

First conditional sentences:

if (or unless) + present simple, will / won't + infinitive

e.g. *If you don't do more work, you'll fail the exam.*

* Use the present tense (NOT the future) after **if** in first conditional sentences.

* Unless = if... not

I won't go unless she invites me. = I won't go if she doesn't invite me.

* You can also use an imperative instead of the **will** clause, e.g.

*Come and see us next week **if** you have time.*

Future time clauses

* Use the present simple (NOT the future) after **when, as soon as, until, before and after** to talk about the future.

* as soon as = at the moment when, e.g. *I'll call you as soon as I arrive.*

2. Complete the sentences with the present simple or will.

1 Don't forget to turn off the lights before you _____ . (leave)

2 Go to bed when the film _____ . (finish)

3 They _____ married until they find a place to live. (not get)

4 If I see Emma, I _____ her you are looking for her. (tell)

5 I'll call you as soon as I _____ at the hotel. (arrive)

6 You won't be able to park unless you _____ there early. (get)

7 As soon as it stops raining, we _____ out. (go)

8 She won't like curry if she _____ spicy food. (not like)

9 Don't write anything until I _____ you. (tell)

10 When she finds out what he's done, she _____ furious. (be)

3. Complete the sentences so that they are true for you.

1 I won't stop studying English until I ...

2 I'll have a big party if ...

3 I'd like to retire when ...

4 I'll have more free time when ...

5 I don't want to have children before ...

6 I won't get married until ...

LISTENING

(Recording 4.6) Listen to Charlotte and Victor. Did they pass or fail?

What grade did they get? What are they going to do?

HOMEWORK

Revise the grammar and vocabulary of this unit to be ready to do a test.

Lesson 7

Test

VOCABULARY (7 points)

1. Write terms next to the definitions.

1.	someone who teaches at college or university
2.	the result that an organization is trying to achieve through its plans and actions
3.	an important event in the development or history of something
4.	a place where birds and animals can live and be protected from being hunted or dangerous conditions
5.	the group of people who work for an organization
6.	a plan showing the subjects or books to be studied in a particular course
7.	to stop going to classes before finishing your course

GRAMMAR (10 points)

1. Put the verbs in the Present Continuous or Present Simple.

1 Don't put the dictionary away I _____ it. (use)

2 She told me the name but I _____ it now. (not/remember)

3 I _____ of selling my car. (think) Would you be interested in buying it?

4 Air _____ mainly of nitrogen and oxygen. (consist)

5 At the moment I _____ at a hotel. (stay)

2. Put the verbs in the Present Perfect or Past Simple.

1 The match _____ (start). United are playing well.

2 I meant to phone Diane last night but I _____ (forget).

3 'Where's Ken?' 'He _____ (go) out. He'll be back in an hour.

4 Prices _____ (go) up. Everything is more expensive this year.

5 I _____ (phone) the office at eleven to speak to the manager, but he isn't there today.

SKILLS (8 points)

1. Put the sentences in the correct order to get a presentation.

1	a) Today I'm going to tell you about my company.
2	b) At the end of my talk I'll be happy to answer your questions.
3	c) OK. Let's start with some basic information.
4	d) What are our future plans?
5	e) Hi, everyone, I'm Marc Hayward. Good to see you all.
6	f) Let me add a few figures.
7	g) Thanks for listening to my talk. Any questions?
8	h) My talk is in three parts. I'll start with some basic facts, move on to our main achievements, and finish our future plans.

UNIT II. Welcome to Russia

Lesson 1

Russia as the largest country

WARMING UP

How good are you at geography? Do the quiz.

- 1 How many continents are there? What are they?
- 2 How many parts of the world are there? Name them.
- 3 How many oceans are there? Which is the warmest? Which is the coldest?
- 4 What are the three largest countries in the world?
- 5 What are the three most populous countries in the world?

READING

1. How well do you know the geography of Russia? In pairs try to complete the sentences. Then read the text and check your answers.

1 Russia lies in the _____ part of Eurasia.

2 It occupies about _____% of the mainland.

3 Geographically the country is divided into the _____ and _____ parts. The border between the parts is _____ Mountains.

4 Russia contains _____% of the world' land area.

5 The population of Russia is about _____ million people.

6 There are _____ climate zones and _____ natural areas.

7 Russia stretches across _____ time zones.

8 In the north Russia is washed by the _____ Ocean.

9 In the east Russia is bordered by such countries as _____ and _____.

10 In the southwest the country is washed by _____ and _____ seas.

Geography of Russia

Russia is located in the northeastern part of Eurasia occupying about a third of this mainland. The northernmost and the easternmost points of Eurasia are at the same time the northernmost and the easternmost points of Russia.

The country lies in the eastern part of Europe and in the northern part of Asia. The Ural Mountains, running north to south – from the Arctic Ocean to the steppes of Kazakhstan – traditionally form the boundary between the European and Asian parts of Russia. The Asian part which is known as Siberia comprises over $\frac{3}{4}$ of the country.

Russia is the largest country, containing $\frac{1}{8}$ of the entire world's land area. Its population, however, is comparatively small with around 145 million people, the majority of whom live in the European part of Russia. The country stretches across eleven time zones, spanning over 6,000km from Kaliningrad and Saint Petersburg on the Baltic Sea to Vladivostok and the Chukotka peninsula on the Pacific Coast. Russia also has an exclave – Kaliningrad region – pinched between Poland and Lithuania.

Russia is a northern country. About 20% of its area lies above the Arctic Circle. The country contains the northern Pole of Cold and is exposed to cold winds blown from the Arctic Ocean. 65% of the country's area is permafrost. At the same time in the southwest of the country near the Black and Caspian Seas the weather is very warm with summer temperatures reaching +40 degrees Celsius. All this influences people's life styles and economic activities.

The distance between the northernmost and the southernmost points of the country is 4,000km. As a result, the sun doesn't heat the area equally. There are four climate zones in Russia: arctic, subarctic, temperate and subtropical, and ten natural areas ranging from arctic deserts to temperate zone deserts. The largest natural area in Russia is the taiga, which occupies 50% of the country (see **Picture 1** in the Appendix).

Due to its cold and rather wet climate Russia has a lot of rivers (almost 3 million) which flow into 12 seas washing the country. Some rivers empty into the Caspian Sea which is often listed as the largest lake in the world because it has no

access to the ocean. Apart from rivers there are a lot of lakes in Russia (almost 2 million). The most famous one is Baikal, the largest freshwater lake in the world.

In the north and in the east Russian boundaries are marine, while in the south and in the west they are primarily overland. In the north Russia is washed by the Arctic Ocean, in the east it is washed by the Pacific Ocean, in the northwest it is washed by the Baltic Sea and in the southwest it is washed by the Black and Azov Seas. The last three seas are parts of the Atlantic Ocean.

Russia is bordered by a lot of countries. In the west its neighbouring countries are Norway, Finland, Poland, Lithuania, Estonia, Latvia, Belarus and the Ukraine. In the south Russia is bordered by Abkhazia, Georgia, South Ossetia, Azerbaijan, Kazakhstan, China, Mongolia and North Korea. In the east Russia is bordered by Japan and the USA (see **Picture 2** in the Appendix).

The country is a federal republic divided into 85 subjects. It comprises 22 republics, 9 “krais” or federal territories, 3 federal cities (Moscow, Saint Petersburg and Sevastopol), 46 regions, 1 autonomous region and 4 autonomous areas. All of these territories, cities and regions are integrated into one of eight federal districts: North-West, Central, Volga, South, North Caucasus, Ural, Siberia and Far East. Every district has its own city serving as its capital (see **Picture 3** in the Appendix).

2. Match the words with their definitions.

1) a mainland	a) to cover a large area
2) northernmost	b) independent and having the power to make your own decisions
3) a mountain	c) a land mass, considered without its islands
4) a boundary	d) related to the sea
5) to stretch	e) neither very hot nor very cold
6) an exclave	f) furthest north
7) temperate (of weather conditions)	g) an area, often covered with sand or rocks, where there is very little rain and not many plants

8) a desert	h) a line that divides two areas or forms an edge around an area
9) marine	i) a part of a region or country that is not connected to the main part but is surrounded by another region or country
10) autonomous	j) a very high hill

3. Complete the sentences with words in ex. 2.

- 1 Tibet is a(n) _____ region of China.
- 2 The oil slick is dangerous for _____ life around the islands.
- 3 The Sahara is a very large _____ in North Africa.
- 4 You can camp anywhere inside the _____s of the park.
- 5 The island is accessible by ferry from the _____ .
- 6 Cape Columbia is the _____ point of Canada.

4. Answer the questions about your country.

- 1 Are there any deserts in your country? If so, name them.
- 2 What is the northern most point of your country?
- 3 Are there any mountain ranges in your country? What is the highest mountain?
- 4 What country does your country have the longest boundary with?
- 5 Does your country have any exclave(s)? If so, name it (them).
- 6 How many climate zones are there in your country?
- 7 Does your country have any marine boundaries?
- 8 How many natural zones are there in your country?

5. Compare Russia and your country in terms of their area, population, climate zones, natural areas, boundaries, neighbouring countries, etc. Speak (or write) about some differences and similarities between the two countries using the *useful language* on page 10.

VOCABULARY (Saying numbers)

1. (Recording 2.3) Write the numbers. Then listen and practise saying them.

Numbers

- | | |
|-----------------------------------|-------------------------------------|
| 1 _____ fifteen | 6 _____ seven thousand five hundred |
| 2 _____ fifty | 7 _____ seventy-five thousand |
| 3 _____ a hundred | 8 _____ seven hundred and |
| 4 _____ seven hundred and fifty | fifty thousand |
| 5 _____ one thousand five hundred | 9 _____ a million |
| | 10 _____ seven and a half million |

2. (Recording 2.4) Complete the numbers. Then listen and check.

Money, percentages, decimals and fractions

1) £2.50 two _____ fifty	6) 3.9 _____
2) \$8.99 eight _____	7) $\frac{1}{2}$ a _____
3) €3.20 three _____	8) $\frac{1}{3}$ a _____
4) 50% fifty _____	9) $\frac{1}{4}$ a _____
5) 0.5 nought _____ five	10) $\frac{3}{4}$ three _____
	11) $6\frac{1}{2}$ six _____ a half

3. In pairs, practise saying these numbers.

1) $\frac{2}{3}$	2) 0.7	3) $1\frac{3}{4}$	4) 7.8
5) 30%	6) £90	7) 100%	8) 430
9) €600	10) 9,250	11) \$200,000	12) 3,000,000.

LISTENING AND SPEAKING

1. (Recording 2.5) Listen to a news bulletin. How many different news items are there?

2. Listen again and answer the questions with a number.

1 How many people were injured in the crash?

2 How fast was the lorry going?

3 How many workers have walked out of the Peugeot factory?

4 What pay rise do they want?

5 How many more unemployed are there this year?

6 How many are there in total?

7 By how much have house prices increased in the last five years?

8 How much does a three-bedroom house cost in the south-east England?

HOMEWORK

In writing answer the questions with a number, percentage, etc. If you don't know the exact number, use *about* or *approximately*.

1 What's the population of ...?

a) your country

b) your province

c) your town / city

2 What proportion of people in your country ...?

a) speak good English

b) have more than two children

c) have a dog

d) smoke

3 How much do these things cost in Perm?

a) a cup of coffee

b) a laptop computer

c) a small flat in the city
centre

d) a newspaper

e) a flashcard

f) a small car

Lesson 2

Russia's climate and relief

VOCABULARY (Geographical features)

1. Complete the definitions with the terms on the right.

1. A _____ is higher than a _____. A _____ has one steep side and is often on the coast. A _____ is a natural hole in the side of a mountain, cliff or hill.	mountain cliff hill cave
2. A _____ is a large area of flat land. A _____ is also flat but is higher than a plain. A chain of hills is called a _____. A _____ is the land between two mountains or hills.	plain ridge valley plateau
3. A _____ is bigger than a _____. Both of them are natural but a _____ is manmade. A _____ happens when there is too much water.	stream canal river flood
4. A _____ is bigger than a _____ and in tropical areas is called a _____. When trees are cut down, the wood or _____ is used for furniture, houses etc.	wood forest rainforest timber
5. The _____ is the salty water which covers a large part of the earth's surface. The _____ is very similar in meaning but is used for very large areas of water, e.g. the Pacific. A _____ is completely surrounded by land. When water drops suddenly from a high point to a low point we call it a _____.	sea ocean lake waterfall
6. We use _____ for the edges of a river and _____ for the edges of a sea or lake. An area of sand or stones beside the sea or a lake is called a _____. The _____ is where the land meets the sea.	banks shores coast beach

2. Read the email. Choose the correct word for each gap.

Hi Jackie

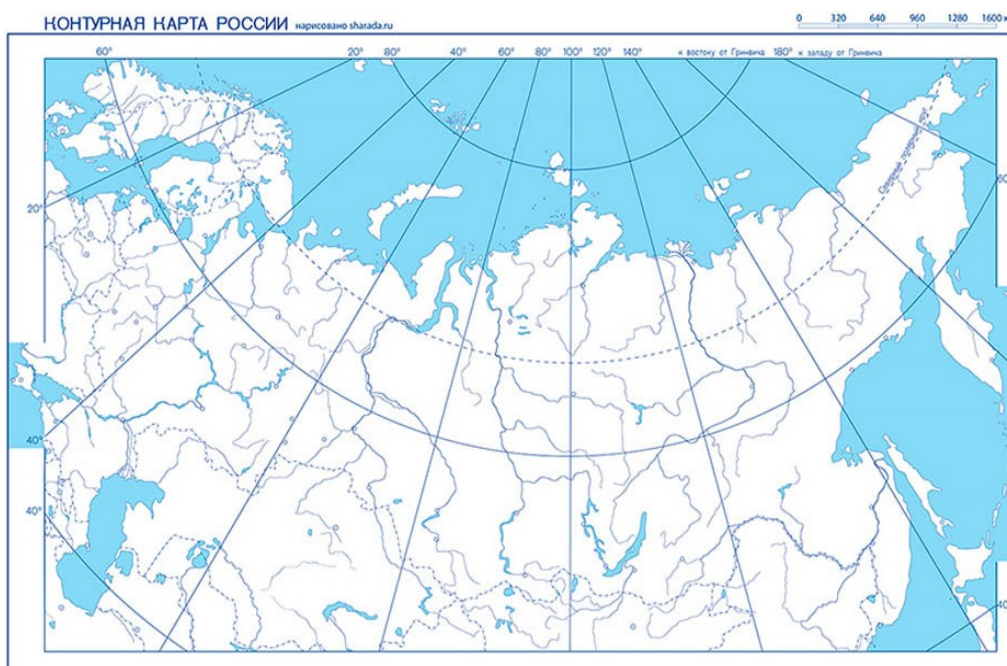
I'm writing to tell you about my holiday. We hired bicycles and on the first day we cycled beside the Grand Union **1** ... , which was built in 1793 to carry goods from the Midlands to London. It was very relaxing. The next day we cycled around a **2** That took a few hours but there was a small sandy **3** ... and a little **4** ... where you could sit in the shade. We camped there and the next day we hired a boat. On another day we went for a walk to the top of a **5** It wasn't very high but we had a lovely view. We came down the other side and stopped in the village at the bottom for lunch in a really nice café. I'd recommend it. See you soon.

Love Maria

- | | | | | |
|---|------------|----------|--------------|-------------|
| 1 | A Stream | B canal | C Flood | D River |
| 2 | A sea | B ocean | C lake | D waterfall |
| 3 | A banks | B shores | C beach | D coast |
| 4 | A wood | B forest | C rainforest | D timber |
| 5 | A mountain | B cliff | C hill | D cave |

READING AND SPEAKING

1. Work in pairs. Try to complete the map of Russia's relief.



2. Read the text about the relief of Russia and check your map.

The relief of Russia is varied. There are low and raised plains, plateaus, highlands and lowlands, ridges, volcanic cones, mountain ranges and intermountain basins. There are 3 peculiar features of Russia's relief. First, plains prevail in the western and central parts of Russia while mountains dominate near the eastern and partially near the southern borders. Second, the altitude position of the western part is lower than that of the eastern part. Third, southern mountains are higher than eastern ones.

Plains make up 60% of the country. The main ones are the East-European Plain and the West-Siberian Plain which are separated by the Ural Mountains. Between the Yenisei River and the Lena River there is the Central Siberian Plateau. Further to the east it is replaced by the Central Yakut Plain and to the north it is replaced by the North Siberian Lowland. The lowest plain of Russia is the Caspian Lowland (27 m below sea level).

In the southwest of Russia there are the Great Caucasus Mountains stretching from the Black Sea to the Caspian Sea. This mountain range contains the highest point of Russia – Mount Elbrus. The highest mountain ranges of South Siberia are the Altai Mountains, the Sayan Mountains and the Stanovoe upland. In the Far East of the country there are folded and volcanic mountains of Kamchatka and the Kuril islands.

On the whole, most mountains of Russia are of low and medium height. Mountains higher than 1,500 metres make up less than 10% of the country's area. In terms of its relief Russia resembles an amphitheatre facing north, with mountains for seats and plains for the scene.

3. Look at the map of Russia's relief again and decide if the statements are true or false. Correct the false ones.

- 1 Eastern borders of Russia are mountainous.
- 2 The largest plain of Russia is West Siberian.
- 3 The Caucasus is higher than the Altai.

4 In the north the landscape is flat.

5 In terms of its landscape Russia looks like an amphitheatre facing west.

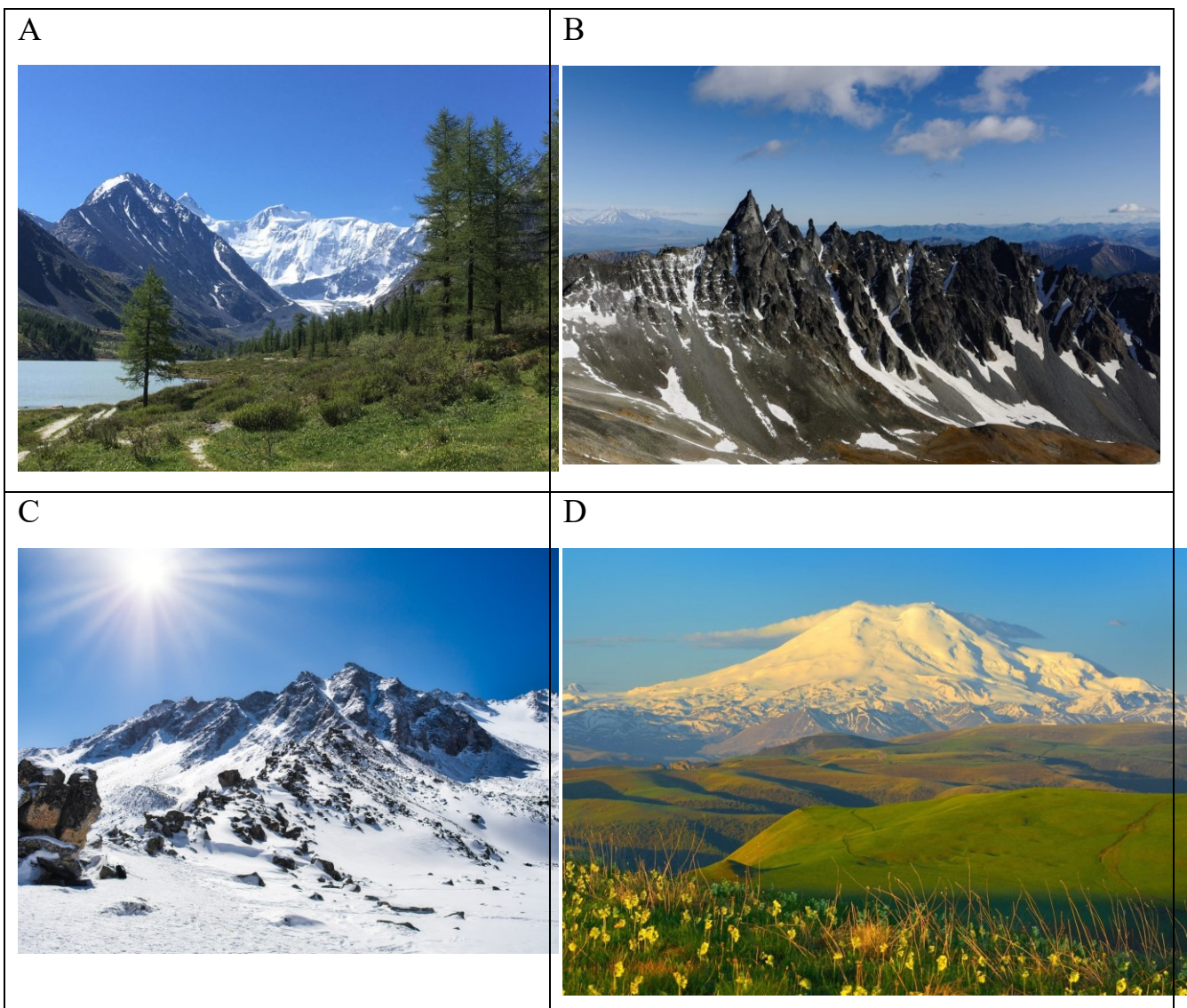
4. Match the pictures with the names of the mountains.

1. Mount Elbrus (the Caucasus Mountains)

2. Mount Munku-Sardyk (the Sayan Mountains)

3. Mount Belukha (the Altai Mountains)

4. the Ganalsky Ridge (Kamchatka)



4. Compare Russia's relief with that of your country. Find common and different features.

GRAMMAR

1 a. Study *Grammar boxes 1, 2 and 3*. Then compare the geographical features in the box below. Use comparative forms of adjectives.

e.g. Mount Everest is higher than mount Elbrus.

1. Mount Narodnaya: 1895m high Mount Belukha: 4506m high	3. West-Siberian Plain: 2.6mln square km Central Yakut Plain: 270,000 square km
2. Yenisei River: 3487km long Lena River: 4400km long	4. Lake Baikal: 1,642m (maximum depth) Caspian Sea: 1,025m (maximum depth)

1 b. Show the geographical features from *ex. 1a* in the map.

2. Write 5 sentences about any geographical features of your country using superlative forms of adjectives.

Grammar box 1

The comparison of adjectives

	Comparative	Superlative
1. Most one-syllable adjectives	cheaper	(the) cheapest
2. One-syllable adjectives ending in -ed	more pleased	(the) most pleased
1. Two-syllable adjectives ending in a consonant + -y	happier	(the) happiest
2. Some two-syllable adjectives have -er, -est OR more, most : narrow, clever, common, cruel, gentle, pleasant, polite, quiet, simple, stupid, tired,	narrower / more narrow	(the) narrowest / (the) most narrow
3. All the rest two-syllable adjectives	more careful	(the) most careful
Three-syllable adjectives and longer ones	more exciting	(the) most exciting

Grammar box 2

The comparison of adverbs

1. Some adverbs have the same form as an adjective, e.g. **early, fast, hard, high, late, long, near**. They form the comparative and superlative with **-er, -est**.

Can you run faster than that?

Adverbs ending in **-ly** form the comparative and superlative with **more, most**.

*We could do this **more easily** with a computer.*

In informal English we use **cheaper, cheapest, louder, loudest, quicker, quickest** and **slower, slowest** rather than **more slowly, the most cheaply**, etc.

*You should drive **slower** in fog.*

Grammar box 3

Irregular forms

Adjective / adverb	Comparative	Superlative
good / well	better	best
bad / badly	worse	worst
far	farther / further	farthest / furthest

HOMEWORK

1. Read the text about the climate and natural areas of Russia and answer the questions.

1. How many climate zones are there in Russia?
2. What is monsoon climate characterized by?
3. What weather conditions are typical of the temperate continental climate?
4. Where is sharply continental climate observed?
5. What landscape types are characteristic of the subarctic climate?

Climate and natural areas of Russia

Russia lies in four climate zones which are different in terms of solar radiation intensity and prevailing air masses. The arctic climate zone is on the Siberian shore

and most islands of the Arctic Ocean. Solar radiation is low here and it reaches the surface only in summer. In winter during the polar night water heats the air on the ground level over ice holes. As a result the average temperature in January is slightly higher on islands (–20...–30 degrees Celsius) than on the shore (up to –32...–36 degrees Celsius in the east). During cyclones there are snowstorms.

In the summer solar radiation is high but most of it is reflected from the snow and ice. Total temperatures are low. On northern islands the temperature in July is about zero degrees Celsius, on the shore it can reach 5 degrees Celsius. The weather is usually overcast and rainy. There is a snow cover almost all the year round. In the arctic climate zone there are such natural areas as the arctic deserts and the tundra.

The subarctic climate zone is north to the Arctic Circle within the East-European Plain and West Siberia while in the northeast of the country it stretches to 60 degrees of the northern latitude. Winters are cold with temperatures getting lower to the east. On the Kolsk Peninsular the temperature ranges from – 7 to – 12 degrees Celsius; in the basins of northeast it is minus 48 degrees and on the Pacific Ocean coast it is – 12...–18 degrees. Summers are cool. The average temperature in July is 4 to 6 degrees Celsius on the southern island of New Land while near the southern border of the climate zone it is 12...14 degrees Celsius. Frosts are typical of any warm month. Within the subarctic climate zone there are four natural areas: the tundra, the forest tundra, the sparse woodlands and the northern taiga.

The temperate climate is characterized by cold winters and warm summers. From the north to the south the climate gets drier because of more intensive solar radiation and lower precipitation. There are four types of the temperate climate: temperate continental, continental, sharply continental and temperate monsoon.

The temperate continental climate is observed in the European part of Russia and in the northwest of West Siberia. Thanks to the Atlantic air masses winters here are warmer than in eastern regions of the country and characterized by frequent thaws. The average temperature in January varies from – 4 to – 28 degrees Celsius. The average temperature in July varies from 12 to 24 degrees. In the north of the temperate continental climate area we observe the taiga, in the centre there are the

mixed, broadleaf forests as well as forests and steppes; the south is occupied by the steppes.

Continental climate is characteristic of West Siberia and the southeast of the East-European plain (semi-deserts near the Caspian Sea). The area is affected by the Arctic, Atlantic and tropical air masses. The average temperature in January varies from $-28 \dots -18$ degrees in West Siberia to $-12 \dots -6$ degrees in the Caspian Sea region. In the north and centre of the climate zone there is the taiga, in the south there are birch forests and steppes, dry steppes and semi-deserts.

Sharply continental climate is typical of the temperate belt of Middle Siberia. Winters are frosty and sunny with little precipitation. The average temperature in January is $-25 \dots -44$ degrees Celsius. Summers are sunny and warm; in some areas they are even hot. Such significant differences between winter and summer temperatures are caused by little precipitation because air masses from the Atlantic and the Pacific do not reach the area. Central Siberia is the area of the taiga while Transbaikalian Region is the area of the dry steppes.

Temperate monsoon climate is on the eastern outskirts of Russia. Winters are cold, sunny, with little snow; the average temperature ranges from minus 15 to minus 35 degrees. Summers are very cloudy and cool with frequent heavy rains. The average temperature in July is 10 to 20 degrees Celsius.

Humid subtropical climate is observed on the Crimean and Caucasian shores of the Black Sea. Due to mountains precipitation is very high in the area. Winters are warm with average temperatures ranging from 0 to 5 degrees Celsius. Summers are hot ($+22$ to $+24$ degrees Celsius on average). Storms are common there. It is the area of subtropical forests.

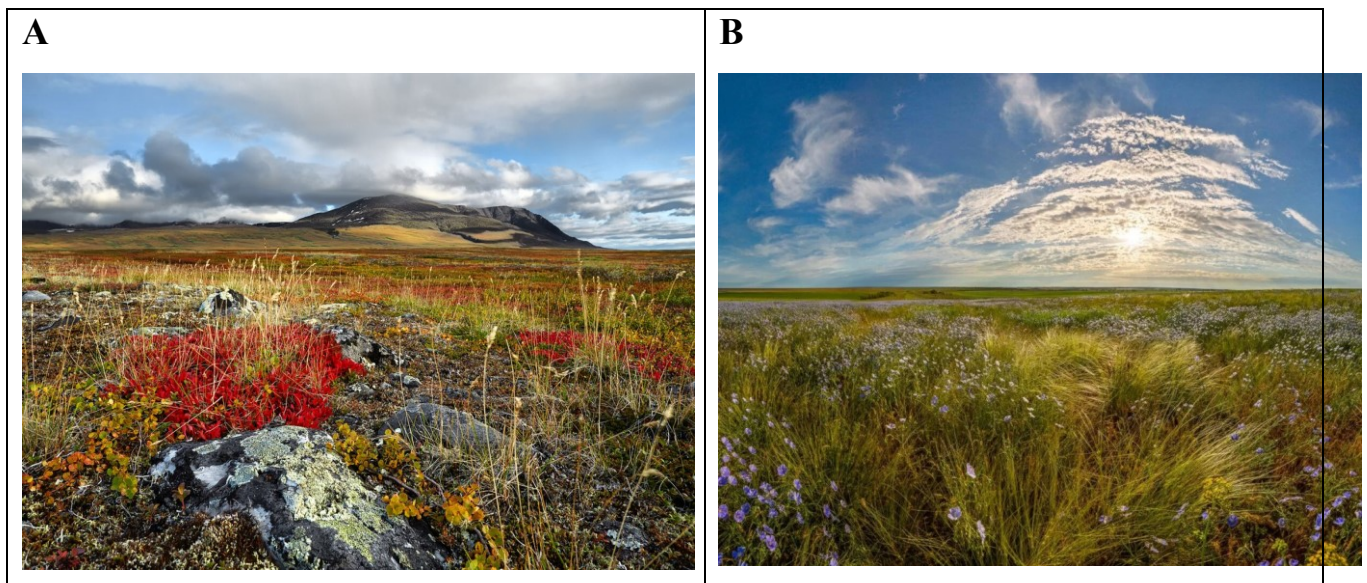
Mountains have their own climate types with temperature inversions and peculiar winds.

2. Match the words with their definitions.

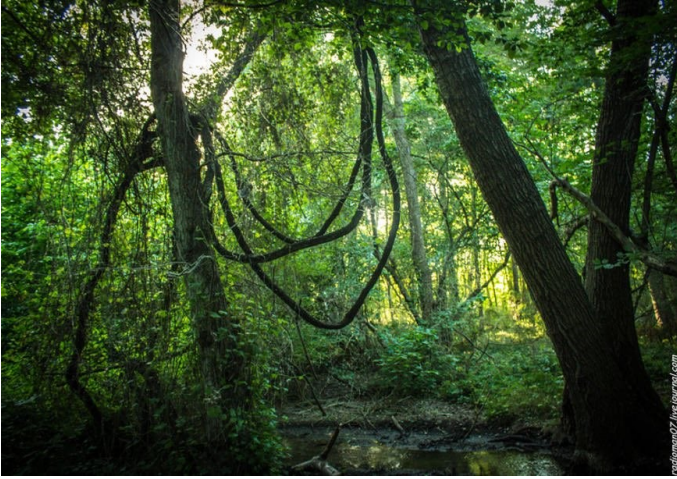
1) precipitation	a) to become liquid
2) a monsoon	b) a small number of trees, spread over a large area
3) a (temperature) inversion	c) water that falls from the clouds towards the ground, especially as rain or snow
4) to melt	d) the season of heavy rain during the summer in hot Asian countries
5) average	e) a period of warmer weather when snow and ice begin to melt
6) sparse woodland	f) a situation in which warmer air is held above cooler air
7) frosty	g) top part or layer of something
8) a thaw	h) typical and usual
9) a surface	i) very cold

3. Match the pictures with the natural areas. Give your reasons.

- | | |
|------------------------|---------------------|
| 1. Broadleaf forests | 4. Sparse woodlands |
| 2. Steppes | 5. Taiga |
| 3. Subtropical forests | 6. Tundra |



C



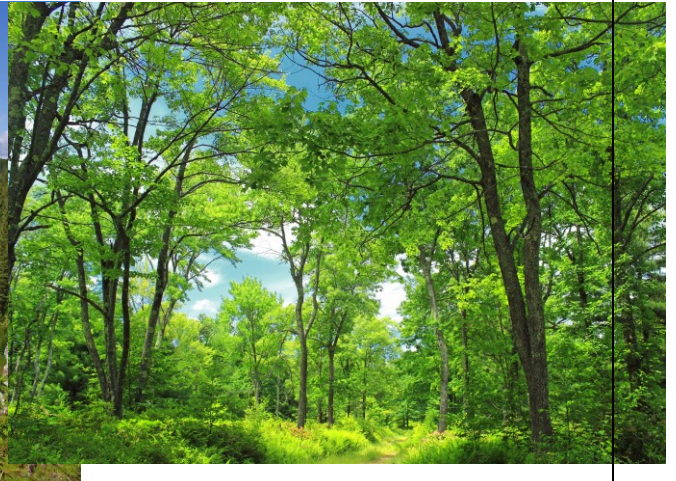
D



E



F



4. Answer the questions.

1 Do you like monsoons?

2 Is frosty weather typical of the area you come from? What's the average temperature in January?

3 Are sparse woodlands a good natural resource?

Lesson 3

Russian Economy

READING

1. What natural resources do you think Russia is rich in? What economic activities prevail in the country?

2. Read the text. Which of your guesses were correct?

The economy of any industrialized country is based on its natural resources. Their quality and quantity influence a country's economic specialization and development potential. In terms of natural resources Russia is a unique country. It has the best land and water resources and some of the largest mineral deposits. Russia is rich in oil, natural gas, ores of ferrous and non-ferrous metals, precious and ornamental stones, etc. Russia is also rich in labour resources which make up 57% of the total population.

Despite its huge natural resources Russia is considered as a country with a transition economy because it is focused on mining industry and exports of natural resources. The primary and secondary sectors of Russia's economy are decreasing slightly. The tertiary sector is growing but the quality of services remains low. Such services as logistics, tourism, and finance, are still underdeveloped. In order to become a post-industrial society, Russia has to develop the tertiary economic sector with its innovations and high quality services.

Over the last 20 years Russia's GDP has increased and now it makes up \$4 billion. In 2020 Russia was the sixth in terms of this indicator after China, the USA, India, Japan and Germany. However, Russian regions do not contribute to the GDP equally and that is another sign of being a transition economy. About half of the GDP (65 trillion rubles) comes from only 9 Russian regions: Moscow, Moscow Region, Khanty-Mansi autonomous district, St Petersburg, Krasnodar Krai, the Republic of Tatarstan, Yamal-Nenets autonomous district, Sverdlovsk Region and Krasnoyarsk Krai. Most of these regions specialize in mining industry (especially in oil and gas extraction); some of them concentrate profits of the largest Russian companies

(Moscow, St Petersburg), and others are located close to the capital city (Moscow region).

Russia is one of the world leaders in nuclear technologies, space technologies and engineering, defense engineering, extraction of mineral deposits, timber production and processing, and crop growing. The main industries are fuel industry, chemical and petrochemical industries, ferrous and non-ferrous metallurgy, forest industry, pulp and paper industry.

Oil and gas are mainly extracted in Western and Eastern Siberia, Volga region, in the south and in the north of the European part of the country. Coal is mainly mined in Eastern Siberia, Far East, Rostov Region and the Republic of Komi.

There are many hydroelectric power stations in Russia. The largest of them were constructed on the Yenisei River, the Angara River, the Volga River and the Kama River. Also there are 10 large nuclear power stations. They were built near big cities of Central Russia, the Volga Region and the Urals where there are no other sources of electricity.

Machine building industry is well-developed in the European part of the country, in the Urals and big cities of Siberia and the Far East. Among the main products are automobiles, planes, trains and turbines for power stations.

Chemical industry specializes in mineral fertilizers, explosive substances, plastics, medicine and many other products. Many chemical plants lack advanced technologies and try to cooperate with leading chemical companies of Europe, the USA, Japan, China and South Korea.

There are vast forests in Russia. Wood harvesting takes place in Irkutsk and Arkhangelsk Regions, Krasnoyarsk Krai, the Republics of Komi and Karelia, Perm, Primorsky and Khabarovsk Krai. Wood pulp and paper products are some of the main exports of Russia. The largest pulp and paper plants are located close to forest resources.

Russia is divided into two agricultural areas: a tiny area of fertile black soils and a much larger area of non-fertile soils. In the former agriculture is the main economic activity; the latter is only good for animal husbandry.

In 2016 public-sector businesses made up 2.3% and included nuclear power stations, some military and chemical plants. There are several companies which are partly privately-owned: Russian railways, Gazprom, Rosneft, Transneft, etc. Among private-sector businesses large companies and corporations prevail with a low proportion of small and medium-sized companies.

The government policies should be aimed at developing all the three economic sectors, diversifying economic activities in each of them and supporting small and medium-sized businesses.

3. Complete the sentences with words from the text.

1 Oil, natural gas and precious stones are all _____ .

2 Workers in a company or a country are called _____ .

3 A _____ economy is an economy that is shifting from a planned economy to a free-market economy.

4 The _____ sector provides services such as trade, banking, insurance and so on.

5 The _____ is the total monetary value of all the finished goods and services produced within a country's borders in a specific time period.

6 _____ industry deals with the extraction of non-renewable resources from land and sea.

7 A _____ is a factory where electricity is produced.

8 _____ encompasses cutting down, on site processing and loading of trees or tree parts onto trucks.

9 _____ is wood that has been changed into a soft mass that can then be used for making paper.

10 _____ is a branch of agriculture concerned with the care and breeding of domestic animals such as cattle, hogs, sheep and horses.

GRAMMAR

1 a. Study the rules in the grammar box on page 54.

Grammar box

Quantifiers

Large quantities	Small quantities
<p>* Use a lot of / lots of in positive sentences. E.g. <i>They have a lot of money.</i> <i>She has lots of friends.</i></p> <p>* Use a lot when there's no noun. E.g. <i>He talks a lot.</i></p> <p>* Much / many are normally used in negative sentences and questions, but a lot of can also be used. E.g. <i>There aren't many shops near here.</i> <i>Do you watch much TV?</i></p> <p>* Use plenty of in positive sentences to mean as much as we need or more. E.g. <i>Don't run. We have plenty of time.</i></p>	<p>* Use little + uncountable nouns, few + plural countable nouns. * a little and a few = some, but not a lot. E.g. <i>A: Do you want some ice cream?</i> <i>B: Just a little.</i> <i>The town has a few cinemas.</i></p> <p>* very little and very few = not much / not many E.g. <i>Hurry up. We have very little time.</i> <i>I have very few close friends.</i></p> <p style="text-align: center;">Zero quantity</p> <p>* Use any for zero quantity with a negative verb. Use no with a positive verb. E.g. <i>There aren't any flowers on the table.</i> <i>There are no flowers on the table.</i></p> <p>* Use none (without a noun) in short answers. E.g. <i>A: How much money do you have?</i> <i>B: None.</i></p>
<p style="text-align: center;">More than you need or want</p> <ul style="list-style-type: none"> • I don't like this city. It's too big. • There's too much traffic. • There are too many tourists. 	<p style="text-align: center;">Less than you need</p> <ul style="list-style-type: none"> • There aren't enough parks. • The buses aren't frequent enough.

1 b. Decide if the sentences are right or wrong. Correct the wrong ones.

1 Slow down! We have **plenty time**.

2 We have **too many work** at the moment.

3 I think I made **a few mistakes** in the letter.

4 He isn't **enough old** to understand.

5 We can't go tomorrow. We're **too busy**.

6 We have **very little time** to do this.

7 **A:** How many eggs are there? **B: Any**.

8 He's retired so he has **much free time**.

2. Make 3 sentences about Russia's relief, landscape or economy, using different quantifiers.

E.g. There are a lot of rivers in Russia.

There aren't any nuclear power stations on Kamchatka.

SPEAKING

1. Answer the questions.

1 Russia relies too much on profits from oil and gas exports. How does it make the economy fragile?

2 What do you think are the main problems of the Russian economy?

3 Many industries cause environmental problems. What are the problems? How can these problems worsen the economy?

HOMEWORK

Compare the Russian economy with your country's economy. What do they have in common? How are they different? Write 12-15 sentences.

Lesson 4

Cultures

SPEAKING

1. Answer the questions.

1 What do you miss most about your country when you go abroad?

2 What is cultural awareness? Why is it important? Give examples.

3 What is culture? Choose the four factors that you think are the most important in creating a culture. Give your reasons.

climate	historical events	language
architecture	behaviour and attitudes	institutions
religion	social customs and traditions	cuisine
geography	ceremonies and festivals	arts

4 Do you think cultures are becoming alike? Is this a good thing or a bad thing?

Give reasons for your answers. Think about:

- improved communications
- global business
- cheap foreign travel

5. How important are these things in formal situations (e.g. when doing business) in your country? Are they a) important, b) not important, c) best avoided?

<ul style="list-style-type: none">• shaking hands• bowing• kissing• small talk before meetings	<ul style="list-style-type: none">• punctuality• humour• eye contact• accepting interruption	<ul style="list-style-type: none">• giving presents• being direct• using first names• socializing with contacts
---	---	--

READING

1. What do you know about Russian etiquette? Which of the things in ex.5 do you think are important for Russian business people?

2. Read the notes on Russian business protocol below. Which of your ideas were correct? What surprised you?

Russian business protocol and etiquette

Greetings

- You should be formal when you first make contact.
- You should shake hands firmly and maintain eye contact. You shouldn't shake hands and give things across a threshold of a house or room because it is considered as bad luck. You must take off your gloves before shaking hands.
- Authority and formality are important for Russians so you mustn't use first names unless you are invited to do so.

Business Meetings

- You should make appointments far in advance.
- You mustn't be late for meetings.
- You have to be patient as meetings and negotiations are slow in Russia. Russian schedules often change and everything takes longer than expected.
- You should be prepared for a long period of socializing before business is discussed.
- Hierarchy is important to Russians. That's why you shouldn't be younger or of a lower position than your Russian partners.

Dress Code

- At business meetings men should wear business suits.
- Women should wear business suits with skirts that cover their knees. The colours should be subdued.
- Shoes should be highly polished.

Business Cards

- You should exchange business cards after the initial introductions without formal ritual.
- Have one side of your business card translated into Russian using Cyrillic text.

Gift giving

- Small gifts are often a good idea when doing business in Russia. You should give presents showing the importance of your company or the company logo, or an item characteristic of your local area.

3. Read the notes again. How does each piece of advice compare with the situation in your country?

SKILLS (Social English)

1. (Track 48) Listen to a conversation between two people who have recently met. What is wrong? How can it be improved?

2. Work in pairs. In what situations would you use these expressions?

Congratulations!	I don't mind.	I'm afraid ...
Cheers!	Excuse me.	Yes, please.
Make yourself at home.	Sorry.	Could you ...?
Help yourself.	It's on me.	That sounds good.
After you.	That's no problem.	Not at all.

3. (Track 2) What can you say in the first five minutes of meeting someone? Match the questions (1-10) to the answers (a-j). Listen and check your answers.

- | | |
|---|---|
| 1 Is this your first visit to the region? | a) At the Metropolitan Hotel. |
| 2 Oh really! What do you do? | b) Nearly five years now. |
| 3 How long have you been there? | c) No, I come here quite a lot, but usually to Hong Kong. |
| 4 Have you been to Tokyo before? | d) I'm an Account Director for a marketing company. |
| 5 Business or pleasure? | e) Business, I'm afraid. |
| 6 How long have you been here? | f) Until tomorrow evening. |
| 7 How long are you staying? | g) No, this is my first trip. |
| 8 Where are you staying? | h) Six days. |

9 What's the food like?

i) I really like it. There's so much to see and do.

10 So, what do you think of Tokyo?

j) It's very good, but eating at the Metropolitan can be quite expensive.

4. What are the "safe" topics of conversation for this sort of situation?

Which topics would you avoid?

5. In your opinion, which of these items of advice for a successful conversation are useful and which are not?

1 Listen carefully.	5 Ask questions.
2 Give only 'yes' or 'no' answers.	6 Stay silent.
3 Interrupt a lot.	7 Keep eye contact.
4 Be polite.	8 Be friendly.

GRAMMAR

1 a. Study the grammar box below.

Grammar box

Must, may, might, can't (deduction)

When you are sure something is true: must . <i>They must be out. There aren't any lights on.</i> <i>She must have a lot of money. She drives a Porsche.</i>
When you think something is possibly true: may / might . <i>She's not at home. She may be working.</i> <i>He hasn't written. He may not have my address.</i>
When you are sure something is impossible / not true: can't . <i>He can't be ill. I saw him at the gym.</i> <i>They can't be Italian. They're speaking to each other in Spanish.</i>

1 b. Complete the sentences with might (not), must, or can't.

1 A What music is this?

B I'm not sure but it _____ be Mozart.

2 She looks very young. She _____ be more than 16.

3 I'm not sure why she hasn't phoned. She _____ have my new number.

4 They _____ have a lot of money. They live in an enormous house.

5 He _____ be away. His car is outside his house.

6 I _____ be a size 44! I'm usually a 40 or 42.

7 It _____ be true! I saw it on the news.

2 a. In pairs, look at the people. You will have to match them with one of the jobs in the box below.



politician boxer violinist university professor comedian

2 b. Discuss person A with your partner.

- **Eliminate the jobs you think are impossible for that person.**

E.g. *He / she can't be a ... because ...*

- **Now say which jobs are possible.** E.g. *He / she might be ... because ...*

- **Now make a final choice for person A.** E.g. *He / she must be ... because ...*

Lesson 5

National Russian Holidays

VOCABULARY (Festivals and carnivals)

1. Which of the words in the box can you see in the photographs below?

a fireworks display	a costume
a brass band	a mask
a bonfire	a confetti
	a parade



2. Match the nouns from exercise 1 to the groups of words they go with.

1 make your own ... / wear a ... / hide behind a ...

- 2 dress up in a ... / wear national ...
- 3 make a ... / sit round a ... / throw wood on a ...
- 4 listen to a ... / form a ... / play in a ... / book a ...
- 5 watch a ... / a spectacular ... / cancel a ... / miss a ...
- 6 hold a ... / take part in a ... / a ... through town
- 7 throw ... / be showered with ...

3. Tell a partner about a time you saw / wore / used three of the nouns from exercise 1. Explain where you were and what happened.

VIDEO (<https://www.youtube.com/watch?v=0jkvyh4h5s4>)

1. You are going to watch a video about national Russian holidays. Before watching it, answer the questions.

- 1 What national Russian holidays do you know?
- 2 What traditions of celebrating them do you know?
- 3 Which national Russian holiday (if any) do you like? Why?

2. The video is about the following holidays. Put them in the correct order.

Then watch and check.

1	Christmas
2	International Women's day
3	Easter
4	Butter week
5	New Year
6	the Day of the defendants of the Fatherland
7	Labour Day
8	Russia's day Independence Day
9	Victory day
10	The Day of Love, Family and Fidelity
11	Knowledge Day
12	The Day of Unity

3. Watch the video again and match the activities with the holidays.

1. People have at least 7 days off.	10. Many people start a gardening season.
2. The holiday has a pagan origin.	11. There are huge parades (e.g. the immortal regiment).
3. On this day Russian people go to church services.	12. The holiday celebrates the creation of Russia as an independent state after the USSR collapse.
4. People bake kuliches as a symbol of church bread.	13. The date of the celebration is always different.
5. People often go overseas.	14. It's celebrated on the memory day of two Russian saints: Petr and Fevronia.
6. We congratulate all those who served in the army.	15. People eat pancakes.
7. Women receive flowers.	16. On this day the academic year starts.
8. The holiday is celebrated a week before the Great Lent.	
9. People colour eggs.	

4. Has any information in the video surprised you? Why?

5. In your opinion, which of the national Russian holidays is ...

- the merriest?
- the most important for the nation?
- the least meaningful?
- the brightest?
- most looked forward to?
- the saddest?

GRAMMAR (Future forms)

1. (Recording 1.9) Listen to three dialogues between different family members. Who is talking to who (e.g. brother to sister)? What are they talking about?

2. Listen again and match two sentences with each dialogue (1-3).

A Shall I make you a cup of tea?	D I'm staying at Mum's tonight.
B You'll crash it again.	E I'll be really careful.
C Are you going to university?	F It's going to be cold tonight.

3. With a partner, decide which sentence(s) A-F refer(s) to ...

a plan or intention ___

an arrangement ___

a prediction ___ ___

a promise ___

an offer ___

4. Move around the class, ask other students questions, and complete the table.

Find someone who ...	name	more details
is going out on Saturday night.		
is getting married soon.		
is going to have a new nephew or niece soon.		
isn't going to go on holiday with their family this year.		

HOMEWORK

Choose a national holiday of your country and prepare a presentation about it. Use *useful language* on pages 16 and 17.

Lesson 6

National holidays of your country

Make presentations about your national holidays. Be ready to answer the audience's questions.

Lesson 7

Test

VOCABULARY (10 points)

1. Choose the best word to fit each gap in these definitions.

1. A _____ is bigger than a _____. Both of them are natural but a _____ is manmade. A _____ happens when there is too much water.	stream / canal / flood / river
2. A _____ is bigger than a _____ and in tropical areas is called a _____. When trees are cut down, the wood or _____ is used for furniture, houses, etc.	wood / forest / rainforest / timber
3. We use _____ for the edges of a river and _____ for the edges of a sea or lake. An area of sand or stones beside the sea or a lake is called a _____. The _____ is where the land meets the sea.	banks / beach / coast / shores

2. Write the terms next to these definitions.

1.	a land mass, considered without its islands
2.	related to the sea
3.	neither very hot nor very cold (about climate)
4.	a part of a region or country that is not connected to the main part but is surrounded by another region or country
5.	water that falls from the clouds towards the ground, especially as rain or snow
6.	the season of heavy rain during the summer in hot Asian countries
7.	a period of warmer weather when snow and ice begin to melt

GRAMMAR (10 points)

1. Complete the sentences with the comparative or superlative of the bold word.

1 It's _____ than it was this time last year.	hot
2 He's _____ person in the office.	lazy
3 He looks much _____ with shorter hair.	good
4 The _____ way to travel is by train.	safe

2. A reporter is interviewing Mrs Miles for a TV news programme.

Complete the conversation with *must*, *can't* or *might*.

Mrs Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're going to jump out of an aeroplane. You *must* be mad. You (1) _____ be serious.

Mrs Miles: It really (2) _____ be wonderful to look down from the sky. I've always wanted to try it.

Reporter: But anything could happen. You (3) _____ be injured or even killed. I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4) _____ be much fun if you never take risks. You ought to try it. You never know – you (5) _____ enjoy it.

Reporter: Enjoy it? You (6) _____ be joking!

FACTUAL INFORMATION

Answer the questions in writing.

1 Name three of the nine Russian regions which contribute most to the country's GDP.

2 Name three rivers where the largest hydroelectric power stations are located.

3 Name three regions of intensive wood harvesting.

4 Name the four climatic zones Russia lies in.

5 Name the highest mountain of Russia.

UNIT III. Perm Krai

Lesson 1

General information about the Perm Krai

LISTENING AND SPEAKING

1. You are going to listen to a university lecturer talking about the Perm Krai. Before listening, match the words with their meanings.

1) uniting	a) the number of people or things in a place when compared with the size of the place
2) a slope	b) a river or stream that flows into a larger river or a lake
3) density (C or U)	c) joining together
4) urban	d) (of a tree) producing cones, and having leaves that do not fall off in the winter
5) a tributary	e) the side of a hill or mountain
6) coniferous	f) in a city or town

2. Before listening, try to guess what these words and numbers in the lecture refer to. Then listen and check.

the Komi-Permian Autonomous District	99.8%	75%
the Volga Federal District	Sverdlovsk Region	29,000
the East-European Plain	2.6 million	70%

Audioscript

The Perm Krai is a subject of the Russian Federation. It was formed on 1st December 2005 by uniting the Perm region and the Komi-Permian Autonomous District. Historically and geographically it is closely connected with the Urals. However today in administrative terms it is part of the Volga Federal District.

The Perm Krai is located in the eastern part of the East-European Plain and on the western slope of the Middle and Northern Urals. The highest point of the region is the Ridge “Tulymsky Stone” (1469 m). The Perm Krai has a variety of surface features. Most plains are classed as raised (up to 500 m above sea level). There are big lowlands which were formed by the courses of the main rivers.

The Perm Krai’s area is more than 160,000 square kilometres, with 99.8% of it lying in Europe. The Perm Krai is bordered by 5 subjects of the Russian Federation: the Republic of Komi in the north, the Kirov Region and the Republic of Udmurtia in the west, the Republic of Bashkortostan in the south and the Sverdlovsk Region in the east. Thanks to well-developed transport infrastructure the region unites the western and eastern parts of the country. Such a favourable location contributes to the development of the region’s economy.

The climate of the Perm Krai is temperate continental. Winters are long and snowy. The snow cover lasts for 170–190 days (from the end of October or the beginning of November till the middle of April). All winter months are characterized by thaws caused by warm air masses coming from the Atlantic. Summers are quite warm. During the vegetation period there are often sudden spells of cold weather and snow showers as the area is not protected from the Arctic air masses.

Thanks to high air humidity, frequent precipitation and the Ural Mountains serving as a natural barrier the Perm Krai is rich in water resources. There are over 29,000 rivers which belong to the Volga river basin. The main river is the Kama (1805 km) and its main tributary is the Chusovaya River (592 km). The Perm Krai is also rich in forests which cover over 70% of its area. Most forests are coniferous as the region lies in the taiga area. In the south of the region you can see broadleaf forests. In the southeast of the region the Kungur forest steppe is observed.

The population of the region is about 2.6 million people but the population density is only about 16 people per square kilometre. Severe climate conditions and complex landscape forms prevent people from inhabiting the whole region. Almost 75% of people live in urban areas. The main city is Perm but there are some other big

cities like Chaykovsky, Berezniki and Kungur. Most rural areas are in the south of the region where agriculture is well-developed.

3. Look at the map. Compare the Perm Krai with its neighbours in terms of the area, climate and natural resources.

1. What are the advantages of each region in terms of resources?
2. Which of the regions has the best development potential in terms of resources?
3. If you had to choose between these regions, where would you prefer to live? Why?

GRAMMAR (Past tenses: Simple, Continuous, Perfect)

1. Read the sentences and answer the questions below.

*1 Yesterday I **woke up** at 7 o'clock.*

*2 I **was watching** TV at 7 pm yesterday.*

*3 When I came home, my parents **had gone** to bed.*

1. Which tense (Simple, Continuous or Perfect) is used for finished past actions?
2. Which tense (Simple, Continuous or Perfect) is used for a past action which was earlier than another one?
3. Which tense (Simple, Continuous or Perfect) is used to describe an action in progress?

2. Study the grammar box on the next page. Then complete the sentences with the Past Simple, Past Continuous, or Past Perfect.

Grammar box

<p>Past Simple: worked, stopped, went, had, etc. Use the Past Simple for finished past actions. <i>e.g. They got married last year.</i></p>	<p>Past Continuous: was / were + verb + ing. Use the Past Continuous to describe an action in progress at a specific time in the past. <i>e.g. A: What were you doing at six o'clock last night?</i> B: I was <i>watching</i> TV.</p>
<p>Past Perfect: had + past participle Use the Past Perfect when you are talking about the past and you want to talk about an earlier past action <i>e.g. When they turned on the TV, the match had finished.</i> <i>I felt nervous because I hadn't flown before.</i></p>	<p>Using narrative tenses together</p> <ol style="list-style-type: none"> When John arrived, they had dinner. (<u>first</u> John arrived, <u>then</u> they had dinner) When John arrived, they were having dinner. (when John arrived, they were <u>in the middle of</u> dinner) When John arrived, they had had dinner. (they had dinner <u>before</u> John arrived)

1 A: How _____ ? (the accident / happen)

B: He _____ back from Manchester when he _____ a tree. (drive, hit)

2 I _____ cooking the meal when they _____ me to say they couldn't come. (already / start, call)

3 When I got home I was really tired, so I _____ a shower and _____ to bed. (have, go).

4 I arrived too late. The concert _____ and my friends _____ home. (finish, go)

5 The driver _____ control of his car because he _____ on his mobile. (lose, talk)

3. You are going to tell an anecdote. Choose one of the topics on the next page and plan what you are going to say. Ask your teacher for any words you need.

Tell your partner about ...

a time you cheated (in an exam or in a sport / game) What were you doing? Where? When? Why did you cheat? What happened?	a time you saw or met a celebrity Where were you? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened in the end?
a really exciting sports event you saw Where and when was it? Who was playing? What happened? Why was it so exciting?	a time you had an accident or got a sports injury What were you doing? How did the accident happen? What part of your body did you hurt? What happened next? How long did it take you to recover?

HOMEWORK

Write a profile of the region you come from. Give information about its area, population (population density), climate and natural resources. Which region (Perm Krai or the region you come from) has a better development potential?

Lesson 2

Regional Economy

READING

1. You are going to read a text about the economy of the Perm Krai.

Before reading, in pairs try to answer the questions.

1 Which is the leading economic sector in the Perm Krai (primary, secondary or tertiary)?

2 What are the most important industries of the region?

3 What economic problems does the region have?

2. Read and check your answers.

The Perm Krai is one of highly developed Russian regions. Almost half of its **gross regional product** (GRP) comes from the secondary sector which is very strong thanks to **abundant** natural resources, well-developed transport infrastructure, highly skilled labour force and good educational institutions for training workers. The tertiary sector is growing which is in line with the world trends. It brings slightly less than 50% of the GRP. The primary sector is less significant in the regional economy due to **unfavourable** climate conditions and a low labour cost. The main activities in the primary sector include growing potatoes and wheat, producing **fodder**, farming **poultry**, raising meat and dairy cattle.

Some of the most important industries in the region are the mining of potassium and magnesium salts as well as the production of mineral **fertilizers** on their basis (the towns of Berezniki and Solikamsk). The main company in this sphere – Uralkali – is the third most profitable business in the region and one of the leading world exporters of potassium fertilizers. There are rich oil fields in the region. Oil is drilled by the Lukoil-Perm company and is refined by Lukoil PNOS.

Chemical industry is also well developed in the region. Apart from potassium fertilizers the region produces nitrogenous compounds and nitrogen fertilizers ('Uralchem' in Berezniki and Solikamsk), plastic products ('HaloPolymer' in Perm), synthetic alcohols and **compounds** ('Metafrax' in Gubaha, 'Uralorgsyntes' in Chaykovsky), household chemicals ('Henkel-Rus', a branch in Perm) and medicines.

Another important industry of Perm Krai is **mechanical engineering**. The region produces aircraft and rocket engines ('Perm Motors', 'Proton-PM', scientific and production association 'Iskra' in Perm), artillery **armaments** ('Motovilikha Plants' in Perm), equipment for oil industry (plants in Perm, Ocher, Lysva, Chaykovsky), navigation equipment (Perm), optical fiber. In Berezniki and Solikamsk there are plants producing metallic magnesium and titanium semi-finished products which are used by Boeing, Rolls-Royce, Falcon and other companies to make aviation equipment.

Pulp and paper industry is traditional for the region. Thanks to vast forests and big rivers Perm Krai specializes in producing newsprint and offset paper, paperboard, wrapping paper and paper with protective properties.

One of the leading services in the region is trade. It is represented by local, Russian and world trademarks: Pyaterochka, Magnit, Leroy Merlin, Metro Cash and Carry and others. Transport is also well developed. There are all types of transport in the region except the marine one. Railways are the main type of transport for shipping goods while motorways are mainly used for carrying passengers.

The economy of the region has some problems. Unfortunately, such modern services as banking, tourism and information technology are **underdeveloped**. Besides, the economy is largely focused on **raw material** industries. As a result it depends on Russian and world market conditions. Small and medium-sized business and innovative activities are also underdeveloped. Youth unemployment and **brain drain** are high. Most goods and services are produced in Perm while periphery and semi-periphery of the region are poorly involved in the production process.

3. Which of the words in bold means ...

1.	the situation in which large numbers of educated and very skilled people leave their own country (city) to live and work in another one where pay and conditions are better.
2.	weapons or military equipment
3.	any material, such as oil, cotton, or sugar in its natural condition, before it has been processed for use
4.	food that is given to cows, horses, and other farm animals
5.	birds, such as chickens, that are bred for their eggs and meat
6.	the study of the design and production of machines
7.	a chemical that combines two or more elements
8.	the total value of goods and services produced by a region in a year
9.	not as advanced or powerful as possible or expected
10.	existing in large quantities
11.	not giving you an advantage or a good chance of success
12.	a natural or chemical substance that is spread on the land or given to plants, to make plants grow well

GRAMMAR

If I was the Governor of the Perm Krai, I would encourage the development of tourism in the region.

1. Read the sentence above and answer the questions.

- 1 What tense is the verb in the *if* clause?
- 2 What tense is the other verb?
- 3 Does the question refer to a real or imaginary situation?

2. Study the grammar box below.

Grammar box

Second Conditional

Second conditional sentences: if + past simple, would / wouldn't + infinitive

- Use the second conditional to talk about a hypothetical / imaginary situation in the present or future and its consequence.

*If I **had** more money, I'd **buy** a bigger house.*

- Use second conditionals beginning *If I were you, I'd ...* to give advice. Here you can't use *If I was you*.

*If I **were** you, I'd **buy** a new computer.*

- You can use *would / wouldn't + infinitive* (without an *if* clause) when you talk about imaginary situations.

*I'd **never buy** a car as big as yours.*

- The contraction of *would* is **'d**.

3. Write second conditional sentences.

If you / speak to your boss, I'm sure he / understand.

*If you **spoke** to your boss, I'm sure he **would** understand.*

1 It / be better for me if we / meet tomorrow.

2 She / not treat him like that if she really / love him.

3 If I / can live anywhere in the world, I / live in new Zealand.

- 4 The kitchen / look bigger if we / paint it white.
- 5 I / not buy that house if I / be you.
- 6 If we / not have children, we / travel more.
- 7 What / you do in this situation if you / be me?
- 8 He / be more attractive if he / wear nicer clothes.

SPEAKING

If you were the governor of the Perm Krai, what would you do to improve the regional economy? Give reasons.

- 1 Individually make notes.**
- 2 Share your ideas with your group mates.**
- 3 Choose the three most interesting ideas of all.**

HOMEWORK

Write a report on the economy of the region you come from. Point out its strengths and weaknesses.

Lesson 3

Environmental issues of the Perm Krai

SPEAKING

1. We can all do something to help the environment. Mark the sentences on the next page true or false for you.

How green are you?

- 1 I **recycle** as much as I can.
- 2 I switch off electrical equipment once I've used it to avoid **wasting power**.
- 3 I never sleep with the air conditioning on.
- 4 I buy **organic food** which is produced in my local area.
- 5 I put an extra sweater on rather than **turn up the heating**.
- 6 I walk or use **public transport** rather than drive.

2. Which of the things in 1-6 is easiest for you personally to do? Which do you think has the most benefit for the environment?

VOCABULARY

1. Read the speech below from a local council meeting about pollution and choose the correct answer: A, B, C or D.

It is now widely accepted that pollution (1) ... humans, the environment, and buildings. Some pollution spreads across local and national boundaries and lasts for many generations. Many chemicals do not biodegrade and gradually (2) ... in the food chain. So, if the crops in our fields are sprayed carelessly, the pesticide has an immediate effect on local wildlife and can ultimately (3) ... in our food.

Burning fossil fuels – oil, gas and coal – also (4) ... pollution, in particular carbon dioxide, which is a major contributor to global (5) In our region eight out of the ten hottest years on (6) ... have occurred during the last decade. We should therefore (7) ... the use of renewable energy resources such as wind and solar energy, because these do not (8) ... carbon dioxide.

However, the biggest single cause of pollution in our city is traffic. Poorly maintained, older vehicles and bad driving techniques (9) ... the problem worse, and this pollution has been directly (10) ... to the rising number of asthma sufferers in our region. We should be aiming to gradually (11) ... vehicle use in the city on high pollution days and educate the public on the importance of purchasing (12) ... friendly vehicles and maintaining them to a high (13)

1 A injures	B hurts	C wounds	D harms
2 A build up	B get on	C grow up	D break through
3 A turn out	B end up	C put across	D keep back
4 A gives	B leads	C begins	D causes
5 A heating	B melting	C warming	D thawing
6 A account	B record	C document	D report
7 A encourage	B advance	C help	D forward
8 A bring	B design	C create	D invent
9 A increase	B make	C do	D grow

10 A joined	B combined	C associated	D linked
11 A keep out	B put by	C cut down	D drop out
12 A universally	B atmospherically	C globally	D environmentally
13 A degree	B grade	C mark	D standard

LISTENING

1. You are going to listen to a university lecturer talking about environmental issues of the Perm Krai. Before listening, match the words with their meanings.

1) industrialized	a) the industry or activity of removing substances such as coal or metal from the ground by digging
2) mining (U)	b) damage caused to water, air, etc. by harmful substances or waste
3) pollution (U)	c) the act of planting trees on an area of land that has become empty or spoiled
4) dumping (U)	d) having developed a lot of industry
5) reforestation (U)	e) pieces or parts of something that continue to exist when most of it has been used, destroyed, or taken away
6) eutrophication (U)	f) a hill made from the waste material from a mine
7) remains	g) the act of getting rid of something that is not wanted
8) a slag heap	h) not enough for a particular purpose
9) sludge (U)	i) the addition of nutrients to water in lakes and rivers, which encourages plant growth that can take oxygen from water and kill fish and other animals
10) sufficient (adj)	j) soft, wet soil or substance that looks like this

2. Before listening, try to guess what environmental problems there are in the Perm Krai and in which parts of the region they are found. What are the reasons for the problems?

3. Listen and check if your guesses were right.

Audioscript

Being an industrialized region with a well developed mining sector the Perm Krai faces quite a few environmental issues. The negative impact of human activity

on the environment is particularly strong in the largest cities of the region – Perm, Berezniki, Chaykovsky, Solikamsk, Lysva, Krasnokamsk and Gubaha. These cities have a high level of air pollution caused by large emissions from factories and vehicles. Besides, the cities of the region have such problems as water, noise and EMF pollution (artificial electromagnetic fields) as well as dumping of waste.

Northern, eastern and central parts of the Perm Krai – where there are major forest resources – are characterized by illegal or incorrect timber harvesting, inadequate reforestation and frequent forest fires caused by humans.

In the south of the region environmental issues are connected with improper agricultural methods. These issues include water and wind erosion, which damages soils, as well as pollution of surface water sources with mineral fertilizers, which leads to their eutrophication. Land pollution in the south of the region is connected with drilling for oil because oil pumps are located on farmland. In many rural areas waste is not recycled and there are illegal waste dumps.

The worst human impact on the environment can be found in the foothills of the Urals. It used to be an area of intensive timber harvesting and mining of coal, iron and chromium ores. Now it is in a severe depression but the economic activities of the past led to the destruction of local landforms. There are remains of mines, numerous slag heaps and areas of sludge.

To solve the environmental problems mentioned above the authorities take actions. Plants use new production technologies and install antipollution equipment. People are encouraged to use environmentally-friendly types of fuel such as natural gas and petrol “Euro-5”. The government has established several nature reserves in the region. Now there are two federal nature reserves (“Basegi and “Vishersky”), a natural park (“Permsky”), 21 sanctuaries, 114 nature monuments, 96 protected terrains and 5 historical and natural complexes. However all these measures are not sufficient to solve the problems. The environmental problems of the region are going to be solved in the long term. These problems worsen local people’s quality of life, cause migration outflow to other regions and eventually create not a very positive image of the region.

4 a. Human wellbeing is closely linked to the health of the environment. That's why we should conserve natural resources and protect global ecosystems to support health and well being, now and in the future. In small groups discuss what businesses / educational establishments / local authorities can do in order to protect the environment in the Perm Krai.

4 b. Present your ideas to the class.

HOMEWORK

Prepare a presentation about environmental issues of your country. Use the phrases from the useful language box on pages 16 and 17.

Lesson 4

Environmental issues abroad

Make presentations about environmental issues of your country. Be ready to answer the audience's questions.

Lesson 5

Most interesting cities and towns of the Perm Krai (part one)

READING

1. You are going to read a text about the most interesting northern and eastern towns and cities of the Perm Krai. Before reading, answer the questions.

1. How many cities (towns) are there in Perm Krai? Name at least 5 of them.
2. What cities and towns are located in the north, northeast, northwest and east of the region? What are the towns (cities) famous for?

2. Read the text and check your answers to the questions in exercise 1.

There are 25 cities and towns in Perm Krai. They all have their own history, sights and development potential. Some of them had appeared long before the Kama Region became part of Russia. Such towns as Kudymkar and Cherdyn, for, example, were founded by predecessors of Komi-Permyaks, the aboriginal people of the area. The first Russian towns (for example, Solikamsk and Kungur) were built in the Kama Region from the fifteenth to the seventeenth century. In the eighteenth and nineteenth centuries new towns grew near metallurgical plants. Among them were Perm, Ocher, Nytva, Lysva and Chusovoy. In the twentieth century such towns as Gubaha, Krasnokamsk, Chaykovsky, Chernushka appeared in different parts of the region near new factories or around the areas where mineral, oil or coal deposits were extracted.

Let's begin our tour from the north of the region. The biggest northern city which is also the second biggest city of the region (with the population of almost 140 thousand people) is **Berezniki**. The city was named after the island in the Kama River near which it was built. It is quite a new settlement as it was founded in the Soviet period. At the head of the Kama there are rich deposits of potassium and magnesium salts. The extraction of these raw materials which started in 1929 gave an impetus to the construction of the city. Berezniki is one the best-known industrial centres of Russia. All geography textbooks for schoolchildren and university students contain information about the city. At the same time Berezniki is an interesting place for art lovers. It boasts its drama theatre, local history museum and some modern art objects.

Opposite the city of Berezniki, on the other bank of the Kama River there is the town of **Usolye** whose name stands for 'salt'. It was founded in 1606 by the Stroganovs, wealthy Russian industrialists, who produced salt in that area. It is not a very big settlement – its population is less than 6 thousand people. However, it is a popular tourist destination. Every year thousands of people from all over the region and other parts of the country come to Usolye to visit the museum 'Stroganov land' which was also granted the status of a reserve.

One more city of the region whose foundation and development is closely linked to salt production is **Solikamsk**. Its name combines two words – ‘salt’ and ‘Kama’. The city appeared in the middle of the 15th century and was the first Russian city near the Urals. It used to be the capital of the vast Kama Region – it used to have its own governor and treasury; the trade route to Siberia also started there. Now it is a big industrial centre with advanced chemical, titanium and magnesium, and pulp and paper industries. At the same time its historic centre with its large square, beautiful churches and cathedrals as well as civil buildings of the seventeenth – nineteenth centuries attracts a lot of tourists. In Solikamsk you can visit the Museum of salt production located in the former salt factory which was closed in 1972.

Speaking about the north of the region we cannot ignore the old town of **Cherdyn**, which is known as the first capital of the Kama Region. According to modern archeological data, the town was founded by Komi-Permyaks (Komi-Permians) in the 12th century on hilly banks of the Kolva River, which is a tributary of the Vishera River. In the Komi language the name of the town stands for ‘a mouth of a tributary’. The town was first mentioned in Russian chronicles at the end of the 15th century as a place where fur was traded. The population of Cherdyn is only 4 thousand people but the town attracts a lot of tourists from all over the country. It is famous for its old monasteries, churches, merchants’ shops, and remains of ramparts. It also hosts regular ethnical and cultural festivals. In the local history museum there is a unique collection of ‘Permian gods’ – wooden sculptures of Jesus Christ, his mother Mary, the Apostles and angels which are all made in a peculiar style typical of Komi-Permyaks.

In the northwest of the Perm Krai you can visit the town of **Kudymkar**, the main settlement of Komi-Permyaks today. The town plays a minor role in the regional economy. When the Russians took control of the Kama Region in the fifteenth century it was a pagan settlement. There was a legendary leader of Permian tribes whose name was Kudym or Kudym-osh. The name of the city stands for ‘Kudym’s town’. The word ‘osh’ in the Komi language means ‘bear’. The bear is the

main animal of the local taiga. It used to be a totem of Komi-Permyaks; now it is a symbol of the Perm Krai.

Now let's turn to the eastern towns of the Perm Krai. They are absolutely different from the northern towns and cities and can be called 'factory towns'. In their historic centres you can see a factory pond with a dam while on the banks there is the main square with a church and factory workers' houses. One of the most famous eastern towns of the Perm Krai is **Chusovoy** which was founded in 1879 and named after a major tributary of the Kama River. Its foundation was linked to the construction of a metallurgical plant which is still operating. Not far from the town there is a well-known ethnographic park where visitors can learn how the Russians conquered the Kama Region. Near the park the sports school 'Ogonyok' ('Flame') is located. It trains sportspeople specializing in freestyle skiing and the luge. The school has prepared quite a few distinguished sportspeople who took part in the Olympics and won them.

Not far from Chusovoy there is the town of **Lysva**. It was named after the river it stands on and in the Komi language the name of the river means 'coniferous water'. Lysva is proud of its unique museum of the war helmet. During the Great Patriotic War (1941–1945) this town was the only place in the Soviet Union where war helmets were produced.

To the north of Chusovoy the city of **Gubakha** is located. It is quite a new city – it was founded only in 1941. However the area had been populated long before. The first settlements appeared there in 1755 near iron ore mines. Later the locals started mining coal in that area. Today Gubakha is an important centre for chemical industry. Its main enterprise is 'Metafrax'. The city is also famous for its ski resort – which is the biggest in the region – and its theatre festival. Gubakha is the only city of the Perm Krai where you can have a walk in the Ural Mountains.

3. Answer the questions.

Which town (city) ...

1 made war helmets during the great Patriotic War?

- 2 offers a walk in the Urals?
- 3 was founded near a metallurgical factory?
- 4 was the first capital of the Kama region?
- 5 is the main town for Komi-Permyaks?
- 6 mines potassium and magnesium salts?
- 7 has the Museum of salt production?
- 8 is famous for its museum 'Stroganov land'?
- 9 has excellent sports facilities for professional sportspeople?
- 10 has a collection of wooden sculptures of Jesus Christ?

4. Which of the towns (cities) spoken about in the text above would you like to visit? Why?

GRAMMAR

1. Read the sentence. When do we use *used to*?

Cherdyn used to be an important commercial centre of the Kama Region. Now it is a small town with a sluggish economy.

2. Study the grammar box below.

Grammar box

Used to

- Use **used to** / **didn't use to** + **infinitive** for past habits. **Used to** doesn't exist in the present tense.

- We use **used to** for things that were true over a period of time in the past. It usually refers to something which is not true now.

I used to smoke. = I smoked for a period of time in the past but now I don't.

- We often use **not ... any more** / **any longer** with the present simple to contrast with **used to**.

I used to go to the gym but I don't any more / any longer.

3. Complete the sentences with *used to* in positive, negative or question forms and a verb from the list.

argue	be (×2)	go	have (×2)	like	live	play	work
-------	---------	----	-----------	------	------	------	------

1 (-) I _____ to the theatre much but now I go twice a month.

2 (+) Kirsty _____ in Bristol but she moved to London last year.

3 (?) _____ you _____ a moustache? You look different.

4 (-) I _____ my boss but now we get on quite well.

5 (+) We _____ really close but now we hardly ever meet.

6 (?) Where _____ you _____ before you started with this company?

7 (+) She _____ tennis professionally but she retired last year.

8 (+) When I lived in Paris, I always _____ breakfast in a café.

9 (?) _____ you _____ with your parents when you were a teenager?

10 (-) He _____ so slim. In fact, he was quite overweight before.

4. Change the sentences using *used to*.

1 In the past otters lived at the banks of the pond in Ocher.

2 Not long ago there were trolleybuses in Perm.

3 Until the seventeenth century there was a fortress around Solikamsk which protected the city from Siberian tartars.

4 In the north of the Perm Krai pagans lived. Their totem animal was the horse.

5. How is modern life in your country different from the life at the beginning of the twentieth century? Speak about clothes, transport, means of communication, etc., using *used to*.

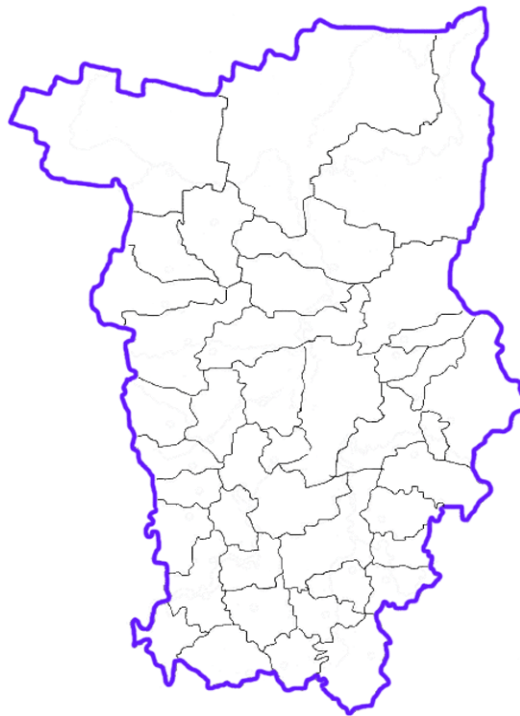
E.g. *At the beginning of the twentieth century Russian women used to wear long skirts and dresses. They didn't use to wear trousers.*

Lesson 6

Most interesting cities and towns of the Perm Krai (part two)

LISTENING

1. You are going to listen to a guide speaking about southern and western towns and cities of the Perm Krai. Before listening, complete the map with the names of the towns (cities).



Kungur / Chaykovsky / Perm / Dobryanka / Nytva / Krasnokamsk /

2. Before listening, try to answer the questions.

Which town (city) ...

- 1) has the Museum of the Spoon?
- 2) has the biggest power station in the Perm Krai?
- 3) has an important sports centre training sportspeople for the Olympics?
- 4) has a pulp and paper factory?
- 5) has a world famous ballet school?
- 6) has a well-known ice cave?

3. Listen and check.

Audioscript

Now let's have a look at the southeastern part of the region. Unlike the north and the east, this area doesn't have many factories but is characterized by well developed agriculture. National motorways and railways cross the area. A notable city of the southeast is **Kungur**. It is named after the river it stands on and in the tartar language the word 'kungur' means 'darkish' because the water in the river is really dark. Kungur is considered to be the second most important tourist destination of the region (after Perm). It was founded in 1648 as a fortress protecting Russian lands from nomads' attacks. It started growing fast when the Siberian highway from Moscow to Irkutsk crossed the city. Very soon it became one of the biggest and most important trade centres of the Russian Empire. Local merchants traded mainly in leather and leather goods. In the middle of the nineteenth century Kungur became the 'tea' capital of Russia. Today stories about local merchants are a tourist brand of the city. The historical sights are well preserved there and modern buildings (which are not high for geological reasons) help maintain the atmosphere of the past. Near the city you can visit a world famous ice cave.

The main city of the southeast of the region is **Chaykovsky**. It is located near the border between the Perm Krai and the Republic of Udmurtia and was named after a great Russian composer who had been born not far from that area. It is the newest city of the region. It was founded in 1954 when Votkinsk hydroelectric power station was being constructed on the Kama River. Chaykovsky is an important industrial, educational, cultural and sports centre of the Kama region. Music and art festivals take place there every year. It has a drama and comedy theatre and an art gallery. Cruise ships heading to the Volga stop in Chaykovsky. The Federal sports centre specializing in winter sports is located in the village of Prikamsky close to Chaykovsky. It prepares Olympic Russian teams in ski crossing, ski jumping and biathlon. National and international sports events are regularly held there.

Let's now get to **Perm** which is the capital city of the Perm Krai. In 1723 near a copper smelter a settlement called Egoshikha appeared. Again it was named after the river it stood on. In 1780 when the factory was closed the settlement got a new name – Perm – and became the centre of a new governorate of the Russian Empire. In Finno-Ugric languages the words 'pera maa' mean 'far land'. Before the revolution of 1917 Perm was an important place for transportation and trade – goods and people coming from Siberia by the Great Siberian highway and the Uralic railway stopped there. Then they continued their journey by the Kama River to the Volga Region and Central Russia. In 1916 the first university of the Ural region was established in Perm. During the Soviet period Perm grew into an important industrial centre with advanced mechanical engineering and chemical industry. Today Perm is one of fifteen Russian cities whose population is over one million people. There are several museums in the city. It boasts its ballet school which is known all over the world. Perm is also famous because its name was used by Sir Roderick Murchison to call a geological period of the Earth's development.

Perm is the centre of a large agglomeration which includes such towns as **Krasnokamsk**, **Nytva** and **Dobryanka**. Krasnokamsk was founded in 1929 while a pulp and paper factory was being built. Nytva is famous for its unique Museum of the spoon. The metallurgical plant in Nytva still produces cutlery. Dobryanka has the biggest power station in the region.

GRAMMAR

Present Perfect Continuous

1. Read the sentence and answer the questions.

Russian people have been mining salt in Solikamsk since the fifteenth century.

1 Did they start mining salt in Solikamsk in the fifteenth century?

2 Are they still mining salt in Solikamsk?

2. Study the grammar box below and on the next page.

Grammar box

Present Perfect Continuous (*have / has been + verb + ing*)

- Use the Present Perfect Continuous for unfinished actions.
- Use the Present Perfect Continuous with **for** and **since** with action verbs (*learn, go, etc.*)

He's been working here since April.

They've been going out together for three years.

- With non-action verbs (*know, be, etc.*) use the Present Perfect Simple **NOT** the Present Perfect Continuous: *I've known her for ages.*

- With **live** and **work** you can use the Present Perfect Simple or Continuous with **for** and **since**.

I've been living here for six months. **I've lived** here for six months.

- Use the Present Perfect Continuous for actions which have been going on very recently. They have usually just stopped.

A: Your eyes are red. **Have you been crying?**

B: No, **I've been cutting** onions.

3. Complete the sentences with a verb from the list in the Present Perfect Continuous.

bark cry do eat play shop not sleep watch

1 **A:** Your sister's lost a lot of weight!

B: Yes. She _____ a lot less recently.

2 **A:** It's very late. Why aren't you in bed?

B: I can't sleep. That dog _____ for the last two hours.

3 **A:** You look tired.

B: I know. I _____ well recently.

4 **A:** Wow! You've bought a lot of things!

B: Yes, we _____ all day.

5. **A:** You look hot! What _____ you _____ ?

B: I _____ in the garden with the children.

6 **A:** Your eyes are red. _____ you _____ ?

B: Yes. I _____ a sad film.

4. Use the notes to make sentences in the Present Perfect Continuous with *since* or *for*.

1 The metallurgical plant in Nytva / make spoons / 1938.

2 Krasnokamsk / produce paper / 1936

3 Perm State University / train students / more than a hundred years

4 Perm State ballet School / prepare / ballet dancers / 1945

5 The power station in Dobryanka / produce electricity / 35 years

6 Votkinsk hydroelectric power station / generate electricity / more than 50 years.

SPEAKING

1 a. Look at the headings below, and write something next to as many as you can.

A sport you play regularly (or a kind of exercise you do regularly)

Something you are learning to do

A friend you know very well

A magazine (newspaper) you read regularly

A bar or restaurant you often go to

A thing you have which is very important for you

A club, organization, gym, etc. you are a member of

The make of car you drive

The place where you live

1 b. Work in pairs. Ask your partner at least three questions about the things they've written. One question must be *How long have you... ?*

E.g. *A: How long have you been playing volleyball?*

B: Since I was 15.

A: How often do you play?

HOMEWORK

Revise the grammar and vocabulary of the unit in order to be ready to do a test.

Lesson 7

TEST

VOCABULARY (10 points)

1. Write the terms next to these definitions

1.	damage caused to water, air, etc. by harmful substances or waste
2.	a natural or chemical substance that is spread on the land or given to plants, to make plants grow well
3.	the act of planting trees on an area of land that has become empty or spoiled
4.	the addition of nutrients to water in lakes and rivers, which encourages plant growth that can take oxygen from water and kill fish and other animals
5.	the number of people or things in a place when compared with the size of the place
6.	a river or stream that flows into a larger river or a lake
7.	a hill made from the waste material from a mine
8.	the total value of goods and services produced by a region in a year
9.	the situation in which large numbers of educated and very skilled people leave their own country (city) to live and work in another one where pay and conditions are better.
10.	knives, forks and spoons

GRAMMAR (10 points)

1. Combine the two sentences. Use the verb in bold in the Past Continuous or Past Perfect.

1 They **watched** TV from 7.00 until 9.00. I arrived at 7.30.

When I arrived, they _____ TV.

2 He **left** the office at 7.00. She phoned him at 8.00.

When she phoned him, he _____ the office.

3 I **studied** for the exam the night before. The exam didn't go well.

The exam didn't go well although I _____ the night before.

2. Make sentences with the Present Perfect Continuous (and *for* / *since* if necessary).

1 how long / they / go out together (?)

2 I / study English / two years (+)

3 the lift / work / 10 o'clock (-)

3. Write second conditional sentences.

1 If you / stop smoking, you / feel better.

2 What / you do if you / lose your job?

3 He / be happier if he / not live alone.

4 We / have a dog if we / have a garden.

FACTUAL INFORMATION (5 points)

1. Write down answers to these questions.

1 What federal district does the Perm Krai belong to?

2 What climate does the region have?

3 Which economic sector contributes most to the GRP?

4 Where in the region (north, east, south, west) are potassium salts mined?

5 Name three environmental problems existing in the south of the region.

UNIT 4. United Kingdom of Great Britain and Northern Ireland

Lesson 1

General information about the UK

SPEAKING AND READING

1. How much do you know about the UK? In pairs answer the questions.

1 How many nations does the UK comprise? What are they?

2 What is the capital of the UK? Name three other important cities. What are they famous for?

3 What international organizations does the UK belong to?

2. Read the text below and check your answers.

United Kingdom is an island country located off the northwestern coast of mainland Europe. The United Kingdom comprises the whole of the island of Great Britain – which contains England, Wales, and Scotland – as well as the northern portion of the island of Ireland. The name Britain is sometimes used to refer to the United Kingdom as a whole. The capital is London, which is among the world's leading commercial, financial, and cultural centres. Other major cities include Birmingham, Bristol, Nottingham, Liverpool, Sheffield, Leeds and Manchester in England, Belfast in Northern Ireland, Edinburgh and Glasgow in Scotland, Swansea and Cardiff in Wales.

The origins of the United Kingdom can be traced to the time of the Anglo-Saxon king Athelstan, who in the early 10th century secured the allegiance of neighbouring Celtic kingdoms and became “the first to rule what previously many kings shared between them,” in the words of a contemporary chronicle. Through subsequent conquest over the following centuries, kingdoms lying farther afield came under English dominion. Wales was formally united with England by the Acts of Union of 1536 and 1542. Scotland, ruled from London since 1603, formally was joined with England and Wales in 1707 to form the United Kingdom of Great Britain.

(The adjective “British” came into use at this time to refer to all the kingdom’s peoples.) Ireland came under English control during the 1600s and was formally united with Great Britain through the Act of Union of 1800. The republic of Ireland gained its independence in 1922, but six of Ulster’s nine counties remained part of the United Kingdom as Northern Ireland. Relations between these constituent states and England have been marked by controversy and, at times, open rebellion and even warfare. These tensions relaxed somewhat during the late 20th century, when devolved assemblies were introduced in Northern Ireland, Scotland, and Wales. Nonetheless, even with the establishment of a power-sharing assembly after referenda in both Northern Ireland and the Irish republic, relations between Northern Ireland’s unionists (who favour continued British sovereignty over Northern Ireland) and nationalists (who favour unification with the Republic of Ireland) remained tense into the 21st century.

The United Kingdom retains links with parts of its former empire through the Commonwealth. It also benefits from historical and cultural links with the United States and is a member of the North Atlantic Treaty Organization (NATO). Moreover, the United Kingdom became a member of the European Union in 1973. Many Britons, however, were sometimes reluctant EU members, holding to the sentiments of Prime Minister Winston Churchill, who sonorously remarked, “We see nothing but good and hope in a richer, freer, more contented European commonalty. But we have our own dream and our own task. We are with Europe, but not of it. We are linked, but not comprised. We are interested and associated, but not absorbed.” Indeed, in June 2016, in a referendum on whether the United Kingdom should remain in the EU, 52 percent of British voters chose to leave. After much negotiation, several deadline extensions, prolonged domestic political discord, and two changes of prime minister, an agreement on “Brexit” (British exit from the EU) was reached that satisfied both the EU and the majority of the Parliament. Thus, on January 31, 2020, the United Kingdom became the first country to withdraw from the EU.

3. Decide if the statements are true or false. Correct the false ones.

- 1 The UK is to the northeast of mainland Europe.
- 2 The main cities of Wales are Swansea and Belfast.
- 3 Scotland was formally united with England and Wales in the seventeenth century.
- 4 The relations between Northern Ireland and England are friendly.
- 5 The UK is no longer a member of the European Union.

4. Find the words in the text which mean ...

1	to consist of particular parts or members
2 ... (to something)	to relate to something
3	the beginning or cause of something
4	loyalty or support for a ruler, country, group , or belief
5	to be in control of something, usually a country
6	an occasion when someone takes control of a country, area, or situation.
7	a lot of disagreement and argument about something, usually because it affects many people
8	a group of people, such as a government, who meet to make decisions, laws, etc.
9	the power of a country to control its own government
10	not wanting to do something

5. Complete the sentences with words in ex. 4.

- 1 Jim is very lazy. He is always _____ to do his homework.
- 2 He is an elected member of the Northern Ireland _____.
- 3 The president's decisions caused a lot of _____.
- 4 The course _____ a class book, a practice book, and a CD.
- 5 Her unhappy childhood was the _____ of her problems later in life.
- 6 Most modern kings and queens _____ their counties only in a formal way, without real power.

7 In many American schools the students pledge _____ to the flag at the beginning of the school day.

GRAMMAR

Third Conditional

1. Read the sentence and answer the questions.

*The UK **wouldn't have left** the EU, if most British voters **hadn't chosen** to do so in the referendum of 2016.*

1 Did the UK leave the EU?

2 Did most British voters choose to leave the EU?

3 Does the sentence refer to something that happened or something that didn't happen?

4 What tense is used in the *if* clause?

2. Complete the third conditional sentences with the correct form of the verbs.

1 We _____ if our best player _____ injured. (win, not be)

2 If she _____ he was so mean, she _____ him. (know, not marry)

3 I _____ you some money if you _____ me. (lend, ask)

4 If we _____ more time, we _____ another day in London. (have, spend)

5 I _____ to help you if you _____ me about it earlier. (be able, tell)

6 If you _____ me yesterday, I _____ my plans. (ask, change)

7 You _____ the weekend if you _____ with us. (enjoy, come)

3. Complete the sentences with the correct form of the verbs in brackets, using second or third conditionals.

e.g. *They met in Paris at a conference.*

If they hadn't gone to the conference in Paris, they wouldn't have met. (not go / not meet)

1 We got wet because you didn't want to take the bus. You wanted to walk.

We _____ wet if we _____ the bus. (**not get / take**)

2 Don't swim in that river; there might be crocodiles.

If I _____ you, I _____ in that river as there might be crocodiles. (**be / not swim**)

3 Laura fell in love with Tom. She left Liam.

Laura _____ Liam if she _____ in love with Tom. (**not leave / not fall**)

4 He used the stolen credit card at a hotel, so the police found him.

If he _____ the stolen credit card at a hotel, the police _____ him. (**not use / not find**)

5 They don't have enough money to buy a new car.

They _____ a new car if they _____ afford one. (**buy / can**)

6 My husband and I both work, so we can pay all the bills.

If we _____, we _____ to pay all the bills. (**not work / not be able**)

4. Look back at the text about the UK and make 3 second or third conditional sentences.

PRONUNCIATION sentence stress (Recording 7.4)

Listen and repeat the sentences. Copy the rhythm.

1 If you'd told me earlier, I would have gone too.

2 If the weather had been better, we would have stayed longer.

3 If I hadn't stopped for petrol, I would have arrived before he left.

4 We would have been late if we hadn't taken a taxi.

5 She wouldn't have come if she had known he was here.

6 It would have been cheaper if we'd booked last month.

Lesson 2

UK geography

LISTENING

1. You are going to listen to a university lecturer talking about the UK geography. Before listening, match the words with their definitions. Use a good dictionary to help you.

1) apart from	a) to divide into parts
2) to surround	b) simple and not skillfully done or made
3) to separate	c) to be everywhere around something
4) crude	d) except for

2. Before listening, try to guess what these words and numbers refer to.

Then listen and check.

the Severn

500 km

1,343 metres

Ben Nevis

1,000 km

30

June

120 km

Audioscript

Apart from the land border with the Republic of Ireland, the United Kingdom is surrounded by sea. To the south of England and between the United Kingdom and France is the English Channel. The North Sea lies to the east. To the west of Wales and northern England and to the southeast of Northern Ireland, the Irish Sea separates

Great Britain from Ireland, while southwestern England, the northwestern coast of Northern Ireland, and western Scotland face the Atlantic Ocean. At its widest the United Kingdom is 300 miles (500 km) across. From the northern tip of Scotland to the southern coast of England, it is about 600 miles (1,000 km). No part is more than 75 miles (120 km) from the sea.

Great Britain is traditionally divided into a highland and a lowland zone. A line running from the mouth of the River Exe, in the southwest, to that of the Tees, in the northeast, is a crude expression of this division. The creation of the highlands was a long process, yet elevations, compared with European equivalents, are low, with the highest summit, Ben Nevis, only 4,406 feet (1,343 metres) above sea level. The really mountainous areas above 2,000 feet (600 metres) often form elevated plateaus with relatively smooth surfaces.

The main drainage divide in Great Britain runs from north to south, keeping well to the west until the basin of the River Severn. Westward-flowing streams empty into the Atlantic Ocean or Irish Sea over relatively short distances. The Clyde in Scotland, the Eden and Mersey in northwestern England, and the Dee, Teifi, and Tywi in Wales are the only significant westward-flowing rivers north of the Severn estuary.

The boundaries of major world climatic systems do not pass through the country. The UK enjoys a temperate climate; southwest winds prevail over the North Atlantic Current making the climate warmer than its northerly latitude would suggest.

Rain-producing atmospheric systems arrive from a westerly direction. Rain is fairly well distributed throughout the year. June, on average, is the driest month throughout Britain; May is the next driest in the eastern and central parts of England, but April is drier in parts of the west and north. The wettest months are typically October, December, and August, but in a given year almost any month can prove to be the wettest, and the association of Britain with seemingly perpetual rainfall is based on a germ of truth. Some precipitation falls as snow, which increases with altitude and from southwest to northeast. The average number of days with snow

falling can vary from as many as 30 in northeastern Scotland to as few as five in southwestern England.

GRAMMAR (Reported speech)

Grammar box 1. Reported speech: statements

Direct statements	Reported statements
'I like shopping.'	She said (that) she liked shopping.
'I'm going tomorrow.'	He told her he was going the next day .
'I'll always love you.'	He said he would always love me .
'I passed the exam!'	She told him she had passed the exam.
'I've forgotten my keys.'	He said he had forgotten his keys.
'I can't come.'	She said she couldn't come.
'I may be late.'	He said he might be late.
'I must go.'	She said she had to go.

- Tenses usually change like this: **present>past; will>would; past simple / present perfect >past perfect.**

- Some modal verbs change, e.g. **can>could, may>might, must>had to.** Other modal verbs stay the same, e.g. *could, might, should.*

- Must changes to *had to* BUT *mustn't* stays the same.

'You mustn't touch it.' She said I *mustn't* touch it.

- You usually have to change the pronouns.

I like ... >She said **she** liked...

- Using **that** after *said* and *told* is optional.

- If you report what someone said on a different day or in a different place, some time and place words can change, e.g. **tomorrow>the next day, here>there, this>that,** etc.

- After *said* don't use a person or pronoun.

He said he was tired.

- After *told* you must use a person or pronoun.

Grammar box 2. Reported speech: questions

Direct questions	Reported questions
'Are you married?'	She asked him if he was married.
'Did she phone?'	He asked me whether she had phoned .
'What's your name?'	I asked him what his name was .
'Where do you live?'	They asked me where I lived .

- When you report a question, the tenses change as in reported statements.
- When a question begins with a verb (not a question word), add *if* (or *whether*)
- You also have to change the word order to **subject + verb**, and not use *do / did*.

Grammar box 3. Reported speech: commands

Direct speech	Reported speech
'Go away.'	She told him to go away.
'Don't worry.'	The doctor told me not to worry .
'Can / Could you help me?'	I asked the shop assistant to help me.

- To report an imperative or request, use *told* or *asked* + person + the infinitive with *to*.
 - To report a negative imperative, use a negative infinitive (e.g. **not to do**).
- 1. Study the rules on pages 100 and 101. Then complete the sentences using reported speech.**

e.g. 'The hotel is full.' The receptionist told me the hotel was full.

1 'I'll call the manager.' The waiter said _____ .

2 'You should get to the airport early.' They said that we _____ .

3 'Can you help me?' She asked us _____ .

- 4 'Do you want to dance?' He asked me _____ .
- 5 'Have you been here before?' I asked her _____ .
- 6 'What music do you like?' She asked me _____ .
- 7 'Where's the nearest bank?' I asked her _____ .
- 8 'I may be late.' Jack said _____ .

2. Complete the reported imperatives and questions.

e.g. 'Don't stop here.' The traffic warden told us *not to stop there*.

- 1 'Be quiet!' The teacher told us _____ .
- 2 'Please don't smoke!' I asked the taxi driver _____ .
- 3 'Open your mouth.' The dentist told me _____ .
- 4 'Don't tell anyone!' Melinda told us _____ .
- 5 'Could you show me your driving licence?' The policeman asked me _____ .
- 6 'Can you bring me the bill, please?' He asked the waiter _____ .

Lesson 3

UK Economy

READING

1 a. You are going to read a text about the UK economy. Before reading, decide if the statements are true or false. Try to give reasons.

- 1 British economy is well-developed.
- 2 Few people work in agriculture.
- 3 The country provides its people with all the main agricultural products.
- 4 Domestic timber production doesn't fully satisfy the country's needs.
- 5 The United Kingdom's fishing industry meets the country's total demand.
- 6 The country has relatively limited supplies of economically valuable mineral resources.
- 7 The UK has relatively large energy resources.
- 8 The manufacturing sector is becoming smaller in its contribution to the GDP.

9 Trade plays an important role in the United Kingdom's economy.

10 The United Kingdom is a world financial centre.

11 Service industries are growing.

1 b. Read the text and check your answers.

The United Kingdom has a fiercely independent, developed, and international trading economy that was at the forefront of the 19th century Industrial Revolution.

The United Kingdom is unusual, even among western European countries, in the small proportion of its employed population (about 2 percent) engaged in agriculture. With commercial intensification of yields and a high level of mechanization, supported initially by national policy and subsequently by the Common Agricultural Policy (CAP) of the EU, the output of some agricultural products exceeded demand during much of the United Kingdom's tenure in the European Union. The most important farm crops are wheat, barley, oats, sugar beets, potatoes, and rapeseed. The main livestock products derive from cattle and calves, sheep and lambs, pigs, and poultry. The United Kingdom has achieved a high level of self-sufficiency in the main agricultural products except for sugar and cheese.

About one-tenth of the United Kingdom's land area is devoted to productive forestry. The government-supported Forestry Commission manages almost half of these woodlands, and the rest are in private hands. Domestic timber production supplies less than one-fifth of the United Kingdom's demand.

Although the United Kingdom is one of Europe's leading fishing countries, the industry has been in long-term decline. The United Kingdom's fishing industry now supplies only half the country's total demand. The most important fish landed are cod, haddock, mackerel, whiting, and plaice, as well as shellfish, including lobsters, crabs, and oysters. Estuarine fish farming – mainly of trout and salmon –has expanded considerably.

The United Kingdom has relatively limited supplies of economically valuable mineral resources. The once-important extraction of iron ore has dwindled to almost nothing. Other important metals that are mined include tin, which supplies about half

the domestic demand, and zinc. There are adequate supplies of nonmetallic minerals, including sand and gravel, limestone, clay, gypsum, etc. Sand, gravel and other crushed rocks are quarried for use in construction.

By contrast, the United Kingdom has relatively large energy resources including oil, natural gas, and coal. Coal, the fuel once vital to the British economy, has continued to decrease in importance. Power stations are the major customers for coal, but, with growth in the use of other fuels and the increasing closing of pits that have become uneconomical to operate, the industry remains under considerable pressure.

The discovery of oil in the North Sea in the 1960-s and the apportionment of its area to surrounding countries led to the rapid development of oil exploitation, and the United Kingdom became self-sufficient in oil and even an exporter.

The manufacturing sector as a whole has continued to shrink both in employment and in its contribution (about one-fifth at the beginning of the 21st century) to the GDP. In terms of their relative importance to the GDP, the most important manufacturing industries are engineering; food, beverages (including alcoholic beverages) and tobacco; chemicals; paper, printing, and publishing; metals and minerals; textiles, clothing, footwear, and leather. The fastest-growing sectors have been chemicals and electrical engineering.

The United Kingdom has traditionally been a world financial centre. Although financial services have grown rapidly in some medium-sized cities, notably Leeds and Edinburgh, London has continued to dominate the industry and has grown in size and influence as a centre of international financial operations. However there are doubts that this city will keep its position after the United Kingdom's departure from the EU.

Trade has long been pivotal to the United Kingdom's economy. The total value of imports and exports represents nearly half the country's GDP. Principal British exports include machinery, automobiles and other transport equipment, electrical and electronic equipment, chemicals, and oil. Services, particularly financial services, are another major export and contribute positively to Britain's trade balance. The country

imports about one-tenth of its foodstuffs and about one-third of its machinery and transport equipment.

The most remarkable economic development in the United Kingdom has been the growth of service industries, which now provide about two-thirds of the GDP and three-fourths of total employment. Growing service industries include hotels and catering, air travel and other leisure-related activities, distribution and finance. Especially rapid growth has occurred in other business-support services, including computing systems and software, management consultancy, advertising, and market research, as well as the provision of exhibition and conference facilities.

The United Kingdom's many cultural treasures – e.g., its historic castles, museums, and theatres – make it a popular tourist destination. The tourism industry is a leading sector in the British economy, and each year more than 25 million tourists visit the country. London is among the world's most-visited cities.

2. Answer the questions.

1 What are the strengths and weaknesses of the UK economy?

2 What factors (economic, social, political, demographic, etc.) contribute to a country's economic development?

3 What factors hinder a country's economic development?

GRAMMAR REVISION (Second and third conditionals)

1. Use the given pairs of sentences to make second or third conditionals.

e.g. In the 1960s oil was discovered in the North Sea. At the beginning of the 21st century, the UK was one of the world's largest oil producers.

If oil hadn't been discovered in the North Sea, the UK wouldn't have become one of the world's largest oil producers.

1 Offshore natural gas supplies from the North Sea began to be available in quantity in 1967. They replaced the previously coal-based supplies of town gas.

2 Many coal pits closed in the 1960s. As a result unemployment in coal industry increased.

3 When the UK became a member of the EU, it lost opportunities to fish in some distant waters (e.g., those off Iceland). This reduced significantly its total catch.

4 For a few products, particularly beef and sheep, producers received additional payments. As a result their standard of living improved.

5 The UK agriculture is highly mechanized. As a result the country is self-sufficient in many agricultural products.

VOCABULARY

Economic terms

1. Match the economic terms (1–10) to their definitions (a–j).

1 interest rate	a) total value of goods and services produced in a country
2 exchange rate	b) general increase in prices
3 inflation rate	c) cost of borrowing money
4 labour force	d) price at which one currency can buy another
5 tax incentives	e) percentage of people without jobs
6 government bureaucracy	f) people working
7 GDP	g) low taxes to encourage business activity
8 unemployment rate	h) money from overseas
9 foreign investment	i) official rules / regulations / paperwork
10 balance of trade	j) difference in value between a country's imports and exports

2. Try to complete this economic profile without looking back at the terms in ex. 1.

The economy is stable following the problems of the past two years. By following a tight monetary policy the government has reduced the **i** **r**¹ to 2%. After going up dramatically, the **i** **r**² is now down to 8%. The last six months has seen a slight improvement in the **e** **r**³ against the dollar. The **G**.....⁴ has grown by 0.15%. Exports are

increasing and the **b.....** of **t.....**⁵ is starting to look much healthier. The **u.....** **r.....**⁶ continues to be a problem as it is still 16%. In order to stimulate the economy and attract **f.....** **i.....**⁷ the government is offering new **t.....** **i.....**⁸ as well as making a renewed effort to reduce **g.....** **b.....**⁹. Finally, a large skilled **l.....** **f.....**¹⁰ means there could be attractive investment opportunities over the next five years.

3. Write sentences about the economic profile of your country.

Lesson 4

Successful meetings

SPEAKING

1. Which of the following do you agree with? Why?

- 1 The best number for a meeting is six people or fewer.
- 2 Never have food or drink during a meeting.
- 3 Always start and finish a meeting on time.
- 4 You should sit around a table when you have a meeting.
- 5 A meeting should always have a leader.
- 6 At a formal meeting each person should speak in turn.

LISTENING (Recording 4.4)

1. Freestyle is a sports equipment company. It has developed a new product, a pair of swimming goggles which adapt to each person's face and eyesight. The Marketing Department held a meeting to discuss the launch of the product. Listen to the meeting. Then answer these questions.

- 1 What are the two aims of the meeting?
- 2 Why does Katharina want to launch the goggles early in the year?
- 3 Which months for the launch do the participants discuss?
- 4 Which types of shops does Julia want to target?

2. Listen again. Tick the expressions which Inge, the chairperson, uses.

1 Can we start, please?

2 The purpose of this meeting is to decide the date of the launch.

3 Katharina, what do you think?

4 OK, let's hear a few more views.

5 Nadia, how do you feel about this?

6 You're right, Katharina. Let's get back to the point.

7 OK everyone, I think on balance we agree ...

3. Listen to the meeting again and complete these extracts.

Katharina: I'm in _____¹ of February or March. There's a gap in the market for our products. Why wait any longer?

Inge: ... Kenneth, what's your opinion?

Kenneth: Mmm, I _____² about February. It's a bit early in the year. I _____³ we _____⁴ in May or June. People go on holiday then.

Nadia: ... The price should be high. I'd say, at least £50.

Katharina: _____⁵ a minute. I thought we were talking about the launch date, not about the promotion or price.

Inge: ... Which outlets do you think we should target?

Julia: _____⁶ we should start with the specialist stores. That's where most swimmers buy their goggles.

Inge: What _____⁷ by specialist stores, Julia?

CASE STUDY

Marcia Lee Jeans

Background

Marcia Lee Jeans is based in London. Its brand is well known in the United Kingdom. The jeans sell in the upper price ranges and appeal to fashion conscious people aged 15 to 40. They are distributed in major department stores throughout the

country. Competition in this segment of the market is strong, so the company has to keep costs as low as possible to remain profitable.

In the next ten years, Marcia Lee plans to expand in North America and South-East Asia so that it becomes a global company. To do this, it has decided to build its own factory in an overseas country. The factory will have approximately 2,000 workers who will produce the jeans. These workers will be recruited locally. Denim, the raw material which is used to make the jeans, will be imported from several countries. The company is considering four countries as a location for the factory. There is some information about each country on the next page. They are code-named A, B, C, and D.

Task

You are members of the planning committee which must choose a location for the new factory.

1 Work in pairs. Discuss the four countries and rank them in order of suitability as a location. Discuss the advantages and disadvantages of each location.

2 Meet as one group, with one of you leading the discussion. Decide, which is the most suitable location for the new jeans factory. Use the phrases from the *useful language* box.

COUNTRY A	COUNTRY B
<p>Economy Growth rate: 2% per year Inflation rate: 5% Interest rates: 10–15% Unemployment rate: 25–30% The country has a lot of debt and is trying to modernize its economy</p> <p>Transport Good rail network but poor roads New international airport The main seaport is in poor condition</p> <p>Labour Unskilled labour available. A lot of training needed for jeans production No unions in most industries</p>	<p>Economy Growth rate: 1.5% Inflation rate: 0.5% Interest rates: 8–10% Unemployment rate: 3% A modern industrial country with many manufacturing industries</p> <p>Transport Has a fully integrated road and rail network International airport No seaport</p> <p>Labour Not a lot of skilled labour available Strong unions Wage rates: high</p>

<p>Wage rates: very low</p> <p>Comments</p> <p>The country has a military government. Bribery is common. Political problems: the people in the north want to become an independent state. The government will contribute 30% towards the cost of a new factory.</p>	<p>Comments</p> <p>The country has a stable government. It is a member of a large trading group. There are strict new laws on pollution. There are no tax incentives for building new factories. Business tax is very high.</p>
<p style="text-align: center;">COUNTRY C</p> <p>Economy</p> <p>Growth rate: 8%</p> <p>Inflation rate: 10%</p> <p>Interest rates: 4–6%</p> <p>Unemployment rate: 12%</p> <p>Currency exchange rate: unstable</p> <p>Transport</p> <p>Good transport around the main seaports</p> <p>Small but well-managed airport</p> <p>Road network needs investment</p> <p>Labour</p> <p>Not much skilled labour available</p> <p>Very strong unions in the clothing industry</p> <p>Wage rates: low but rising fast</p> <p>Comments</p> <p>The first free elections for a democratic government were held last year. There are limits on the profits which companies can take out of the country. Not much paperwork required for importing and exporting goods. There is a strong protest movement against international companies, which are accused of harming local firms.</p>	<p style="text-align: center;">COUNTRY D</p> <p>Economy</p> <p>Growth rate: 4%</p> <p>Inflation rate: 5%</p> <p>Interest rates: 8–12%</p> <p>Unemployment rate: 12%</p> <p>Government encourages the privatization of industry</p> <p>Transport</p> <p>Road and rail network is in poor condition</p> <p>Government has started a big investment programme for the transport system. It will take 5 – 10 years to complete.</p> <p>Labour</p> <p>Large supply of skilled workers, but they are not used to working long hours.</p> <p>Strong unions</p> <p>Wage rates: low</p> <p>Comments</p> <p>A lot of paperwork is required for new businesses. There are problems with air and water pollution. Profits are tax free for the first three years after a factory has been built. Companies must pay 5% of their profits into a fund for training their workers.</p>

Useful Language

CHAIRPERSON		
<p>Beginning the meeting Can we start, please? Right, let's begin.</p>	<p>Asking for comments What do you think? How do you feel about this?</p>	<p>Clarifying What do you mean by ...? Sorry, I don't quite understand.</p>
<p>Stating the aim The main aim of the meeting is to ... The purpose of this meeting is to ...</p>	<p>Changing the subject Let's move on now to ... The next item on the agenda is ...</p>	<p>Summarising OK, let's summarise. Right, let's recap ...</p>
PARTICIPANTS		
<p>Giving opinions I think ... I'm in favour of ...</p>	<p>Agreeing I think you're right. I (totally) agree.</p>	<p>Interrupting Hold on (a moment). Can I say something?</p>
<p>Making suggestions Perhaps we should ... We could ...</p>	<p>Disagreeing I don't know about that. (I'm afraid) I don't agree.</p>	

HOMEWORK

Write a letter to the head of chamber of commerce of the country you have chosen. In the letter you should introduce Marcia Lee Jeans and suggest a possible meeting in order to discuss the proposal further.

Lesson 5

Environmental issues and policies of the United Kingdom

READING

1 a. You are going to read a text about environmental issues and policies of the UK. Before reading, try to answer the questions.

- 1 What are the main environmental issues of the country?
- 2 What is done in the UK to solve environmental problems?

1 b. Read and check your answers.

The UK has been a highly-populated island nation for centuries and the country's current environmental issues are a culmination of these years of interactions between the British and their natural surroundings. These interactions have somewhat intensified since World War II as increased national wealth and globalization have demanded the production of more goods, services and infrastructure.

As a result of these increased demands, the UK ecosystem has yielded less and less over the years. For example, UK soils were considered poorly managed and "degraded" by the UK National Ecosystem Assessment in 2011.

Grazing, air pollution and the forces of climate change have significantly affected the mountainous regions of the UK, according to the UK NEA. Grazing and agricultural activities have also affected the country's grassy lowlands. The inland quality of UK's freshwater supply declined significantly after the Second World War until the 1980s when the government enacted a series of policies aimed at improving freshwater quality.

On the other hand, marine and coastal habitats have declined significantly over the last 60 years. Demand for coastal housing, tourism and industry facilities has been behind this decline. Not only has the quality of these ecosystems declined, but the disappearance of coastal marshes and soft cliffs has increased the risk for further erosion and coastal flooding, according to the UK NEA.

Rising seawater temperatures and exploitation of marine resources has led to a serious loss of quality in UK marine ecosystems. Coastal fisheries are in decline and widespread trawling has significantly disrupted the coastal seabed. There has been a recent focus on saving endangered species in the UK. Beloved creatures, such as the hedgehog, have declined from 36 million to only 1 million in the last 70 years. Other animals like the red squirrel and the tortoiseshell butterfly have become increasingly rare due to the destruction of their habitat and the introduction of non-native predators.

As the UK society and economy have expanded over the past 60 years, so too has awareness about environmental issues and this can be seen in the number of people joining environmental organizations. For example, the National Trust had fewer than 7,000 members in 1944. In 2017, the conservation organization had around 5 million.

In response to this growing awareness, the UK government has enacted a number of policies aimed at a number of environmental issues, including lowering carbon emissions and water conservation. All companies listed in the UK are now mandated to report their carbon emissions in their annual report. The idea behind this requirement, according to *The Guardian*, is that investors and consumers can see the carbon footprint of various corporations and make their decisions accordingly.

The UK also recently introduced higher penalties for environmental offences. Fines for medium to large companies that violated environmental laws are expected to jump from tens of thousands of pounds to hundreds of thousands. Fines of these amounts have been rare in the past and the increased amounts are expected to be a massive deterrent.

The government is also supporting the use of green technologies by offering financial incentives to companies that use renewable energy to generate heat, and enacting energy-saving methods in the workplace.

Clean technology investments, driven largely by solar PV and offshore wind energy industries, have exceeded projections, to the tune of over £10 billion. There are now 8,879 wind turbines across the UK with a total installed capacity of over 19.2

gigawatts. Investments in clean heating and transport technologies have however lagged behind investments in clean electricity.

UK clean technology innovation is heavily driven by ecoConnect, the UK's green industry business network. The business organization holds an annual event called Cleantech Innovate that awards a £20,000 prize for the best clean technology invention.

While the UK was a member of the EU, the EU law was integrated tightly into the UK's. It is believed that most of the environmental policies introduced within the 4 decades of being in the EU will remain.

2. Match the words with their definitions

1) grazing	a) the natural environment in which an animal or plant usually lives
2) supply	b) an animal that hunts, kills and eats other animals
3) to enact	c) to cause animals to feed on grass
4) habitat (C or U)	d) to act against something, especially a law
5) marsh (C or U)	e) an amount of something that is available for use
6) flooding	f) to make something law
7) a fishery	g) an illegal act, a crime
8) to trawl	h) to prevent a system, process or event from continuing as usual
9) to disrupt	i) knowledge that something exists
10) a predator	j) a situation in which an area is covered with water, especially from rain
11) awareness	k) to pull a large net through the sea at a deep level behind a special boat in order to catch fish
12) a penalty	l) an area of water where fish are caught for sale
13) offence	m) ground near a lake, a river or the sea that often floods and is always wet
14) to violate	n) a punishment

3. Complete the sentences with words in exercise 2.

1 Such behaviour _____ all the rules of a civilized society.

2 They are campaigning for stiffer _____ for people who drink and drive.

3 Some roads have been closed because of _____ .

4 Greenpeace works to promote _____ of the dangers that threaten our planet today.

5 With so many areas of woodland being cut, a lot of wildlife is losing its natural _____ .

6 Officials are concerned about how best to protect the _____ and water quality in the river.

Lesson 6

Most interesting cities of the United Kingdom

The UK is a popular tourist destination. Imagine that you work for a travel agency. Choose a city and make a presentation about its places of interest for potential tourists.

Lesson 7

TEST

VOCABULARY (8 points)

Write the terms next to these definitions.

1.	a lot of disagreement and argument about something, usually because it affects many people
2	not wanting to do something (adj)
3.	the natural environment in which an animal or plant usually lives
4.	an animal that hunts, kills and eats other animals
5.	a situation in which an area is covered with water, especially from rain
6.	low taxes to encourage business activity
7.	price at which one currency can buy another
8.	cost of borrowing money

GRAMMAR (12 points)

1. Comment on each situation using a Third Conditional with *if*.

e.g. In a bookshop yesterday Daniel saw a book he really wanted. The only problem was that he didn't have any money.

Daniel would have bought the book if he had had any money.

1 On Sunday the guests had to have their lunch inside. Unfortunately it wasn't warm enough to have it outside.

2 Sarah has been quite busy, and she hasn't watered her plants for some time. As a result, they've died.

3 Nick likes ice hockey, but he didn't have a ticket to the game last week, so unfortunately he wasn't able to get in.

4 There was a bomb scare last Tuesday. Sarah wanted to fly to Rome, but she wasn't able to. The airport was closed.

2. Trevor isn't feeling very happy. Everyone has been telling him what to do. Report the orders and requests.

e.g. His mother: Can you dig my garden, please, Trevor?

His mother asked him to dig her garden.

1 The doctor: You must take more exercise.

.....

2 A traffic warden: You can't park your car in the High Street.

.....

3 Laura: Could you put some shelves up, please, Trevor?

.....

4 His boss: Would you mind not playing computer games in the office?

3. Barry Douglas, Zedco Chief Executive, is talking to a reporter about his business career. He can still remember his first job interview after leaving school.

Interviewer:	Barry:
Where do you live?	The interviewer asked me <i>where I lived</i> .
Have you worked before?	She asked me <i>if I had worked before</i> .
1 Why do you want the job?	She wanted to know
2 How did you hear about it?	She wondered
3 Are you fit?	Then she asked me
4 When can you start?	Finally she asked

FACTUAL INFORMATION (5 points)

Write down answers to these questions.

- 1 When did the UK become a member of the EU?
- 2 When did the UK leave the EU?
- 3 What sea is the UK washed by in the east?
- 4 What industries now provide about two-thirds of the UK's GDP?
- 5 Name a British conservation organization.

APPENDIX



Picture 1. Natural areas of Russia



Picture 2. Neighbouring countries of Russia



Picture 3. Administrative division of Russia

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Учебное издание

Составители:

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**Иностранный язык (английский).
Basic Course for Natural Science Studies**

Учебно-методическое пособие

Издается в авторской редакции
Компьютерная верстка: *Л. Ю. Кочеткова*

Объем данных 5,0 Мб
Подписано к использованию 08.12.2021

Размещено в открытом доступе
на сайте www.psu.ru
в разделе НАУКА / Электронные публикации
и в электронной мультимедийной библиотеке ELiS

Издательский центр
Пермского государственного
национального исследовательского университета
614990, г. Пермь, ул. Букирева, 15