КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

AL-FARABI KAZAKH NATIONAL UNIVERSITY

Методическое пособие

по английскому языку

«***English for the Students of the Faculty of***

***Geography and Nature***

***Management***»

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Алматы

«Қазақ университеті»

2017

Рекомендовано к изданию Учёным советом факультета филологии,

литературоведения и мировых языков и РИСО

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Алматы: Қазақ университеты, 2017. – 70 стр.

Предлагаемое методическое пособие предназначено для работы с бакалаврами, обучающимися на 1 курсе географического факультета на казахском и русском языках. Сборник состоит из адаптированных текстов, предназначенных для развития навыков устной речи на основе общеобразовательных тем, грамматического и лексического материала, текстов профессионального содержания, а также англо-казахско-русского словаря наиболее употребительных слов.

Авторский коллектив.2017

КазНУ им. аль-Фараби, 2017

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**UNIT 1. SPEAK ENGLISH**

**Lesson 1**

**OUR FAMILY**

**Grammar**

*Step 1*: ***articles: a / an, the***

|  |  |
| --- | --- |
| ***a / an*** (*indefinite article*) | ***the*** (*definite article*) |
| * Use ***a / an*** with a singular noun.   e.g.: It’s a chair. He’s a student.   * Use ***an*** with a noun beginning with a vowel (a, e, I, o, u).   e.g.: It’s an umbrella. My father’s an engineer. | * Use ***the*** when we know which (book, windows). * Use ***the*** with singular and plural nouns.   e.g.: Close the book.  e.g.: Open the windows. |

Exercise 1. *Write* ***a*** *or* ***an****.*

bag, desk, e-mail, watch, diary, bedroom, country, car, flat, cup, sandwich

Exercise2*. Translate:*

It is a fridge. The fridge is in the kitchen. It is a carpet. The carpet is on the floor. It is an address book. It is an identity card. Listen to the teacher. Look at the board. They’re tissues. They’re sunglasses. It’s a dictionary.

*Step 2*: ***present tense of verb be***

|  |  |  |
| --- | --- | --- |
| I **am** a nurse. (I**’m** …) | I **am not** a nurse. | **Am** I a nurse? |
| He/She **is** in room 14.  We **are** teachers. | He/She **is not** in room 14.  We **are** not teachers. | **Is** he in room 14?  **Are** we teachers? |

**Remember:**

● Use *am (‘m)* for **I**. Use capital **I**: I **am** your teacher. I**’m** your teacher.

● Use *is (‘s)* for **he**/**she**/**it**: It **is** a school. It**’s** a school.

● Use *are (‘re)* for **we**/**you**/**they**/: They **are** students. They**’re** students.

● Put ***not*** after the verb to make negatives: She **is not** (**isn’t**) Spanish.

● In questions, put ***be*** before *you*, *he*, *she* etc.: Where **are you** from?

● Don’t use contractions in short answers: Are you Kazakh? Yes, I **am**.

NOT ~~Yes, I’m~~.

Exercise 3. *Complete with* ***am, is*** *or* ***are****.*

1. My name \_\_ \_\_\_\_\_\_\_\_ . My surname \_\_\_ \_\_\_\_\_\_\_\_\_ .

2. I \_\_\_\_ \_\_\_\_\_\_\_\_\_ years old.

3. I \_\_\_ from Kazakhstan from \_\_\_\_\_\_\_\_. And I \_\_ \_\_\_\_\_\_\_\_\_ /*Kazakh/Russian/Chinese etc*./.

4. I live *in a four-room flat* in the centre of \_\_\_\_\_\_\_\_ / *in a dormitory №4 in the Campus “KazGUgrad”/*.

5. I study \_\_\_\_\_\_\_\_ /*Geography/Biology/ Chemistry etc*./ at the Al-Farabi Kazakh National University.

6. My University \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ /*far/not far* / from my house.

7. I \_\_\_\_ a first-year \_\_\_\_\_\_\_. I study \_\_\_\_\_\_\_\_ /*English/German/ French/* and I like my classes very well.

8. My address \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ .

9. My phone number \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ .

10. My e-mail \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ .

Exercise 4. *Make questions and short answers.*

/ you Kazakh? – *Are you Kazakh?* - *Yes, I am*.

1. /she from the USA? – No, \_\_\_\_\_\_\_\_\_\_\_\_ .

2. / her mother Russian? – Yes, \_\_\_\_\_\_\_\_\_\_ .

3. / it Japanese food? – No, \_\_\_\_\_\_\_\_ .

4. / your friends students? – Yes, \_\_\_\_\_\_\_\_\_ .

*Step 3***: present tense of have //have got**

|  |  |  |
| --- | --- | --- |
| *I* **have** a sister.  *He/she* **has** a sister.  *We/you/they* **have** a sister. | *I* don’t **have** a sister.  *He/she* doesn’t **have** a sister  *We/you/they* don’t **have** a sister. | **Do** *I have* a sister? – ***Yes. I do***  ***No. I don’t.***  **Does** *he/she have* a sister?  **Do** *we/you/they* have a sister? |

Exercise 5. *Make up sentences (****+****), (****-****) and (****?****).*

I

We aunt(s)

You **have** **a** mother

He **has** **an**  father

She niece(s)

They nephew(s)

|  |  |  |
| --- | --- | --- |
| *I* **have got** a sister.  *He/she* **has got** a sister.  *We/you/they* **have got** a sister. | *I* **have *not* got** a sister.  *He/she* **has *not* got** a sister  *We/you/they* **have *not* got** a sister. | **Have** *I* **got** a sister? – ***Yes. I have. No. I haven’t.***  **Has** *he/she* **got** a sister?  **Have** *we/you/they* **got** a sister? |

**Remember:**

● Contractions: I**’ve** got... ; I **haven’t** got… . // He**’s** got… ; He **hasn’t** got… .

● You can use *have got* instead of *have* for possession.

**▪** I**’ve got** a car. = I **have** a car.

**▪ Have** you **got** a bike? = **Do** you **have** a bike?

● *Have got* is more common in the UK, *have* is more common in the USA and in international English.

*Step 4*: **plurals**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Singular*** | ***Plural*** | ***Spelling*** | **Remember:**   1. a kni***f***e – kni***v***es 2. a phot**o** – photo**s** 3. a t**oo**th – t**ee**th, a m**a**n – m**e**n, a m**ous**e – m**ic**e, a child – child**ren**; 4. ship – ship, money-money, trousers – trousers ***etc***. |
| a sister  a key | sister**s**  key**s** | add ***(-s)*** |
| a wat**ch**  a bo**x** | watch**es**  box**es** | add ***(-es)*** after *ch, sh, s, x* |
| a country  a dictionary | countries  dictionaries | consonant +y > - ies |

Exercise 6. *Write the plural*: *a brother – brother****s***

brother, student, hair, university, district, knife, subject,

city, party, friend, niece, relative, cousin, potato, book,

newspaper, class, club, designer, man, piano, dish

**Pronunciation**

● *Look carefully at the pronunciation of the words below. Practise saying them correctly.*

busy /’bızı/

character */’kærəktə/*

country */’kΛntrı/*

cousin */’kΛz(ə)n/*

eyes /aız/

fair */fεə/*

favourite */’feıv(ə)rıt/*

hair */hεə/*

nephew */’nevju:/*

pensioner */’pen∫ənə/*

relative */’relətıv/*

straight */* *streit/*

student */’stuj:d(ə)nt/*

university /*,ju:nı’vз:sıtı/*

**Vocabulary**

● *Can you remember these words? Read, translate and learn them by heart.*

1. aunt

2. (to) be busy

3. (to) be from …

4. (to) be married

5. (to) be proud

6. brother-in-law

7. businessman

8. go in for sports

9. husband

10. introduce

11. nephew

12. niece

13. onion

14. raspberry

15. sister-in-law

16. spend

17. strawberry

18. uncle

19. What are you?

20. wife

**Reading**

● *Read the text about Timur and his family. Then cover it and answer the questions below from memory.*

***Our Family***

First of all let me introduce myself. My name is Timur. I am seventeen years old. I was born on the 16th of October in 2000. Now I am a first-year student at the Al-Farabi Kazakh National University. I’m from Kazakhstan, from Almaty.

I am tall. My hair is short and black. My eyes are big and brown. I have a straight nose. I’m neither thin nor fat.

I’m going quite well at university. I learn many interesting subjects at the university. They are Geography, History, English, Russian and others.

Best of all, I like English. I like reading English books, and learn easy poems and songs. I learn English, because it’s an international language and in the future I want to travel a lot around the world and discover unknown places and deserts, countries and cities. My parents are proud of my success. Also I go in for sports. I play basketball and football very well and I take part in different basketball and football competitions. My hobby is swimming. I go to the swimming-pool twice a week.

Our family is neither large nor small, just a typical family. I have a mother, a father and a sister. We all live together in a three-room flat in one of the industrial districts of Almaty. My father is 45 years old. He is a tall and a well-built man with short black hair and black eyes. He works at a big plant as an engineer. He likes his work and spends most of his time there. By character my father is a quiet man, while my mother is energetic and talkative. Her name is Dana. She is a teacher of music and plays the piano well. My mother always has a lot of work to do at home and at school. She is a very busy woman and we all help her. My sister’s name is Diana. Like my mother she has dark eyes and fair hair. She is a very beautiful girl. She is three years younger than me. She is a pupil of 8th grade. She does well at school and gets only good and excellent marks. Literature is her favourite subject and she wants to be a teacher.

Our family is very united. We like to spent time together. In the evenings we watch TV, read books and newspapers, listen to music or just talk about events of the day. Our parents don’t always agree with what we say but they listen to our opinions. All of us like to spend our weekends in the country. We often go to the village where our grandparents live. They are aged pensioners now but they prefer to live in the country because they like gardening. They spend a lot of their free time growing tomatoes, onions, strawberries, raspberries etc. My grand-grandmother is still alive. She lives with my grandparents and is always glad to see us. Her health is poor and she asks us to come and see her more often. I also have many relatives: aunts, uncles, cousins, nephews and nieces. We are happy when we are together. And of cause I have got many friends. We study the same subjects, listen to music, chat and play different games together.

I love my family and my friends because we always help each other. Everyone in my family and everybody of my friends is my best friend indeed.

● *Answer the following questions:*

1. What is his name?

2. What is he?

3. How old is he?

4. Where does he live?

5. What does he like?

6. What is his hobby?

7. How many people are there in his family?

8. Does he have a brother or a sister?

9. What does his sister do?

10. Where do his parents work? Can you describe them?

11. Do his parents understand him?

12. What does his family like to do in the evenings?

13. How old are his grandparents? Where do they live?

14. How does he get along with his family and friends?

**Speaking**

● *Read the text and tell us about Caroline and her family. Guess the meaning of the highlighted words or phrases.*

***A friendly family***

Caroline Porter has a large family. There are nine people in it. The oldest member of her family is her granny. You can hardly believe it but she is about 90. She lives in a small cottage in the country. Caroline’s granny is very interested in life. She is fond of gardening and has got a lot of beautiful and unusual flowers in her small tidy garden. When Caroline’s granny was young she was a greengrocer and worked in a small shop in the same street.

Caroline’s mother and father are architects. They are about 50 but look much younger. They are fond of ancient Russian churches and they often travel to Russia. They visit big cities and small towns. They are real specialists and know a lot. They often tell their family about their journeys. Caroline’s mother is called Debbie. She is a tall woman, slim and fair-haired, very clever and nice. Her husband’s name is Peter. Peter is shorter than his wife. He is thin and dark-haired. He is very brave. They have been married for 25 years and are real friends.

Debbie has a brother, Victor, and a sister, Alice, who is a nurse in a hospital. Alice is not married and has no children. Victor is a salesman. He is married and has two children – Bob and Polly. They are at primary school. Caroline’s cousins are very bright. They are not short but they are not tall either. They are both seven, fair-haired, pretty and polite. Their parents are proud of them. But sometimes the children are lazy.

Caroline’s cousins like to play active games. They are never tired and are seldom quiet. They have got a very rich imagination. They like to read a lot and listen to their granny’s stories. Victor’s wife, Mary, is a typist. She works in a big firm.

All the members of the family are very friendly and hospitable. Their friends often come to see them and they all have wonderful parties.

**Vocabulary:** *Find the Kazakh equivalents to the words in the chart.*

|  |  |  |
| --- | --- | --- |
| 1. ancient 2. believe 3. both 4. brave 5. fair-haired 6. greengrocer 7. hardly 8. polite 9. salesman   typist | 1. \_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_\_\_\_\_\_ 8. \_\_\_\_\_\_\_\_\_\_\_\_ 9. \_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_ | 1. древний 2. верить 3. оба, обе 4. храбрый 5. светловолосый 6. продавец овощей 7. едва 8. вежливый 9. продавец, торговец   наборщик, печатник |

Exercise *7. Introduce yourself using the chart below.*

|  |  |
| --- | --- |
| 1. 1. Name 2. 2. Surname 3. 3. Age 4. 4. Date & place of birth 5. 5. Occupation 6. 6. Marital status | 1. 7. Postal address   8. Phone number  9. E-mail address  10. Physical appearance  11. Personality  12. Likes & dislikes |

**Lesson 2**

**MY DAILY LIFE AS A STUDENT**

**Grammar**

*Step 5***: present simple all verbs**

|  |  |  |
| --- | --- | --- |
| **(+)** | **(-)** | **(?)** |
| I learn/ study/ go  You learn/ study/ go  He learn**s**/ stud**ies**/go**es**  She learn**s**/ stud**ies**/ go**es**  We learn/ study/ go  You learn/ study/ go  They learn/ study/ go | I don’t learn/study/go  You don’t learn/study/go  He doesn’t **learn**/**study**/**go**  She doesn’t **learn**/**study**/**go**  We don’t learn/study/go  You don’t learn/study/go  They don’t learn/study/go | Do I learn/ study/ go?  Do you learn/ study/ go?  Does he **learn**/ **study**/ **go**?  Does she **learn**/ **study**/ **go**?  Do we learn/ study/ go?  Do you learn/ study/ go?  Do they learn/ study/ go? |

**Remember:**

● Contractions: do not = don’t; does not = doesn’t

● Use *the present simple* for things that are generally true or habitually happen.

▪ Kazakh people like animals. My mother works from 9.00 a.m. – 5.00 p.m.

● To make negatives use *don’t / doesn’t + the infinitive*.

▪ His little sister doesn’t **go** to school. NOT His little sister ~~doesn’t goes~~ to school.

**Remember word order** = **ASI** (auxiliary, subject, infinitive) or **QUASI** (question word, auxiliary, subject, infinitive)

|  |  |  |  |
| --- | --- | --- | --- |
| (**Q**) = question word | (**A)** = auxiliary | (**S**) = subject | (**I**) = infinitive |
| Where  What subject | Do  Does  do  does | you  your sister  you  your sister | live in Almaty?  study Geography?  live?  study at niversity? |

Exercise 1. *Complete the sentences with the following words:* ***write, know, meet, play, copy out, drive, send, read****.*

1. (+) We often \_\_\_\_\_\_\_\_\_ these boys here.

2. (-) We \_\_\_\_\_\_\_\_\_\_\_ these texts at school.

3. (+) My friends from London often \_\_\_\_\_\_\_\_\_\_ me English books.

4. (+) My sister \_\_\_\_\_\_\_\_ newspapers every day.

5. (-) They \_\_\_\_\_\_\_\_\_\_\_\_ Grammar tests at home.

6. (-) He \_\_\_\_\_\_\_\_\_\_\_\_\_ computer games.

7. (+) She \_\_\_\_\_\_\_\_\_ English very well.

8. (-) I \_\_\_\_\_\_\_\_\_\_\_ a car.

Exercise 2. *Open the brackets. Use the verbs in Present Simple.*

My working day (*to begin*) at seven o’clock. I (*to get*) up, (*to switch*) on the radio and (*to do*) my morning exercises. It (*to take*) me fifteen minutes. At half past seven we (*to have*) breakfast. My father and I (*to leave*) home at eight o’clock. He (*to drive*) a car to his office and (*to take*) me to my university. My mother (*to be*) a doctor, her work (*to start*) at 9 a.m. She (*to leave*) home at half past eight a.m. In the evening we (*to gather*) in the living room. We (*to* *watch*) TV and (*to talk*).

**Pronunciation**

● *Look carefully at the pronunciation of the words below. Practise saying them correctly.*

bathroom [‘*ba:θru:m*]; enough [*ı’nΛf*]; university [*ju:nı’vз:sıtı*]

minute [‘*mınıt*]; library [‘*laıbrərı*]; museum [*mju’zı:əm*]

**Vocabulary**

● *Can you remember these words? Read, translate and learn them by heart.*

1. (to) brush (hair)

2. (to) discuss

3. (to) have a rest

4. (to) have dinner

5. It takes me 5 min.

6. (to) make a bed

7. (to) put on

8. (to) take a shower

Exercise *3. Match a word line in* ***A*** *with a line in* ***B****:*

**A**

watch

cook

read

catch

play

drive

wear

live

answer

**B**

a car

the phone

tennis

television

in a flat

dinner

the train

a magazine

a uniform

**Reading**

● *Read the text. Then cover it and answer the questions below from memory.*

***My daily life as a student***

I usually get up at 7 a.m. on week-days. I make my bed, open the window and do my morning exercises. Then I go to the bathroom where I clean my teeth and wash myself. If I have enough time I take a cold and hot shower. After bathroom I go back to my room where I dress myself and brush my hair. In 10 minutes I am ready for breakfast.

After breakfast I put on my coat, take my bag and go to my university. As I live not far from the university, it takes me only 5 or 7 minutes to get there. I don’t want to be late for the first lesson so I come to the university a few minutes before the bell. The lessons begin at 8.00 in the morning and they are over at 4 p.m. After the lessons I go home and have dinner there.

After dinner I have a short rest, read newspapers and magazines. Then I do my homework. We study many subjects at the university and it takes me three or even more hours to do my homework. Sometimes I go to the library to get ready for my practical classes or to write reports.

At weekends I go to the theatre, cinema or museum.

8 o’clock in the evening is supper time in our family. We all get together in the kitchen, then go to the sitting-room and watch TV, read books or discuss different problems.

At about 11 at night I go to bed.

● *Answer the following questions:*

1. When do you usually get up?

2. Do you make up your bed?

3. What do you have for breakfast?

4. What do you do after breakfast?

5. How long does it take you to get to the university?

6. What do you do after the lessons?

7. Where do you have your dinner?

8. Do you have free time?

9. When do you go to bed?

**Speaking**

● *Read the text. Remember the meaning of the highlighted words or phrases. Then learn them by heart.*

***My Day off***

I go to the university five days a week, so I have two days off – Saturday and Sunday (I’m lucky, because some other students have the only one day off). During the week I am very busy, so I like to have a rest on weekend.

I am not an early riser (= *человек, встающий рано*) and it is a rare Saturday or Sunday when I get up before 9 o’clock. I enjoy staying in bed, when I don’t have to hurry anywhere.

We have late breakfast at 10 and watch TV. Usually we have something tasty: meat salad, fried potatoes, chicken, cake or pie.

If the weather is fine, I usually do not stay indoors, I and my dog go outside. Often we go to the park and play there. If the weather is rainy and gloomy (=*мрачный*), I stay at home and watch TV, listen to the music, read the books.

After dinner we go to visit our grandparents or relatives, or just simply take a nap (=*вздремнуть*). Sometimes when my friends call me we go roller-blading near Opera theatre I like roller-blading very much, I think it is very funny.

In the evenings I like to watch video and music programs. There is a big armchair in my room right beside the lamp with blue shade (=*с голубым абажуром*). If it is cold I like to sit there with cup of coffee and read.

Sometimes I do something special on weekends: go to an art exhibition [*eksı’bı∫n*], to the theatre, to the concert.

I always go to bed late on Sundays, and Monday morning is the most difficult day of the week for me.

I like weekends very much, because I can rest and gain [*geın=приобретать*] some energy for the next week.

● *Answer the following questions.*

1. How many days off a week do you have?

2. When do you get up on Sunday?

3. What do you usually do during weekends?

4. What do you do if the weather is sunny?

5. Do you spend a lot of time with your friends?

6. Do you watch TV a lot?

7. What time do you go to bed?

8. Do you like weekends?

*Exercise 4. Work in pairs, interview your partner about a typical day off.*

**Lesson 3**

**SPORT** **IS A PRESERVER OF HEALTH**

**Grammar**

*Step 6***: the *use of the infinitive (with to)***

|  |
| --- |
| 1. Use the infinitive *with to* after some verbs (e.g. want, need, would like, plan, decide, forget, hope, help, offer, learn, promise, etc.); 2. Use the infinitive *with to* after adjectives; 3. Use the infinitive *with to* to say why you do something. |

Exercise 1. *Complete with* ***to + a verb*** *using the verbs from the box.*

|  |
| --- |
| *to celebrate, to book, to get, not to make, to visit, to tell, to do, not to drive* |

1. They want to go to China \_\_\_\_\_\_\_\_\_ their family there.

2. He went to the travel agent’s \_\_\_\_\_\_\_\_\_ our tickets.

3. I’ll send them a text message \_\_\_\_\_\_\_\_ them where we are.

4. Be careful \_\_\_\_\_\_\_\_\_\_\_\_ too fast on the way home.

5. She’s going to have a party \_\_\_\_\_\_\_\_\_\_\_\_ getting the job.

6. What do you want \_\_\_\_\_\_\_\_\_\_\_ this evening?

7. Try \_\_\_\_\_\_\_\_\_\_ a noise. Your mother is sleeping.

8. She’s gone to the supermarket \_\_\_\_\_\_\_\_\_\_ some food for tonight.

*Step 7***: The Gerund: *verb + -ing***

|  |
| --- |
| **Remember:** Use **verb + -ing**:   1. … **after some verbs**, e.g. *enjoy, finish, hate, love, like, stop; think of; be fond of; give up; I can’t help (=я не могу не)* etc.; 2. … when we use **a verb as a noun** (e.g. *as the subject of a sentence*); 3. … when we use **a verb** ***after a preposition***. |

Exercise 2. *Match the following sentences* ***a*** *–* ***i*** *with rules* ***1*** *-* ***3****.*

a) Some students don’t really enjoy doing morning exercises.

b) Going by train is cheaper than by plane.

c) I can’t help admiring the places of interest in London.

d) I’ll go on studying until dinner time.

e) Teaching teenagers is very hard work.

f) You can’t sing well without learning to breathe properly.

g) My sister spends hours on the phone talking to her boyfriend.

h) I’m thinking of buying a new car.

i) I don’t mind cooking but I hate washing up.

**Pronunciation**

● *Look carefully at the pronunciation of the words below. Practise saying them correctly.*

healthy *[‘helθı]*; nationality *[næ∫ə’nælətı]*; initiative *[ı’nı∫ətıv]*

culture *[‘kΛlt∫ə]*; society *[sə’saıətı]*; certainly *[‘sз:t(ə)nlı]*

**Vocabulary**

● *Can you remember these words? Read, find the Kazakh equivalents and learn them by heart.*

1. compulsory – *обязательный*

2. distance – *расстояние*

3. (to) enjoy popularity – *пользоваться популярностью*

4. establishment – *учреждение, заведение*

5. fit – *в хорошей форме*

6. kindergarten – *детский сад*

7. liveliness – *живость, оживленный*

8. mobility – *мобильность*

9. on personal initiative – *по личной инициативе*

10. (to) pay attention to – *обращать внимание на …*

**Reading**

● *Read the text. Then cover it and answer the questions below from memory.*

***Sport in our life***

People all over the world are fond of sports and games. Sport makes people healthy, keeps them fit, more organized and better disciplined. It unites people of different classes and nationalities. Many people do sports on their personal initiative. They go in for skiing, skating, table tennis, swimming, volleyball, football, body-building, etc.

All necessary facilities are provided for them: stadium, sport ground, swimming pool, skating rink, skiing station, football field etc.

Sport is paid much attention to in our educational establishments. Gymnastics is a part of children’s daily activities in the kindergartens. Physical education is a compulsory subject at schools and colleges.

Professional sport is also paid much attention to in our country. In every city of our country there are different sporting societies, clubs and complexes.

Practically all kinds of sports are popular in our Kazakhstan, but football, gymnastics and tennis enjoy the greatest popularity. As for me, I go in for table tennis (ping-pong). It needs mobility, liveliness and much energy. It keeps a person in a good form. I have been playing tennis for five years, but the more I play, the more I like it. I get a real joy taking part in competitions or simply playing with my friends. Sometimes, I go to tennis courts.

Certainly, there’s a great distance between my manner of playing and such favourite sportsmen like Jim Courier, Stephan Edberg, Pete Sampras, Boris Becker, Per Korda, but I do my training with great pleasure and hope to play as well as our best players do.

● Answer the following questions:

1. Why are people all over the world fond of sports and games?

2. What necessary facilities are provided for people?

3. What kinds of sports are popular in our country?

4. What is your favourite kind of sport? Why?

5. Who is your favourite footballer?

6. What is unusual about people who live a very long time?

7. What do think their secret is?

***Speaking***

●*Read the text. Remember the meaning of the highlighted words or phrases. Then learn them by heart.*

***Physical education and sport***

You have heard many times that sport holds an important place in our life. Sports help people to keep in good health.

Physical education and sports in our country are part of public and cultural life. It is very popular with young people. Any boy or girl who shows good results at sport clubs or athletics competitions is given every help to become a champion.

From time to time sport and game competitions are held at our University, but some students don’t want to take an active part in them. They don’t believe that sport is very necessary. And they think that sport may stand in the way of other important things.

Well, such boys and girls are wrong. Team games, for example, develop character and quick thinking. It makes people kin.

An English proverb says, “In sports and journeys men are known”. This means that a good sportsman will always help other members of his team to win in a competition and he knows that his friends will never let him down. You can read about this kind of thing in the newspapers all the time.

Exercise 3. *Discuss the following questions in pairs*.

1. What have you heard about sports?

2. Why do you think sport is a part of cultural and public life?

3. Are Americans and British interested in sports?

4. Why do a lot of people spend so much time on sport activities?

5. What kinds of sport are very popular with our people?

6. What do you do (will do) to be healthy?

7. What rules must you know if you want to be strong and healthy?

Exercise 4. *Write the sports words into the chart:*

**Remember:**

*▪ Use* ***play*** *with sports with a ball.*

*▪ Use* ***go*** *with sports that end in –***ing***.*

*▪ Use* ***do*** *with martial (воинственный) arts and activities that you do in a gym.*

|  |  |  |
| --- | --- | --- |
| **play** | **go** | **do** |
|  |  |  |

… football

… walking

… sailing

… volleyball

… tennis

… golf

… ice-skating

… dancing

… ice-hockey

… windsurfing

…skiing

… fishing

… baseball

… judo

… aerobics

… basketball

…rugby

…swimming

…cycling

…handball

…gymnastics

… karate

… hockey

…badminton

… riding

… climbing

Exercise 5. *Speak on the sport you go in for, its role in your life, how you do it.*

*Use the following topic as an example.*

|  |
| --- |
| ***My Favourite Sport*** |
| Everybody knows that sport is an important part of healthy lifestyle. Fortunately, there are many opportunities nowadays to do different types of sports. First of all, we always have lessons of physical education at school. Secondly, from the very childhood I attend martial arts, to be precise karate lessons. It’s one of my favourite types of pastime. I’ve had several teachers and all of them were highly professional. Another sport that I enjoy is swimming. I’m just an amateur, and I often go to the nearest swimming-pool. Luckily in summer I get a chance to swim in the open sea. I’m not the only sport lover in our family. My younger brother is also keen on sport. His favourite sport is tennis and he is really good at it. Besides doing sports, I like watching different games on TV. Every winter, for example, I watch figure skating, skiing and hockey championships. In summer I enjoy watching football and rowing. Besides active games, there are also some other types of games which also refer to sports, among them are chess, backgammon, billiards, air hockey, bowling and others. When I have free time I do play these games with my friends. I don’t think there are any types of sport which I don’t like. |

Exercise 6. *Speak on your favourite Kazakhstan sportsman/sportswoman.*

**Lesson 4**

**MY LAST HOLIDAY**

**Grammar**

*Step 8*: ***past simple of regular and irregular verbs***

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***(+)*** | ***(-)*** | ***(?)*** |
| I  You  He  She  It  We  They | lov**ed**  wr**o**te | **… did**n’t ***love***  **… did**n’t ***write*** | **Did** … ***love***? - Yes, … **did.**  **Did** … ***write***? - No, … **didn’t**. |

**Remember:**

● Use the past simple to talk about finished actions in the past.

*(yesterday, last time, last month, last week, last night, last Sunday, two days ago, a week ago, the day before yesterday, last year, in 1997, in 2016 etc.)*

● The past simple is the same for all verbs.

● Use the infinitive after *Did* …? And *didn’t* for negatives and questions.

● To make the past simple (+) of regular verbs add ***-ed***.

***Remember the spelling rules***:

1. work – work***ed***; stay – stay***ed***;

2. like – like***d*** (just add ***d*** if verb finishes in ***e***);

3. study – studied (**y** > **i** after a consonant);

4. stop – sto***pp***ed (if verb finishes in *consonant-vowel-consonant*, double the final consonant).

● Many common verbs are irregular in (+) past simple, for example *write > wrote; go > went, leave > left, speak > spoke, get > got, buy > bought, have – had* etc.

See **the Irregular verbs list**.

● The past simple for ***to be*** Singular (I, he, she, it) – ***was***, but Plural (we, you, they) – ***were***.

I *was* a sailor.

We *were* sailors.

I *was not* a sailor.

We *were not* sailors.

*Was* I sailor? – Yes, I *was*.

No, I *wasn’t*.

*Were* we sailors?

**Who** *was* a sailor? – I *was*.

**Pronunciation**

**Remember!** *There are three possible pronunciations of regular –***ed** *verbs.*

|  |  |  |
| --- | --- | --- |
| [**d**] | [**t**] | [**id**] |
| play-play*ed*  live-live*d*  open-open*ed*  fill-fill*ed*  remember-remember*ed*  travel-trave**ll***ed*  study-stud**i***ed*  try-tr**i**ed | help-help*ed*  ask-ask*ed*  cross-cross*ed*  work-work*ed*  watch-watch*ed*  stop-sto**pp***ed*  look-look*ed*  laugh-laugh*ed* | test-test*ed*  mend-mend*ed*  wait-wait*ed*  rent-rent*ed*  correct-correct*ed*  want-want*ed*  decide-decid*ed*  need-need*ed* |

Exercise 1. *Write the following verbs in the correct column.*

created

opened

checked

developed

organized

continued

visited

traveled

stayed

received

asked

lasted

jumped

delayed

insisted

|  |  |  |
| --- | --- | --- |
| **/d/** | **/t/** | **/id/** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Vocabulary**

● *Copy out the new words and learn them by heart.*

1. (to) accept the invitation

2. at somebody’s place

3. (to) attack smb.

4. (to) be tired

5. (to) book a ticket for a through train

6. (to) enjoy

7. fresh air

8. (to) get acquainted with

9. (to) invite

10. (the) local entertainment centre

11. (to) make an impression on smb.

12. (to) make friends with

13. on the way home

14. (to) pass an examination successfully

15. places of interest

16. reluctantly

17. vacation

18. (to) warn smb.

*Exercise 2. a) Read the text “****Erbol’s Last Winter Vacation***”.

*b) Put the verbs in brackets in the Past* *Simple.*

Erbol is a first-year student at the University. A month ago he (*to get*) a letter from his sister and brother-in-law. They live in a forest not far from Kokshetau. They (*to invite*) Erbol to spend his winter vacation at their place.

Erbol (*to accept*) their invitation with great pleasure. He (*to pass*) all the examinations successfully. He (*to book*) a ticket for a through train and after the last exam (*to start*) to Kokshetau. It (*to take*) him 28 hours to get there. His sister (*to meet*) him at the station. They (*to be*) glad to see each other. On their way home his sister (*to ask*) him a lot of questions about his life and studies.

In the evening they (*to have*) a good rest talking, listening to music and watching TV.

In the morning next day Erbol’s brother-in-law (*to take*) him to ski in the forest. He (*to like*) it very much. He (*to enjoy*) the fresh air, the beautiful nature around him and a lot of snow on the ground. They (*to see*) many squirrels, hares and even a fox, (*to listen*) to different birds. They (*to return*) home late, a little tired but happy.

Erbol (*to stay*) at his sister’s till the end of his vacation and everyday (*to go*) skiing. But his brother-in-law (*to warn*) him not to go too far, because wolves may attack him.

Erbol (*to like*) the local entertainment centre. He (*to go*) there every evening, (*to* *make*) friends with some young people – students of Kokshetau colleges, (*to play*) billiards and bowling, and (*to swim*) in the swimming-pool. The local library after Saken Seifulin (*to make*) a good impression on Erbol, because he (*to find*) rare historical and literary novels there and (*to spend*) long nights reading them.

His new friends (*to take*) him to Sultanmakhmut Toraigyrov’s house-museum which (*to be*) also interesting and important for Erbol. There he (*to get*) acquainted with the writer’s full biography and difficult life.

On the twentieth day he reluctantly (*to leave*) his sister’s place for Almaty. He (*to invite*) his new friends to visit the southern capital which is rich in museums, theatres, clubs and (*to promise*) to show them all places of interest.

Exercise 3. *Answer the following questions. Remember the word order in*

*questions. (****See*** *Step 9 below)*

1. What did you learn about Erbol?

2. What letter did he get a month ago?

3. Who invited him to spend the winter vacation in Kokshetau?

4. He didn’t accept his sister’s invitation, did he?

5. How long did it take Erbol to get to Kokshetau?

6. Did anybody meet him at the station or did he take a taxi to his sister’s place?

7. How did they spend the first evening?

8. Where did Erbol’s brother-in-law take him to next day?

9. Why did Erbol enjoy skiing in the forest?

10. Why did his brother-in-law warn him not to go too far into the forest?

11. What did Erbol do in the local entertainment centre?

12. Why did the local library make a good impression on him?

13. Why did he like S. Toraigyrov’s house-museum?

14. Why did Erbol leave for Almaty reluctantly?

15. How did Erbol decide to repay his new friends’ kindness?

*Step 9*: ***questions with and without auxiliaries***

● To make questions in the past and present simple, we normally use the auxiliary verbs do / does / did + the infinitive.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **QU** | **A** | **S** | **I** |  | **Subject** | **Verb** |  |
| What | *does* | this word | *mean*? | *Who* | writ**es** | their songs? |
| Where | *did* | you | *go* last night? | *What* | happened | to you? |

● When the question word *(Who?, What?, Which?, How many?)* is the **subject** of the verb in the question, we do **not** use an auxiliary (*do, does, did*) and the verb is in the **third** person.

Exercise 4. *Make own sentences using the following words*

1. childhood

2. die – died

3. enter - entered

4. graduate from

5. in the country

6. was / were born

**Reading and Speaking**

Exercise 5*. Read the text.*

My name is Murat Kulov. Let me tell you about my life.

I was born on the 11th of July, 1994, in a village near Karaganda. My parents were farmers, so I spent my childhood in the country. At the age of seven I went to school. In 2012 finished school with good marks. My dream was to become a sailor, so I went to Odessa to enter the navigation school. But I didn’t pass the entrance examinations, came home and began to work. A year later I entered the Economics faculty of the Al-Farabi Kazakh National University and graduated from it in 2017. After that I moved to Karaganda and began to work as an economist at a mine. Now I am married, I have a daughter. My wife’s name is Marzhan, she is a teacher. My father died in 2014, my mother is a pensioner.

Exercise 6*. Answer the following questions to the content of the text.*

1. What is his name?

2. When and where was he born?

3. Where did he spend his childhood?

4. When did he go to school?

5. What was his dream?

6. Did it come true?

7. Why didn’t it come true?

9. When did he enter the Economic faculty?

10. When did he graduate from it?

11. Where did he move to in 2016?

12. What is he now?

13. Is he married?

14. How many children does he have?

15. What is his mother?

Exercise 7. Ask a partner about his/her childhood.

Exercise 8. Tell more about his/her friend’s biography.

**Lesson 5**

**A GREAT SCIENTIST**

**Grammar**

*Step 10***: *Past Simple Passive (was/were + verb3)***

|  |  |  |
| --- | --- | --- |
| I, he, she, it | **was** | attacked, seen, painted, named, arrested etc. |
| You, were, they | **were** |

**Remember: -** We form the passive with the verb ***to be*** + a past participle;

It ***was painted*** by Toulouse - Lautrec

- We use the passive when we don’t know who did the action;

e.g. The film ***was seen*** in 1975.

- We can use ***by*** after a passive verb to say who or what does/did the action.

e.g. The experiment ***was conducted* by** scientists.

- We don’t use ***by*** when the person who does the actions known by everyone, or ‘is people in general’.

Exercise 1. *Rewrite the newspaper headlines.*

*Use the passive and add the missing words*.

e.g.: *Woman saved by dog*.

A woman *was saved* ***by*** a dog.

1. School destroyed by earthquake.

2. Burglars arrested in art gallery.

3. Runaway car stopped by a 5-years-old child.

4. UFOs spotted in China.

5. They asked him a lot of questions.

Exercise 2. *Read the following words paying attention to the sounds.*

culture [‘*kΛtl*∫ə]

lecture [‘*lek l*∫*ə*]

Literature [‘lιtrιt∫ə]

nature [‘neιt∫ə]

temperature [‘*tempιt∫ə*]

structure *[‘strΛkt∫ə*]

Exercise 3. *There are three different ways of pronunciation of -***ed** *in regular past tense verbs.*

|  |  |  |
| --- | --- | --- |
| /d/ | /t/ | /ιd/ |
| discover**ed** | reach**ed** | translat**ed** |
|  |  |  |

● *How is the ending of each of these verbs given below pronounced? Fill in the chart above.*

called

communicated

developed

graduated

learned,

lived,

recorded

served

stayed

studied

surrounded

travelled

**Vocabulary:** *Can you remember these words? Read, translate into Kazakh and learn them by heart.*

1. anniversary – юбилей

2. archaeologist [*ɑːkɪˈɒlədʒɪst*] – археолог

3. (to) be buried – быть захороненным

4. communicate – общаться

5. custom [‘*kΛstəm*]- обычаи

6. fortress – крепость

7. in honour [*in ‘ɒnə*] – в честь

8. musician [*mju:’zi****∫****n*] – музыкант

9. peculiarity [*pi,kju:liæriti*] – особенность, личное качество

10. publicist [‘*pΛblisist*] - публицист, журналист

11. record – записывать, увековечивать

12. research [*ri’sэ:t***∫**] – исследование

13. science – [‘*saiэns*] – наука

14. serve – служить

15. significant [*sig’nifikэnt]*- значимый

16. society [*sэ’saiэti*] – общество

17. (to) take a part – принимать участие

**Reading and Speaking**

Exercise 4. *Read the text. Try to understand and guess the meaning of the highlighted words or phrases and learn them by heart.*

**Shokan Valikhanov as the Geographer-Researcher**

(1835-1865)

Shokan Valikhanov was an outstanding scientist and educator who did a lot of scientific researches in the field of geography, history, ethnography, folklore of people of the East. Shokan (real name is Mukhammedhanafia) Chingizuly Ualikhanov was born in November 1835 in Kusmuryn fortification of the present Kostanay region. Shokan Valikhanov was the great Kazakh scientist, orientalist, historian, ethnographer, geographer, folklorist, educator.

At birth he was named Mukhammed-Kanapiya) and his mother called him Shokan. He spent his childhood first in Kusmurun (when his father was a senior Sultan), then in Kokshetau, on their ancestral homeland – in Syrymbet.

His upbringing was influenced by his grandmother Aiganym. Since childhood Shokan was interested in historical poems, tales, legends, stories, listened them attentively. Already in the period of Kusmurun he wrote the poem “Kozy Korpesh – Bayan Sulu”. In Syrymbet he painted pictures for the plots of legends and tales. Also since childhood Shokan was attracted to science.

Shokan Valikhanov began his studies at Kusmuryn in Kazakh school, where he studied Arabic. By tradition, according to which the son of Khan should know 7 languages, Shokan studied Arabic, Percian, medieval Turkic languages.

In 1847 his father placed 12-years-old Shokan in Military school with the help of his Russian friends. This educational institution, which considered as the best one in Siberia, was ‘the place where education and patriotism were flourishing.’

In 1853 Shokan graduated from the Military school.

In 1856 Shokan joined the military and scientific expedition, led by M.M. Khomentovsky. Expedition was instructed to investigate thoroughly the Kyrgyz land, to make a map of Issyk Kul surroundings. This gave Shokan the opportunity to be engaged in scientific work. Being in the expedition, Shokan gathered orientological, entomological collections and made herbarium, studied the fauna and flora of Zhetysu. He closely studied the culture of the ancient ruined cities of those places.

He communicated with such famous persons as G.P. Potanin, N.F. Annenskiy, P.P. Semenov-Tianshanskiy, F.M. Dostoyevskiy and others.

In Saint-Petersburg Shokan Valikhanov, who was barely 20 years old, was elected a member of the Russian Geographical Society on February, 21st, 1857.

Being a great historian, publicist, linguist, geographer, musician, archaeologist, ethnographer, traveler Tchokan Valikhanov did a lot for his people; he made research and recorded national peculiarities of the people’s life, traditions, customs, religion and language.

In his short life Shokan Valikhanov left many valuable works dedicated to social and political structure, history, geography, ethnography and folklore of the peoples of Kazakhstan and Central Asia.The most significant of his works are ‘Ablai”, ‘Notes on the Kyrghyz people’, ‘Traces of Shamanism in the Kyrghyz’, ‘Kyrghyz Pedigree’, ‘Essays of Djungaria’.

In the spring of 1861 he became seriously ill with tuberculosis and had to leave St.Petersburg. Disease (tuberculosis) began to progress and on the advice of doctors he returned to his native land. Unfortunately, Shokan Valikhanov succumbed to his illness on April 10, 1865 at the age of 29. He was buried in the nearby cemetery of Kochen-Togan in present day Almaty Province.

Exercise 5. *Find in text above the sentences in the Past Simple Passive and translate them into Kazakh or Russian*.

Exercise 6. *Read and translate the following statements.*

1. Шокан родился в крепости Кушмурын в семье казахского султана - правнука хана Абылая.

2. В частной казахской школе он обучался грамоте и рисованию, изучал литературу и арабский язык.

3. В 1853 году Шокан окончил Омский кадетский корпус.

4. Шокан активно участвовал в работе Академии наук и Русского Географического Общества.

5. Историк, публицист, лингвист, географ, музыковед, археолог, этнограф, путешественник Шокан Валиханов много сделал для своего народа.

6. Недалеко от урочища Коген Тоган, в местности Алтын- Эмель, где был похоронен Шокан Валиханов, в честь его 150-ти летия, построен мемориальный комплекс.

Exercise 7. *Cover the text. In pairs, can you remember what these numbers refer to?*

***1857, 12, 1835, 1861, 7, 1953, 1947, 20, 1865***

Exercise 8*. Work in pairs. Ask your partner more information about Shokan Valikhanov.*

Exercise 9*. Retell the story.*

**UNIT 2. READ ENGLISH**

**1. The Science of Geography**

***1.1. Read the text and formulate the main ideas.***

*Geography* (from Greek γεωγραφία, *geographia*, literally "earth description") is a field of sciences devoted to the study of the lands, the features, the inhabitants, and the phenomena of Earth. Geography is an all-encompassing discipline that seeks an understanding of the Earth and its human and natural complexities—not merely where objects are, but how they have changed and come to be.

Geography is often defined in terms of the two branches of human geography and physical geography. Human geography deals with the study of people and their communities, cultures, economies and interactions with the environment by studying their relations with and across space and place.Physical geography deals with the study of processes and patterns in the natural environment like the atmosphere, hydrosphere, biosphere, and geosphere.

The four historical traditions in geographical research are: spatial analyses of natural and the human phenomena, area studies of places and regions, studies of human-land relationships, and the Earth sciences.

Geography has been called "the world discipline" and "the bridge between the human and the physical sciences".

Geography is a systematic study of the Earth and its features. Traditionally, geography has been associated with cartography and place names. Geographers study the space and the temporal database distribution of phenomena, processes, and features as well as the interaction of humans and their environment. Because space and place affect a variety of topics, such as economics, health, climate, plants and animals, geography is highly interdisciplinary. The interdisciplinary nature of the geographical approach depends on an attentive to the relationship between physical and human phenomena and its spatial patterns.

Integrated geography is concerned with the description of the spatial interactions between humans and the natural world. It requires an understanding of the traditional aspects of physical and human geography, as well as the ways that human societies conceptualize the environment. Integrated geography has emerged as a bridge between the human and the physical geography, as a result of the increasing specialization of the two sub-fields. Furthermore, as human relationship with the environment has changed as a result of globalization and technological change, a new approach was needed to understand the changing and dynamic relationship. Examples of areas of research in the environmental geography include: emergency management, environmental management, sustainability, and political ecology.

***1.2. Answer the following questions:***

1. What is Geography?

2. What does Geography study?

3. What are the two main branches of geography?

4. What is the main aim of physical geography?

5. What does human geography focus on?

6. What does integrated geography require?

***1.3. Do the lexical and grammatical exercises.***

*a) Complete the statements with the following words and word-combinations given below:*

1. Today Geography is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ covering several areas of study.

2. Geography is again, a multidisciplinary subject that \_\_\_\_\_\_\_\_\_ into a number of sub-fields.

3. Geography as a discipline can be split broadly into two main subsidiary fields: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

4. Physical geography \_\_\_\_\_\_\_\_\_\_ geography as an Earth science.

5. Human geography is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that focuses on the study of patterns and processes that shape the human society.

6. As space and place affect a variety of topics such as economics, health, climate, plants and animals, \_\_\_\_\_\_\_\_\_\_\_\_ is highly interdisciplinary subject.

*Geography; focuses on; is divided; a branch of geography; human*

*geography and physical geography; an extremely diverse discipline*

*b) Find in the text the English equivalents for the following words and word-combinations:*

климат; наука; сфера; общество; зависеть; междисциплинарный предмет; концентрироваться; иметь дело; описание; определять;

характерная особенность; пространственный анализ; ассоциировать,

распределение, взаимоотношение, окружающая среда; социальная география; база данных; область исследования

*c) Ask questions on the statements below.*

1. The concept of geography as the study of man and environment relationship is quite old.

2. Geography is the science of our world, and using and sharing geographic knowledge is the key to our future.

3. Geography is the science place, i.e., the study of the surface of the earth, the location and distribution of its physical and cultural features, the areal patterns or places that they form, and the interrelation of these features as they affect humans.

4. In the study of geography two main branches may be distinguished, physical geography and human (or cultural) geography, originally anthropogeography.

5. Physical geography based on the physical sciences, studies the world’s surface, the distribution, delineation, and nature of its land and water areas.

6. Human geography may in turn be subdivided into a number of fields, such as economic geography, political geography, social geography, environmental perception and management, geographical cartography, geographic information systems, and military geography.

7. Geography was first systematically studied by the ancient Greeks, who also developed a philosophy; Thales of Miletus, Herodotus, Eratosthenes, Aristotle, Strabo, and Ptolemy made major contributions to geography.

**2. Cartography. Cadastre**

***2.1.* *Read the text carefully and memorize it*.**

Cartography studies the representation of the Earth's surface with abstract symbols (map making). Although other sub-disciplines of geography rely on maps for presenting their analyses, the actual making of maps is abstract enough to be regarded separately. Cartography has grown from a collection of drafting techniques into an actual science.

Cartographers must learn cognitive psychology and ergonomics to understand which symbols convey information about the Earth most effectively, and behavioral psychology to induce the readers of their maps to act on the information. They must learn geodesy and fairly advanced mathematics to understand how the shape of the Earth affects the distortion of map symbols projected onto a flat surface for viewing. It can be said, without much controversy, that cartography is the seed from which the larger field of geography grew. Most geographers will cite a childhood fascination with maps as an early sign they would end up in the field.

A cadastre commonly includes details of the ownership, the tenure, the precise location, the dimensions (and area), the cultivations of rural, and the value of individual parcels of land. Cadastres are used by many nations around the world, some in conjunction with other records, such as a title register.

In most countries, legal systems have developed around the original administrative systems and use the cadastre to define the dimensions and location of land parcels described in legal documentation. The cadastre is the fundamental source of data in disputes and lawsuits between landowners.

A cadastre map is a map that shows the boundaries and ownership of land parcels. Some cadastral maps show additional details, such as survey district names, unique identifying numbers for parcels, certificate of title numbers, positions of existing structures, section or lot numbers and their respective areas, adjoining and adjacent street names, selected boundary dimensions and references to prior maps. Some of the earliest cadastres were ordered by Roman Emperors to recover state owned lands that had been appropriated by private individuals, and thereby recover income from such holdings.

With the fall of Rome the use of cadastral maps effectively discontinued. Medieval practice used written descriptions of the extent of land rather than using more precise surveys. Only in the sixteenth and early seventeenth centuries did the use of cadastral maps resume, beginning in the Netherlands (Нидерланды). With the emergence of capitalism in Renaissance Europe the need for cadastral maps reemerged as a tool to determine and express control of land as a means of production. This took place first privately in land disputes and latter spread to governmental practice as a means of more precise tax assessment.

***2.2. Answer the following questions.***

1. What does cartography study?

2. Geographers must learn psychology and geodesy. What for?

3. What does a cadastre include?

4. Why do administrative systems use the cadastre?

5. What does a cadastral map show?

6. When did the cadastral maps resume?

***2.3. Do the lexical and grammatical exercises.***

*a) Complete the statements with the following words and word-combinations* *given below.*

1. Geography is \_\_\_\_\_\_\_\_\_\_ of our world, and using and sharing geographic knowledge is the key to our future.

2. Geographers are making \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ to the method of quantitative techniques.

3. Geographic information systems (GIS) specialists must understand \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ and database systems.

4. In addition to all of the other sub-disciplines of geography, GIS has revolutionized \_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_ .

5. \_\_\_\_\_\_\_\_\_\_\_\_ has grown from a collection of drafting techniques into an actual science.

6. Geographers use remotely sensed data to obtain information about \_\_\_\_\_\_\_\_\_­­­\_ , \_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_ .

*computer science; the Earth's land surface, ocean, and atmosphere;*

*Cartography; the field of cartography; notable contributions; the science*

*b) Find in the text the English equivalents for the following words and word-combinations:*

административная система; собственность; форма земли;

изучать; участок земли; вновь обрести; искажение; геодезия;

фундаментальный источник; развивать; инструмент; поверхность

земли; определять; дистанционное зондирование;

*c) Ask questions on the text below.*

***Remote sensing***

Remote sensing is the science of obtaining information about Earth features from measurements made at a distance. Remotely sensed data comes in many forms, such as satellite imagery, aerial photography, and data obtained from hand-held sensors. Geographers increasingly use remotely sensed data to obtain information about the Earth's land surface, ocean, and atmosphere, because it:

a) supplies objective information at a variety of spatial scales (local to global),

b) provides a synoptic view of the area of interest,

c) allows access to distant and inaccessible sites,

d) provides spectral information outside the visible portion of the electromagnetic spectrum,

e) facilitates studies of how features/areas change over time.

Remotely sensed data may be analyzed either independently of, or in conjunction with other digital data layers (e.g., in a geographic information system).

**3. The Map of the World**

* 1. ***Read the text* *carefully and memorize it*.**

We live on the planet that is called the Earth. Like other planets the Earth moves around the sun. But the Earth is different from all the planets in our solar system. It is well known that life exists only on the Earth. The Earth is round. It is a sphere, like a ball, but it is slightly flattened at the North and South Poles. This is the result of the fact that the Earth spins fast. Even the equator is not an exact circle, it is slightly oval.

The greatest part of the Earth is taken by the waters of the World Ocean. Large masses of land surrounded by oceans and seas are called main lands or continents. They are like big islands. Looking at the map of the world we can see that there are six continents. They are: Eurasia (Europe and Asia combined) which is the largest continent, Africa, North America, South America, Australia and Antarctica, in which the South Pole is situated.

It should be said that Asia lies opposite the five times smaller continent of Australia. Europe, that is rather small, lies opposite the big continent of Africa. North America almost equals South America in size. And only Antarctica has no opposite land.

The parts of the world are also six in number. But they differ from the continents. North and South America form one part of the world — America. The continent of Eurasia is divided into two parts of the world — Europe and Asia. The largest part is Asia. Australia and the Pacific Ocean are called Oceania.

There are four oceans. The Pacific is the largest and the deepest of all, its total area is greater than that of all the dry land. Second goes the Atlantic. The Indian Ocean is only slightly smaller than the Atlantic. The smallest ocean is the Arctic Ocean with the North Pole in the centre.

There are also many seas and rivers in all parts of the world. The largest rivers are Mississippi and Missouri. The greatest lakes are: Lake Baikal, Lake Victoria and Lake Michigan.

***3.2. Answer the following questions.***

1. How is the living planet called?

2. Why is the Earth different from the other planets?

3. How is the large mass of the land called?

4. How many continents are there in the world? What are they?

5. How are the continents separated from one another?

6. In which continent is our country situated?

7. What is the largest and deepest ocean in the world?

***3.3. Do the lexical and grammatical exercises.***

*a) Give Kazakh or Russian equivalents of the following words and word-combinations:*

to exist; to be a very small part of …; equal; to be called …; to be smaller than …; to be slightly flattened; to be surrounded…; to spin;

like/unlike something; to be different from …; to separate from …;

*b) Pay attention to the following synonyms:*

(to) circle = (to) spin = (to) rotate;

(to) lie = (to) be located = (to) be situated;

(to) move = (to) drift;

(to) form = (to) make = (to) shape

*c) Complete the statements with the following words and expressions given below.*

1. The planets of the solar system \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2. The Earth is a sphere, like a ball, but it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the North and South Poles.

3. If you look at our planet from space you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the shapes of the oceans and continents.

4. The surface of our planet in which organisms can live \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

5. \_\_\_\_\_\_\_\_\_\_\_\_\_ is a large land area, one of the main sections of the earth’s surface.

6. Most of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is in the northern hemisphere.

*… is called ‘the biosphere’; … is slightly flattened… ; … can easily recognize…; … revolve around the sun; a continent … ; … the earth’s land surface … .*

*d) Ask questions on the text below.*

***English – speaking countries***

Great Britain, USA, Canada, Australia and New Zealand are English speaking countries. They are situated in different parts of the world and differ in many ways. The nature of these countries, their weather and climate and way of life of their people differ. Each country has its own history, customs, traditions, its own national holidays. But they all have a common language. English is a language of the people who left England to make their names in new countries.

The United Kingdom of Great Britain and Northern Ireland consist of 4 parts: England, Scotland, Wales, Northern Ireland. The British Isles are group of islands lying on the north-west coast of the continent of Europe.

The USA is situated in the central part of the North American continent. The population of the USA is more than 236 million people. The USA is a highly developed industrial country.

Canada has area of nearly 10 million square kilometers. Its western coast is washed by the Pacific Ocean and its eastern coast by the Atlantic Ocean.

The Commonwealth of Australia territories are the continent of Australia, the island of Tasmania and number of smaller islands. Australia has an area of nearly eight million square kilometers.

New Zealand is situated south-east of Australia. The country consists of the large islands called North Island, South Island and Stewart Island and also many small islands.

**4. Nature and Climate of Kazakhstan**

***4.1. Read the text and formulate the main ideas.***

Kazakhstan has 9th the largest territory in the world (2,724,900km2), with the population of only 18 million. Major part of the country are horizon less steppes, deserts and mountains that house thousands species of animals and birds.

Kazakhstan is the largest country in the world which has no access to the World Ocean; however the territory of Kazakhstan is washed by land-locked seas: the Caspian and Aral ones. The nature of Kazakhstan is beautiful in its own way. It is severe, since the majority of the territory consists of deserts and semi-deserts. Only 26% of the territory is occupied by steppe zones and 5,5% by forest ones. There is Sary-Arka – a “yellow steppe” in the central part of the country and the Turgai plateau to the west from it. The territory of Kazakhstan is so vast that it occupies the Urals in the West and the Altai and Tarbagatai in the East. The Ustyurt plateau and the Caspian Sea coast are located in the South-West. The eastern part of Kazakhstan reaches the northern Tien-Shan.

The climate of the republic is mainly sharply continental. The temperature in summer rises to +49° in the South and in winter may fall to -57° in the North. At the same time the weather in a desert is changeable and unsteady, hot in the daytime and at night, northern winds are blowing, bringing the cold.

As far as the countries’ water resource concerns, though the major part of Kazakhstan is deserts, it has 8,500 small and large rivers. The largest ones from them are the Ural, Emba, Syrdarya, Ishim, Ili, Irtysh and Tobol. One of the largest lakes in Kazakhstan is Lake Balkhash. Up to date, Kazakhstan has been paying great attention to conservation of ecosystem, flora and fauna of the Aral Sea, a part of which is located in the territory of the country. About six thousand of plant species vegetate in Kazakhstan, about 500 species of birds, 178 species of animals, 49 species of reptiles, 12 species of amphibians may be encountered in its spaciousness and about 100 species of fish – in the rivers and lakes. The major part of the forests in the country is located in the region of the northern Tien Shan and Altai mountains. There are juniper forests and alpine meadows there, apple trees and walnuts are growing in the gorges. The mammals are distinguished with the snow leopard, brown bear, and Siberian ibex (козёл). Taiga forests are found in the territory of Altai, where in the Kazakh territory a natural wildlife area was set up on Markakol Lake. Here, in the taiga forests such rare species of birds as a cock of the wood, hazel grouse (куропатка), white grouse are found.

The nature of Kazakhstan is various, its desert massive is immense and its mountain peaks are high and harsh. The country’s flora and fauna are represented by various species of rare and unique animals and plants, many of which are entered in the Red Book.

***4.2. Answer the following questions.***

1. What are the area and population of Kazakhstan?

2. How is the nature of Kazakhstan?

3. What is the climate of our country?

4. What is our country remarkable for?

5. What rare animals and birds are inhabited in the territory of Kazakhstan?

6. What is the largest lake of Kazakhstan?

7. What biggest rivers flow across our country?

***4.3. Do the lexical and grammatical exercises***

*a) Give Kazakh or Russian equivalents of the following words and word-combinations:*

population, desert, mountain, species of animals and birds, occupy, reach, sharply continental, vegetate, juniper forests & alpine meadows, unique

*b) Complete the statements with the following words and word-combinations given below.*

1. Kazakhstan \_\_\_\_\_\_\_\_\_\_\_\_\_ a vast flatland, bordered by a high mountain belt in the southeast.

2. Kazakhstan's vast steppes accommodate both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3. The raising of cattle and sheep \_\_\_ also \_\_\_\_\_\_\_\_\_ , and Kazakhstan produces much wool and meat.

4. East Kazakhstan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in its territory the unique Asubulak Geological-Mineralogical Natural Reserve with an area of 400 hectares.

5. The Kurgalja Lakes are \_\_\_\_\_\_ in fish including industrial species: golden and silver crucian, pike, perch and roach.

6. The land with poetic name \_\_\_\_\_\_\_\_\_\_\_ (the Land of Seven Rivers) keeps many mysterious secrets.

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is home for one of the most unique corners of eastern Kazakhstan – Markakol National Preserve.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*East Kazakhstan Region; is … important; Zhetysu; consists of,*

*livestock and grain production; accommodates; rich*

*c) Ask questions on the text below.*

***Travelling***

Travelling is necessary to us all. It keeps us from growing stale and old by giving us that movement and change, which are necessary to our life. Every child spends a large proportion of its time in a dream about trees, or the sea, or central Africa, or some other subject.

One of the objects of travel is to go in search of beauty. The beauty-spots of the world are magnets drawing travelers year after year. More valuable to the traveler is the knowledge, which he gets from other people. It is a stay-at-home who is always ready to call someone else ‘queer’ because his ways are different. The more a person has sympathy with all sorts of ways, the easier it is for him to understand another point of view. The other motivation factors for travelling are leisure, business, health, congresses and other meetings, study and religion.

Many people plan to go on a two-day trip for the weekend. If young people are away from home they may go home to stay with some relatives or friends. Some people prefer to go to the seaside by car, as it is very comfortable and rather cheap. Some people like to travel by plane, by train or by ship.

**5. Climate and Nature of Great Britain**

***5.1. Read the text and formulate the main ideas.***

The climate in Great Britain is generally mild and temperate due to the influence of the Gulf Stream. The south-western winds carry the warmth and moisture into Britain. The climate in Britain is usually described as cool, temperate and humid.

British people say: "Other countries have a climate, in England we have weather."

The weather in Britain changes very quickly. One day may be fine and the next day may be wet. The morning may be warm and the evening may be cool. Therefore it is natural for the people to use the comparison "as changeable as the weather" of a person who often changes his mood or opinion about something.

The weather is the favourite topic of conversation in Britain. When two Englishmen are introduced to each other, if they can't think of anything else to talk about, they talk about weather. When two people meet in the street they will often say something about weather as they pass, just to show their friendliness.

Every daily paper publishes a weather forecast. Both the radio and television give the weather forecast several times each day.

The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. Sometimes it rains so heavily that they say "It's raining cats and dogs".

Rainfall is more or less even throughout the year. In the mountains there is heavier rainfall then in the plains of the south and east. The driest period is from March to June and the wettest months are from October to January. The average range of temperature (from winter to summer) is from 15 to 23 degrees above zero. During a normal summer the temperature sometimes rises above 30 degrees in the south. Winter temperatures below 10 degrees are rare. It seldom snows heavily in winter, the frost is rare. January and February are usually the coldest months, July and August the warmest. Still the wind may bring winter cold in spring or summer days. Sometimes it brings the whirlwinds or hurricanes. Droughts are rare.

So, we may say that the British climate has three main features: it is mild, humid and changeable. That means that it is never too hot or too cold. Winters are extremely mild. Snow may come but it melts quickly. In winter the cold is humid cold, not the dry one.

This humid and mild climate is good for plants. The trees and flowers begin to blossom early in spring.

In the British homes there has been no central heating up till recently. The fireplaces are often used. But the coal is not used as it's very expensive. Britain has no good coal now and imports it itself. Many schools and universities have no central heating either, and the floors there are made of stone. The British bedroom is especially cold, sometimes electric blankets or hot water bottles are used.

***5.2. Answer the following questions.***

1. How can you describe the climate in Great Britain?

2. What is the weather like in Britain?

3. Where do people get the weather forecast from?

4. Why is the weather the favourite topic of discussing in Britain?

5. In which months is the weather dry in Britain?

6. Why are winters mild and wet in Britain?

7. Why do the English always say: “Other countries have a climate, in England we have weather"?

***5.3. Do the lexical and grammatical exercises.***

*a) Give Kazakh or Russian equivalents of the following words and word-combinations:*

drought, below 10 degrees, mild, rainfall , moisture, influence,

humid, “as changeable as the weather”, the weather forecast,

above 30 degrees, the temperature

*b) Fill in the missing forms of the adjectives.*

|  |  |  |
| --- | --- | --- |
| ***adjective*** | ***comparative*** | ***superlative*** |
| cold |  |  |
|  | heavier |  |
|  |  | the wettest |
| mild |  |  |
|  | hotter |  |
|  |  | the warmest |
| dry |  |  |
|  |  | the worst |
|  | more expensive |  |

*c) Match each of the following terms with the correct definition.*

the Gulf Stream, climate, weather, forecast, rotate, hurricane, degree, landmass

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ The type of weather that a country or region has.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A unit for measuring temperature.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A statement about what is likely to happen, based on available information and usually relating to the weather, business or the economy.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A current of warm water that flows from the Gulf of Mexico to the north and east across the Atlantic Ocean towards Europe.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A violent storm with extremely strong winds and heavy rain.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A continent or a large area of land that is surrounded by sea.

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ The conditions that exist in the atmosphere relating to temperature, precipitation, and other features.

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ To move in a circle around a fixed central point, or to move something in this way.

*d) Ask questions on the text below.*

***Vegetation and wildlife***

Britain was originally a land of vast forests. In the course of time, much forest land was cleared and almost all Lowlands outside the industrial areas were put under cultivation. Today only about 6 per cent of the total land area remains wooded. Extensive forests remain in eastern and northern Scotland and in south-eastern and western England. Oak, elm, ash, and beech are the commonest trees in England, while Scotland has much pine and birch.

The fauna or animal life of Britain is much like that of north-western Europe, to which it was once joined. Many larger mammals such as bear, wolf have been hunted to extinction, others are now protected by law. There are many foxes. Hedgehogs, hares, rabbits, rats and mice are numerous. Deer live in some of the forests in the Highlands of Scotland and England.

Some 230 kinds of birds live in Britain, and another 200 are regular visitors, many are songbirds. The most numerous are blackbirds, sparrow and starling. The number of ducks, geese and other water fowl has diminished during recent years.

There are many threats to wildlife and ecological balance around the coast. The biggest threat to the coastline is pollution. More than 3.500 million tons of industrial waste is pumped into the North Sea every year. "We cannot continue to use our seas as a dustbin and expect our coastline to survive," says Greenpeace.

**6. Plastic endangers World Ocean**

***6.1. Read the text and formulate the main ideas.***

The **pollution**of the oceans through **waste,** **especially**plastic, is a worldwide problem. **Although**most of world’s waste stays on land, an **increasing amount**is getting into the world’s oceans. They are **gradually**becoming the largest plastic **dump**in the world.

Over the last **decades** we have been producing more plastic than ever before.  About 10% of the total waste we produce is plastic. **Due to**our **consumer habits**we often use plastic only once, and then throw it away. Only very small amounts of plastic are **recycled**and can be used again. One of the biggest **threats**is the 50 **billion**plastic bags that are used every year.

  Plastic gets into the oceans in **various**ways. People who **bathe** on beaches pollute water in **coastal**regions.  Tons of wastes are **dumped** into the oceans from big ships.

It is **estimated**that over 270000 tons of plastic are **currently floating**on the world’s oceans. Most of it is very small, sometimes even **impossible**to see. **However**, there are also larger **items**like plastic toys or bags. As time goes on plastic waste gets smaller and smaller and is **reduced**to **tiny**pieces.

Once plastic material gets into the oceans it is transported by ocean **currents**over very large distances. These so called gyres are like **whirlpools**that move plastic waste across the oceans. Among the five main oceanic gyres the Pacific **Garbage**Patch is the most important. It **spreads**from the western coast of the US across the northern Pacific to Japan.

The pollution of the world’s oceans through plastic has a widespread impact on humans, our nature and the **environment**.

• Sea animals, for example sea lions and **seals**, get caught in plastic and cannot

**escape**.

• Sea birds, whales, turtles and other animals eat plastic and **digest**it.

• Plastic eaten by fish go up the food chain. Dangerous **substances**end up in our stomachs.

• More and more plastic in the oceans have **attracted**other **species** and **threaten**

the animals that already live there.

**6.2. Answer the following questions:**

a. What is one of the worldwide problems?

b. How much of plastic is recycled?

c. How does plastic get into the oceans?

d. What happens when plastic material gets into the oceans?

e. How does the pollution of the world’s oceans through plastics impact on our nature?

**6.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words**: ***threaten, dumped, recycled, decades, currents.***

a. Only very small amounts of plastic are **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and can be used again.

b. Plastic material is transported by ocean **\_\_\_\_\_\_\_\_\_\_\_\_\_**over very large distances.

c. Plastic in the oceans \_\_\_\_\_\_\_\_\_\_\_ the animals that live there.

d. Tons of wastes are \_\_\_\_\_\_\_\_\_\_\_ into the oceans from big ships.

e. Over the last \_\_\_\_\_\_\_\_\_\_\_we have been producing more plastic than ever before.

**2. Put the parts in order to form a sentence:**

a. The, are, largest, gradually, plastic, the, becoming, dump,in, They, world.

b. of, pollution,problem, worldwide, through, oceans, waste, is, the, a, The.

c. to**,** use, habits, use, consumer,once, we, often, our, plastic, Due, only.

d. An, getting, amount, waste,is, into, the, world’s, getting, increasing, oceans, of.

e. so, gyres, like, are, whirlpools, called, These.

**3. Give Kazakh or Russian equivalents of the following words and word combinations: *although, consumer habits, decades, species, substance, digest, float, escape, gyres, whirlpool*.**

**7. Plastic bags – what are the alternatives?**

***7.1. Read the text and formulate the main ideas.***

An **average** European uses almost 200 **throwaway** plastic bags a year. Almost a million tons of plastic bags are produced in the European Union, but only 6 % of them are **recycled**. Europe’s **lawmakers** are looking for alternatives to using plastic and **reducing** the **waste** and **litter** that comes with them.

Many countries around the world have been fighting against the use of plastic bags. In some countries, for example China or South Africa, very thin plastic bags are **banned**. In Bangladesh they **clog up** the **sewers**. Last year Italy **banned** plastic bags that are not made out of **organic substances**. Some countries have **prohibited** the use of plastic bags altogether. In the United States, **however**, there is no real **regulation** and some supermarkets offer them while others don’t.

  In Ireland the government introduced a 15 cent **surcharge** on plastic bags in 2002. Within a year 90% shoppers of all shoppers started reusing their bags. Millions of euros **earned** by the **tax** have been used on looking for new ways of recycling. In Wales, shop assistants are **threatened** with a **fine** if they hand out plastic bags **free of charge**.

**In contrast**, experts argue that if shoppers use alternative, stronger bags they must use them very often in order to **compensate** for more **carbon** used in production and transport. A cotton bag, for example, must be used over a hundred times to really be **environmentally** friendly.

Food **researchers** see another danger. They **claim** that reusing bags could be a problem because **harmful bacteria** may be left behind in **grocery** bags.

  The European Union is looking at ways to **cut down** pollution from plastic bags. Bags made of corn are **biodegradable** on one side but produce **methane gas** on the other. Paper bags have been **widely** used in the United States. While being biodegradable they have a stronger carbon footprint than normal shopping bags. In Europe many shops are going back to paper bags, although environmental experts say they are as bad as plastic ones.

**7.2. Answer the following questions:**

a. How many throwaway plastic bags does an average European use a year?

b. How many percent of them are recycled?

c. How do many countries have been fighting against the use of plastic bags?

d. What danger do experts see in using alternative bags?

e. What is it doing to cut down pollution from plastic bags?

**7.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words**: ***environmentally, biodegradable****,* ***claim, prohibited, banned.***

a.In South Africa very thin plastic bags are ……... .

b.Some countries have ……………………the use of plastic bags altogether.

c. A cotton bag must be used over a hundred times to really be……  friendly.

d. Food **researchers** …………… that reusing bags could be a problem.

e. Bags made of corn are ………………….. .

**2. Put the parts in order to form a sentence:**

a. bags, been, the, have, in, used, United, Paper, **widely,** States.

b. be, **bacteria,** bags, left, may, **Harmful,** in, behind, **grocery**.

c. If, hand, plastic, **free,** out,they, **of, charge,** bags.

d. In, to, many, are, back, paper, going, shops, bags, Europe.

e. In, they, **up,** the, Bangladesh, **sewers, clog**.

**3. Give Kazakh or Russian equivalents of the following words and word combinations: *organic substances, methane gas, regulation, lawmakers, surcharge, compensate, litter, in contrast, carbon, reusing.***

**8. Mass tourism threatens Venice**

**8.1. *Read the text and formulate the main ideas.***

Venice, one of the world’s most beautiful cities, is **facing** **environmental**

**disaster**. Italia Nostra, an environmental organization says that Venice can **handle** about 30,000 tourists every day, far less than the 60,000 that come to the **lagoon** city now. It suggests that Venice **attract** fewer, but richer tourists instead **aiming** at all kinds of tourists.

Venice is **threatened** by **rising** **sea levels** and Mediterranean storms. In the next hundred years the sea level of Venice’s lagoon is expected to **rise** by 20 inches (about 50 cm).  Old buildings, churches and cultural sites are in danger of **collapsing**.

  Every year autumn and winter storms flood much of the city, **especially** places where tourists like to go, like Piazza San Marco, the central **square** of Venice. The situation has become worse because of the giant **cruise ships** that sail into the city. Waves push up **mud** and sand which **erode** wooden **piles** on which the buildings stand.

The Italian government has started building a flood barrierthat is **supposed** to keep out the water from the Adriatic Sea. By 2014 three giant steel **gates** will control the **flow** of water to and from the lagoon. **Environmentalists** fear that such a barrier will affect the natural life of the lagoon which has a mixture of salt and **freshwater**. Venice’s lagoon is a home of plants that **release** additional oxygen into the sea. Without such plants, water coming from the Adriatic Sea would make the lagoon saltier.

  New construction projects **pose** another **threat** to Venice. The government is planning an underwater subway connecting Venice with a new town on the **mainland**. Environmentalists say this would be a disaster from which Venice would never **recover**.

**8.2. Answer the following questions:**

a. What disaster is Venice facing?

b. What threatens Venice?

c. What governmental projects will make the situation worse?

**8.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words**:*pose, flood barrier,**release, sea levels*.

a. Venice is **threatened** by **rising** ……………………….

b. The Italian government has started building a ……………….. **.**

c. Venice’s lagoon is a home of plants that ……….. additional oxygen into the sea.

d. New construction projects ……………. another threat to Venice.

**2. Give Kazakh or Russian equivalents of the following words and word combinations:** *handle, lagoon, erode, freshwater, mainland, recover*.

**9. Mass tourism and overpopulation endangers the ecology of the Galapagos Islands**

***9.1. Read the text and formulate the main ideas.***

  More and more rare species are being **threatened** by tourism on the Galapagos Islands. Among them are **lizards**, birds and other animals that live on the islands. Most of them are killed by the growing number of cars and buses that **cross** the highlands. **Especially finches**, birds that helped Charles Darwin **prove** his theory of evolution, are in danger of dying out **completely**.

The Galapagos, volcanic islands in the Pacific, about a thousand km off the **coast** of Ecuador, **represent** a whole **ecosystem** with animals and plants that cannot be found elsewhere on earth.  **UNESCO** made the islands a **World Heritage Site**. However, the islands are being **ruined** by **environmental** changes. Coastlines and **harbors** show signs of oily water as boatloads of tourists arrive there. Towns have hotels that are only half-finished. And **ecologists** **complain** about dirty, **contaminated** ground water, because the **sewers** are **leaky**.

The Galapagos Islands have **witnessed** an **economic boom** over the past years. About 40,000 people live in richest place in Ecuador where **wages** are almost 70% higher than in most of the country.

**Although** Ecuadorian **authorities** **restrict** **immigration** to the islands many go there in search of a new life. With them arrive new species of ants and insects. They also bring along dogs, cats, rats and other animals that **threaten** the natural ecosystem of the islands.

What started out as ecotourism with only a few thousand people visiting the Galapagos Islands every year has turned into **mass tourism**. Today almost 200,000 tourists come to the islands **annually**. **However**, they are not so much interested in biology or wildlife but in spending a nice **vacation** in an **exotic** place.

Most tourists book **package** **cruise** tours to the islands. The average cost of a week-long trip including flights to Ecuador is about 3000 dollars, not a very cheap vacation **destination**.

The fight to save the **endangered** islands has long been underway. Even though the Galapagos Islands are being helped with money from environmentalist organizations, **local** people do not always know how to use it. The **government** has also **realized** that they need to protect the islands because tourism is a big **source** of income to the poor Latin American country.

**9.2. Answer the following questions:**

a. What environmental changes are there on the Galapagos Islands?

b. What threatens the natural ecosystem of the islands?

c. Has the government realized that they need to protect the islands?

**9.3 Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words:** *source, witnessed, Local, book, contaminated.*

a.Ecologists complain about dirty,  ……………..ground water.

b. The Galapagos Islands have  …………an economic boom over the past years.

c. ………..people do not always know how to use the money given.

d. A big  ……………of income to the poor Latin American country.

e. Most tourists ………….. package cruise tours to the islands.

**2. Give Kazakh or Russian equivalents of the following words and word combinations:** *lizards, finches, harbors, leaky, wages, annually, destination.*

**10. Tourism in Egypt decreasing since the revolution**

***10.1. Read the text and formulate the main ideas.***

Tourism has always been one of the biggest economic **factors** in Egypt. People from around the world have been **pouring** into the North African country to see its rich culture, its historical sites and its **contrasts**. Many come to Red Sea **resorts** for holidays where they can go bathing, diving or just simply relax.  **However**, since the revolution of 2011 and the **overthrow** of Hosni Mubarak, tourism has gone down **sharply**, simply because many think the country is not safe enough.

In the past years the number of visitors to Egypt fell by over 30%.   Tourism, which had been producing over 12 **billion** Euros of **income** a year, now only **returns** about 8 billion Euros. It normally **provides** 10% of the country’s income. **Government** **officials** call it the worst disaster in Egyptian tourism since 60 tourists were killed in Luxor in 1997.

Near Cairo the tourism **disaster** can be clearly seen. In the good old days there were long lines of tourists from all over the world waiting to get **guides** that would show them the great pyramids of Giza.  Today taxi drivers, guides and **vendors** are waiting **patiently** for a few tourists to come and give some income.

Hotels and other tourist **destinations** all around the country have had to **reduce** prices in order to stay **competitive** and **lure** tourists. The drop in visitors is hitting all sections of the Egyptian **economy**, not only the people who **depend** directly on tourism to **make a living**.

Many people think that the power of the new strong party, the Muslim Brotherhood, is one of the reasons why tourists are staying away from Egypt. They have **repeatedly** stated that they want to **ban** alcohol and **forbid** bikinis on beaches. This would **definitely** be a **devastating** **blow** to the tourist industry.

**However**, government officials working in the tourism department continue to stay **calm** and see no reason for panic. They **claim** that Egypt will stay a main tourist destination because no other country can offer visitors such a rich **variety** of interesting **destinations**.

Not all regions in Egypt are **affected** by the crisis. Red Sea bathing **resorts** are witnessing only a **slight** **reduction** in the number of visitors because **violence** is so far away.  Destinations in and around Cairo and in the Nile valley are hardest hit. Many of the famous Nile **cruise** **operators**, for example, do not have the visitors to carry out their trips.

**In the course** of these events, Egypt’s tourism has **witnessed** a **shift** in the **origin** of tourists. While many western Europeans and Americans are staying away, there is a big **influx** of visitors from Eastern Europe, **notably** Russia, Poland and the Middle East.

**10.2. Answer the following questions:**

a. Why has tourism in Egypt gone down sharply?

b. Why have hotels and tourist destinations had to reduce prices?

c. Are all the regions in Egypt affected by the crisis?

d. What is a shift in the origin of tourists?

**10.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words:** *to make a living, influx, disaster, vendors, pouring.*

a. People from around the world have been ………. into the North African country.

b. Near Cairo the tourism ……………. can be clearly seen.

c. Today taxi drivers, guides and ……….. are waiting **patiently** for a few tourists to come.

d. The drop in visitors is hitting not only the people who **depend** directly on tourism………………………. .

e. There is a big ………. of visitors from Eastern Europe.

**2. Give Kazakh or Russian equivalents of the following words and word combinations:** *overthrow, government officials, guides, repeatedly, devastating blow, cruise operators, notably, competitive, lure, billion.*

**11. Weather and climate**

***11.1. Read the text and formulate the main ideas.***

Climatology is concerned with the prevailing state of the atmosphere, including average climatic values, the frequency of values within stated ranges, weather types and their characteristics, and the explanation and distribution of both climatic elements and general climatic types. The interrelationships of climatic elements and types with other physical and biologic features and with human activity are of particular geographic interest.

The conditions of the atmosphere which determine an area's weather or climate are temperature, precipitation (rain and snow), atmospheric pressure, winds, humidity and percentage of cloudiness and sunshine. The average of these conditions over a period of many years makes up an area's climate. Tropical climate reigns over 36.2 per cent of the earth’s surface, moderate – over 37.2 per cent, cold – over 18.8 per cent, dry – over 10.5 per cent, snow-bound climate – 7.3 per cent.

Because the combination of climatic conditions differs from place to place, geography is concerned with the classification of areas according to climate.  Forests are commonly found where the climate is humid and not too cold for trees to grow. Grasslands generally develop in sub humid or semiarid regions where the rainfall is less than that necessary for trees. Deserts occur in places where there is so little rainfall that even grass has difficulty for growing. Tundrais found where the climate is cold throughout the year.

**11.2. Answer the following questions:**

a. What is climatology concerned with?

b. What makes up area’s climate?

c. Where are forests commonly found?

d. Where do deserts occur?

**11.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words:** *subhumid, throughout, conditions.*

a. The average of these ……… over a period of many years makes up an area's climate.

b. Tundrais found where the climate is cold ……………. the year.

c. Grasslands generally develop in …………. or semiarid regions.

**2. Give Kazakh or Russian equivalents of the following words and word combinations:** *average climatic values, distribution, precipitation, humidity, moderate, semiarid regions, throughout, grasslands.*

**12. The Ocean**

***12.1. Read the text and formulate the main ideas.***

The earth is unusual among the planets of the Solar System in possessing a surface temperature that permits water to exist in all three states: liquid, solid and gas. The earth is also the only body in the solar system, as far as we know, to have oceans. Actually one should say “ocean”, because the Pacific, Atlantic, Indian and Arctic oceans all comprise one connected body of salt water in which the Europe- Asia-Africa mass, the American continents and smaller bodies such as Antarctica and Australia can be considered islands.

The statistics of the world ocean are impressive. It has a total area of 140 million square miles and covers more than 70 per cent of the earth's surface. It contains 98 per cent of all the H2O on the earth and is the source of the earth’s fresh water supply as well, for 80,000 cubic miles of it are evaporated each year to fall again as rain.

The ocean is of peculiar importance to life. Almost certainly, the first forms of life originated there, and from the standpoint of sheer quantity, the oceans still contain most of our planet’s life.

And yet, until recent years mankind has been as ignorant of the oceans and particularly of the ocean floor as of another planet. Even today, astronomers know more about the surface of the moon than geologists know about the surface of the earth under the oceans.

It was once assumed that the deepest levels of the seas would be found farthest from land. But now we do know, that the deepest parts of the ocean are all near land, the Marianas Deep being the deepest of them (36,198 feet deep, south of Japan).

Sea water is a solution of various salts, sodium chloride being the most abundant of the salts. In addition to salts, seawater contains small amounts of dissolved gases, such as oxygen and carbon dioxide. Most of this content is derived from the atmosphere and some is produced by the life present in the oceans. The natural composition of the sea has been gradually altered by the addition of man-made wastes, chemicals and pollutants of various kinds.

**12.2. Answer the following questions:**

a. How many per cent of the earth's surface does the world ocean cover?

b. What is sea water?

c. What is most of the sea water content derived from?

d. What has the natural composition of the sea been altered by?

**12.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words:** *pollutants, dissolved, contain, peculiar.*

The ocean is of ………….. importance to life.

The oceans still ………. most of our planet’s life.

In addition to salts, seawater contains small amounts of …………….. gases.

The natural composition of the sea has been gradually altered by the addition of man-made wastes, chemicals and ……………….. of various kinds.

**2. Give Kazakh or Russian equivalents of the following words and word combinations:** *surface, liquid, comprise, one connected body, can be considered, impressive, standpoint, sheer quantity, abundant, oxygen.*

**13. Temperature Scales**

***13.1. Read the text and formulate the main ideas.***

Daniel Gabriel Fahrenheit (1686 – 1736) gave his name to the temperature scale which is still used in some weather reports. Fahrenheit was a scientific instrument maker from Holland. Here is a belief that one day a cold winter wind came through the window of his room and froze his tea with milk on the table. This made him think of artificial mixtures of low temperatures. The lowest temperature Fahrenheit could produce in his experiments was with a freezing mixture: the scientists mixed ice and ammonium chloride. He called this temperature 0ºF (0 degree Fahrenheit) on his temperature scale. Ice melted at 32ºF and normal human blood temperature was 96ºF. The improved modern version of the Fahrenheit scale uses 32ºF and 212ºF, as the lowest and highest points on the scale. The scale became popular both in Britain and throughout the English-speaking world.

Actually, the Celsius temperature scale is taught in all modern schools today. It was introduced in 1742 by the Swedish astronomer Anders Celsius (1701 – 1744), who chose the melting point of the ice as 0ºC and the boiling point of water as 100ºC. The scale in between these points was divided into 100 equal degrees and was called a Centigrade or the Celsius scale. The scale was simpler than Fahrenheit’s, and was soon adopted by scientists throughout the world. In 1948 it became officially known as the Celsius scale, which is now part of the International System of Units.

Another temperature scale was made in 1848 by Scottish physicist William Thomson-Lord Kelvin (1824 – 1907). Kelvin knew that when oxygen and other gases were cooled, their volume became smaller. The lower is the tº, the smaller is the volume. Experiments proved that at certain temperatures on the Celsius temperature scale the molecules do not move, and their energy becomes zero. That represented the lowest possible temperature, and was called absolute zero on the Kelvin temperature scale. On the Celsius scale absolute zero is – 273,15ºC.

**13.2. Answer the following questions:**

a. Where is the Fahrenheit scale popular?

b. Where is the Celsius temperature scale taught today?

c. What is another temperature scale?

d. What is absolute zero on the Celsius temperature scale?

**13.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words:** *proved, adopted, divided, version.*

a. The improved modern …………. of the Fahrenheit scale uses 32ºF and 212ºF.

b. The scale in between these points was ………………. into 100 equal degrees.

c. The scale was soon ………….. by scientists throughout the world.

d. Experiments ……….. that at certain temperatures on the Celsius temperature scale the molecules do not move.

**2. Give Kazakh or Russian equivalents of the following words and word combinations:** *belief, a mixture, melt, points on the scale, the boiling point, volume, the melting point, the International System of Units.*

**14. Tides**

***14.1. Read the text and formulate the main ideas.***

The term ‘tide’ is applied to the periodical rising and falling of the water of the ocean caused by the attraction of the sun and moon. Periodical alterations in the direction of the wind, and periodical variations in atmospheric pressure, may give rise to alterations in the level of the sea, but true tides are attributed (are due to) to astronomical causes. It is supposed that the attraction of the sun and moon may affect not only the waters of the ocean but also the solid crust of the earth, producing an alternating change in its shape, but so small as to be difficult of detection.

Anyone living at the seaside must have observed the gradual advance and retreat of the sea about twice in the 24 hours, or to be more exact, twice in 24 hours 50 minutes, the average interval between two successive high waters being 12 hours 25 minutes. The time of high-water thus changes from day to day, and is evidently related to the position of the moon, which passes the meridian on an average 50 minutes later on each succeeding day. The height to which the water rises varies also from day to day, the range from high-water to low-water being greatest about the time of full moon and new moon, when the tides are called “spring-tides”, and least about the time of the moon’s first and third quarters, when the tides are called “neap tides”. The tide generating effect of the moon is more than double that of the sun, because of the very much greater distance of the sun, in spite of its greater mass. When the sun and the moon are both on the same side of the earth and when they are diametrically opposed to each other their tide-generating effects are additive, but when they are at right angles to each other the effects are subtractive, so that the spring-tides have a range three times greater than the neap-tides.

**14.2. Answer the following questions:**

a. What is the term ‘tide’ applied to?

b. Does the time of high-water change from day to day?

c. When are the tides called “spring-tides”?

d. When are the tides called “neap-tides”?

**14.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words:** *position, retreat, attributed, attraction.*

a. It is supposed that the ………… of the sun and moon may affect not only the waters of the ocean.

b. True tides are ……………… (are due to) to astronomical causes.

c. Anyone living at the seaside must have observed the gradual advance and ………………of the sea about twice in the 24 hours.

d. The time of high-water is evidently related to the ………….. of the moon.

**2. Give Kazakh or Russian equivalents of the following words and word combinations:** *the level of the sea, periodical alterations, atmospheric pressure, successive, detection, full moon, new moon, additive, subtractive, high-water.*

**15. Environmental problems of Kazakhstan**

***15.1. Read the text and formulate the main ideas.***

The environment of Kazakhstan has been badly damaged by human activity. Most of the water in Kazakhstan is polluted by industrial effluents, pesticide and fertilizer residue, and, in some places, radioactive elements. The most visible damage has been to the Aral Sea. The sea began to shrink rapidly when sharply increased irrigation and other demands on the only significant tributaries, the Syr Darya and the Amu Darya (the latter reaching the Aral from neighboring Uzbekistan). During the Soviet Era, Kazakhstan received water from Tajikistan and Kyrgyzstan, and Kazakhstan, and Turkmenistan provided oil and gas for these two nations in return. However, after the collapse of the USSR this system had collapsed. By 1993 the Aral Sea had lost an estimated 60% of its volume. Increasing salinity and reduced habitat have killed the Aral Sea's fish, hence destroying its once-active fishing industry, and the receding shoreline has left the former port of Aral'sk more than seventy kilometers from the water's edge. The depletion of this large body of water has increased temperature variations in the region, which in turn have affected agriculture. Deposition of this heavily saline soil on nearby fields effectively sterilizes them. Evidence suggests that salts, pesticides, and residues of chemical fertilizers are also adversely affecting human life around the former Aral Sea; infant mortality in the region approaches 10% compared with the 1991 national rate of 2.7%.

By contrast, the water level of the Caspian Sea has been rising steadily since 1978 for reasons that scientists have not been able to explain fully. At the northern end of the sea, more than 10,000 square kilometers of land in Atyrau region have been flooded.

Wind erosion has also affected the northern and central parts of the republic because of the introduction of wide-scale dry land wheat farming. In the 1950s and 1960s, much soil was lost when vast tracts of Kazakhstan's prairies were plowed under as part of the Virgin Lands agricultural project. By the mid-1990s, an estimated 60% of the republic’s pastureland was in various stages of desertification.

Industrial pollution is a bigger concern in Kazakhstan's manufacturing cities, where aging factories pump huge quantities of unfiltered pollutants into the air and groundwater.

The gravest environmental threat to Kazakhstan comes from radiation, especially in the Semey (Semipalatinsk) region of the northeast, where the Soviet Union tested almost 500 nuclear weapons, 116 of them above ground. Often, such tests were conducted without evacuating or even alerting the local population. Although nuclear testing was halted in 1990, radiation poisoning, birth defects, severe anemia, and leukemia are thought to be very common in the area.

The government has established a Ministry of Ecology and Bioresources, with a separate administration for radioecology, but the ministry's programs are underfunded and given low priority. In 1994 only 23% of budgeted funds were actually allotted to environmental programs. Many official meetings and conferences are held (more than 300 have been devoted to the problem of the Aral Sea alone), but few practical programs have gone into operation. In 1994 the World Bank, the International Monetary Fund (IMF), and the United States Environmental Protection Agency agreed to give Kazakhstan US$62 million to help the country overcome ecological problems.

**15.2. Answer the following questions:**

a. What sea has been the most badly damaged by human activity?

b. When did the sea begin to shrink rapidly?

c. Why has wind erosion affected the northern and central parts of the republic?

d. Is industrial pollution a bigger concern in Kazakhstan?

e. Where does the gravest environmental threat to Kazakhstan come from?

f. What has been doing to improve the situation?

**15.3. Do** **grammatical and lexical exercises:**

**1. Fill in the gaps with the words:** *conducted, quantities, increased.*

a. The depletion of this large body of water has ………. temperature variations in the region.

b. Aging factories pump huge…………….. of unfiltered pollutants into the air and groundwater.

c. Tests were ………. without evacuating or even alerting the local population.

**2. Give Kazakh or Russian equivalents of the following words and word combinations:** *effluents, visible, salinity, wide-scale, plow, pump, allot, desertification, devoted, pastureland*.

**UNIT 3.**

**English – Kazakh – Russian Vocabulary**

|  |  |  |
| --- | --- | --- |
| **English** | **Kazakh** | **Russian** |
| **Aa**  aboriginal *[æbə’rıd∫зnl]*  above *[ə’bΛv]*  abundance *[ә’bΛnd(ә)ns]*  accommodate *[əkomə’deι∫(ə)n]*  accomplishment *[ə’komplı∫mənt]*  according *[ə’ko:dıŋ]*  accuracy *[‘ækjurəsı]*  acquaintance (with) *[ә’kweınt(ә)ns]*  acquire *[ə’kwaιə]* – (acquired – acquired)  adjacent *[ə’dЗeısnt]*  adjoin *[ə’ dЗоın]*  activity *[æk’tıvıtı]*  advantageous *[ædvən’teıdЗəs]*  adventure-seeker *[əd’vənt∫ə-‘si:kə]*  advocate *[‘ædvəkıt]*  affect *[əˈfɛkt]*  against *[ə’genst]*  agricultural *[ægrı’kΛlt∫(ə)rl]*  allegedly *[ə’ledЗədlı]*  allot *[əˈlɒt ]*  allow *[ə’lαu]*  alpine *[ælpαın]*  amazing *[əˈmeɪzɪŋ]*  amount  analyse *[‘ænəlαız]*  ancient *[eɪnʃ(ə)nt]*  anniversary *[ænı’vз:sərı]*  annually *[ˈanjʊəli]*  approximately *[ə’proksımıtlı]*  arid *[‘ærıd]*  around *[ə’raund]*  associate *[ə‘sou∫ııt]*  assume *[ə’sju:m]*  astonish *[əs’tonı∫]*  attempt(s) *[ə’tempt]*  attitude *[‘ætιtju:d]*  attract *[ə’trækt]*  authorities  avalanche *[‘ævəlα:nt∫]*  average *[‘æv(ə)rιdз]*  aware (be aware of…) *[ə’wεə]*  **Bb**  babbling *[‘bæblıŋ]*  balneal *[bα:lnıəl]*  ban *[bæn]*  bank *[bæηk]*  basin *[‘beısn]*  bay *[beı]*  beach *[bi:t∫]*  belong *[bι’loη]*  berry *[‘berı]*  beyond *[bι’jond]*  biodegradable  bittern *[ˈbɪtən]*  birch-grove *[bə:t∫ grouv]*  black-bellied *[blαk’belıd]*  blasted *[‘blα:stιd]*  boar *[bo:]*  bone *[boun]*  boundless *[‘bαundlıs]*  bowl *[‘bαuəl]*  branch *[brα:nt∫]*  bream *[bri:m]*  breathtaking *[‘breθteıkıŋ]*  brave *[breıv]*  burial *[‘berıəl]*  bustling *[‘bΛslιη]*  **Cc**  calf *[kα:f]*  camp-fire *[kæmp ‘fαıə]*  cargo *[‘kα:gou]*  cascade *[kæs’keıd]*  cast *[kα:st]*  catfish *[‘kætfı∫]*  cattle-breeding *[‘cætl’bri:dıŋ]*  cave *[keıv]*  cedar *[‘si:də]*  celebrate *[‘selıbreıt]*  change(s) *[t∫eιndз]*  characteristic *[kærəktə’rıstık]*  charred *[‘t∫α:d]*  cheetah *[‘t∫i:tə]*  civilization *[sıvılαı’zeı∫ən]*  classical *[‘klæsık(ə)l]*  clay *[kleı]*  clear *[klıə]*  cliff *[klιf]*  climber *[‘klaιmə]*  clog up  cloth *[kloθ]*  coast *[koust]*  composition *[kompə’zı∫n]*  concept *[‘konsept]*  condition *[kən’dι∫(ə)n]*  confine *[kən’fαın]*  conifer *[‘kounıfə]*  consider *[kən’sıdə]*  contain *[kən’teın]*  contaminated *[kəntæmıneıtıd]*  contiguous *[kən’tıgjuəs]*  contribution *[kΛntrıbju∫(ə)n]*  cormorant *[komərαnt]*  craft *[krα:ft]*  create *[kri:’et]*  creek *[kri:k]*  cretaceous *[krı’teı∫əs]*  crocodile *[‘krokədαıl]*  crucian *['kru:∫(ә)n]*  crude *[kru:d]*  cultivate *[kΛltıveıt]*  currently *[‘kΛr(ә)ntl]*  **Dd**  dazzling *[‘dαzlıŋ]*  deer *[dıə]*  define *[dı’fαın]*  delightful *[dı’lαıtful]*  depletion  depression *[dι’pre∫(ə)n]*  describe *[dı’skrαıb]*  description *[dı’skrıp∫(ə)n]*  destination *[ˌdɛstɪˈneɪʃ(ə)n]*  destroy *[dıs’troı]*  devastating *[ˈdɛvəsteɪtɪŋ]*  develop *[dı’veləp]* (to - )  development *[dι’veləpmənt]*  devotion *[dı’vou∫(ə)n]*  dike *[‘daιk]*  diminish *[dı’mını∫]*  disappearance *[dısə’pıərəns]*  disastrous *[dι’zα:strəs]*  distance *[‘dιst(ə)ns]*  distinguish *[dıstıŋgwı∫]*  display *[dıs’pleı]*  diversify *[dαı’və:sıfαı]*  drawing *[‘dro:ıŋ]*  domesticate *[də’mestıkeıt]*  dominate *[‘domιneιt]*,  due to *[dju:]*  dump  **Ee**  earth *[ə:θ]*  east *[i:st]*  effluent  egret *[‘i:gret]*  elegance *[‘elıgəns]*  elk *[elk]*  embankment *[ım’bæŋkmənt]*  emerald *[‘emər(ə)ld]*  emerge *[ı’mə:d∫з]*  emit *[ı’mıt]*  endanger *[ιn’deιndзə]*  endow *[‘ındαu]*  energy *[‘enədзι]*, entertainment *[entə’teιnmənt]*  entire *[in’taә]*  environment *[ın’vαıərnmənt]*  epic *[‘epık]*  equal *[‘i:kwəl]*  equip *[ıkwıp]*  ermine *[‘ə:mın]*  erode *[ɪˈrəʊd]*  especially *[ıs’pe∫əlı]*  esteem (in e. by) *[ιs’ti:m]*  eternal *[ı:’tə:nl]*  eternity *[i:’tə:nıtı]*  evidence *[‘evıdəns]*  evoke *[i:’vouk]*  excavation *[,ekskə’veı∫ən]*  explain *[ık’spleın]*  explorer *[ık’splo:rə]*  exterminate *[ık’stз:mıneıt]*  external *[eks’tз:næl]*  extinction *[ıks’tıŋk∫ən]*  extreme *[ıks’tri:m]*  **Ff**  facilitate *[fə ‘sılıteıt]*  fair *[fεə]*  falcon *[‘fo:lkən]*  fall in love with *[fol ın lΛv…]-* fell - fallen  fanciful *[‘fαnsıful]*  fate *[feit]*  favorable *[‘feıvərəbl]*  feature *[‘fi:t∫ə]*  feed *[fi:d]*  fir *[fə:]*  fir-grove *[fə: grouv]*  fitting *[‘fıtıŋ]*  flame *[fleım]*  float *[flout]*  flock *[flok]*  flow *[flou]*  flood *[flʌd]*  focuse*[‘fəukəs]*  folk *[fouk]*  folklore *[‘fouklo:]*  form *[fo:m]*  formation *[fo:’meı∫(ə)n]*  foot-hill *[‘futhιl]*  forbid *[fəˈbɪd]*  fort *[fo:t]*  fossils *[‘fosıls]*  fragrance *[‘freιgr(ə)ns]*  fund *[fΛnd]*  **Gg**  garbage  gate *[geıt]*  gather *[‘gæðə]*  generosity *[dЗenə’rosιtι]*  genetic *[dЗı’netık]*  gentle *[dЗentl]*  geographer *[dзι’ogrəfə]*,  glacier *[‘glæsjə]*  glimmering *[‘glιmərιη]*  goat *[gout]*  goose *[gu:z]* (*pl*. geese)  gorge *[go:dз]*  gorgeous *[‘go:d∫зəs]*  government *[‘*gә*vnment]*  gradually  grain *[greın]*  grave *[greıv]*  greatness *[‘greıtnıs]*  ground *[grαund]*  grove *[grouv]*  **Hh**  habitat *[‘hæbıtæt]*  handle  harbor *[hα:bə]*  hawk *[ho:k]*  hazel-grouse *[heızl grαus]*  heal *[hi:l]*  healing *[hi:lıŋ]*  heat *[hi:t]*  heath-cock *[hi:θ kok]*  heaven *[‘hevn]*  herb *[hə:b]*  herd *[hə:d]*  heritage *[‘herιtιdз]*  hero *[‘hıərou]*  hide *[hαıd]* – hid -hidden  highway *[ˈhʌɪweɪ]*  hike *[hαık]*  hiker *[‘haιkə]*  hollow *[‘holou]*  horn [ho:n]  huge *[hju:dз]*  hump *[‘hΛmp]*  **Ii**  identical *[αı‘dentık(ə)l]*  image *[‘ımıd∫з]*  immemorial *[‘ımı’mo:rıəl*]  Impetuous Cliffs *[ım’petjuəs klıfs]*  impression *[ιm’pre∫(ə)n]*  imprint *[‘ımprınt]*  improve *[ım’pru:v]*  inaccessible *[ınæk’sesəbl]*  include *[ın’klu:d]*  income *[ˈɪnkʌm]*  indicate *[‘ındıkeıt]*  influx *[ˈɪnflʌks]*  inhabit *[ın’hæbıt]*  integrate *[ıntıgreıt]*  interact *[ıntər’ækt]*  interrelate *[,ιntərιleιt]*  investment *[ın’vestmənt]*  isthmus *[‘ısməs]*  item  **Jj**  Joss *[d∫зos]*  joss-house *[d∫зоs hαus]*  journey *[‘d∫з:nı]*  junction *[‘d∫зΛŋk∫ən]*  jungle *[‘dзηgl]*,  **Kk**  Khnate [‘kα:neıt]  karst [kα:st]  keenly  **Ll**  language *[‘læηgwιdз]*  larch *[lα:t∫]*  largely *[‘lα:dЗlı]*  launching *[lont∫ıŋ]*  lay out *[‘leıαut]*  layer *[‘leıə]*  leading *[li:dıŋ]*  leaky *[ˈliːki]*  leather *[‘leðə]*  life-sized *[‘lαıf’sαızd]*  link *[lıŋk]*  litter *[ˈlɪtə]*  location *[lou’keı∫(ə)n]*  lure *[lʊə]*  lynx *[lıŋks]*  **Mm**  magnificent [mæg’nıfısnt]  major *[‘meιdзə]*,  mammals *[‘mαməls]*  master *[‘mα:stə]*  maw *[mo:]*  mazar *[mæzα:r]*  meadow *[‘medou]*  medieval *[medıi:vəl]*  mention *[‘men∫(ə)n]*  merchants *[‘mə:t∫(ə)nt]*  ***merely [‘mıəlı]***  mine *[mαın]*  mosque *[mosk]*  moufflon *[mu:flon]*  mound *[mαund]*  mudflow *[‘mΛ dflou]*  muskrat *[‘mΛskræt]*  mysterious *[mıs’tıərıəs]*  **Nn**  nature-lover *[‘neıt∫ə ‘lΛvə]*  nearby *[‘nıəbαı]*  noble *[‘noubl]*  nomad *[‘nouməd]*  notably *[ˈnəʊtəbli]*  **Oo**  occupy *[‘okjupαı]*  official *[ə’fι∫(ə)l]*  onager *[ouned∫зə]*  once *[wΛns]*  opportunity *[opə’tju:nιtι]*  ore *[o:]*  ornithological *[o:nıθə’lodЗıkl]*  outskirts *[‘αutskз:ts]*  outstanding *[αut’stændıŋ]*  overlook *[ouvə’luk]*  overthrow *[ˌəʊvəˈθrəʊ]*  ownership*[‘əunə∫ıp]*  **Pp**  paradise *[‘pærədαıs]*  parcel *[‘pa:sl]*  partridge *[pα:trıd∫з]*  peaceful *[‘pi:sful]*  pegmatite *[pegmætıt]*  peninsula *[pı’nınsjulə]*  perch *[pə:t∫]*  perform *[pə’fo:m]*  permafrost *[‘pə:məfrost]*  pheasant *[‘feznt]*  phenomenon *[fι’nomιnən]*  physical *[‘fızıkl]*  picturesque *[,pkt∫ә’resk]*  pigeon *[‘pıd∫зn]*  pike *[paιk]*  pile *[paɪl]*  pine *[paιn]*  pinery *[‘pαınərı]*  plaster *[‘plα:stə]*  plunge *[plΛndз]*  poacher *[‘pout∫ə]*  polecat *[‘pəulkæt]*  pollution *[pəˈluːʃ(ə)n]*  poplar *[‘poplə]*  populated *[popju’leıtıd]*  population *[popju’leι∫(ə)n]*  porphyry *[‘po:fırı]*  pose *[pəʊz ]*  pour *[pɔː ]*  preserve *[prızә:v]*  presumably *[prı’zju:məblı]*  processing *[prousesıŋ]*  prohibit *[* *prˈhɪbɪt ]*  property *[‘propətι]*  prove *[pruːv]*  provide *[prə’vaιd]*  **Qq**  quality *[‘kwolıtı]*  quill *[kwıl]*  **Rr**  rafting *[rα:ftıŋ]*  raging *[‘reıd∫зıŋ]*  rainbow trout *[‘reınbou trαut]*  random *[‘rændəm]*; (at) –  range *[rend∫з]*  rare *[rεə]*  rattling *[‘rætlıŋ]*  ravine *[rə’vi:n]*  reach *[ri:t∫]*  recover [*rı’kΛvə*]  record *[‘reko:d]*  recreation *[rekrı’eı∫(ə)n]*  recycle *[riːˈsʌɪk(ə)l ]*  reduce *[rɪˈdjuːs]*  reed *[ri:d]*  regulation  relate *[rı’leıt]*  relationship *[rı’leı∫n∫ıp]*  release *[rɪˈliːs]*  relentless *[rı’lentlıs]*  relic *[‘relık]*  remarkable *[rι’mα:kəbl]*  represent *[reprι’zent]*  resemble *[rı’zembl]*  reservoir *[‘rezərvwα:]*  resort *[rι’zo:t]*  resource *[rι’so:s]*  restore *[rıs’to:]*  resume *[rı’zju:m]*  rhinoceros *[rαı’nosərəs]*  ride *[rαıd]*  ridge *[rıd∫з]*  rigorous *[‘rıgərəs]*  roach *[rout∫]*  rock *[rok]*  roe *[rəu]*  root *[ru:t]*  rough *[rΛf]*  route *[ru:t]*  rumour *[‘ru:mə]*  rural [‘*ruərəl*]  rush *[rΛ∫]*  **Ss**  sacred *[‘seıkrıd]*  safety [‘seıftı]  salamander *[‘sæləmændə]*  sample *[‘sα:mpl]*  saturate *[‘sǽt∫әret]*  scatter *[‘skætə]*  scenic *[‘si:nk]*  science *[‘sαıəns]*  scientist *[‘sαıəntıst]*  scorching *[‘sko:t∫ıŋ]*  scratch *[skræt∫]*  seagull *[‘si:gΛl]*  seal *[siːl]*  seclude *[sι’klu:d]*  secular *[‘sekjulә]*  secure *[sı‘kjuə]*  sediment *[‘sedımənt]*  settlement *[‘setlmənt]*  sewer *[ˈsuːə]*  shape *[∫eıp]*  sharply  sheer *[∫ıə]*  shelf *[∫elf]* *pl.* shelves  shell *[∫el]*  shepherd *[‘∫epəd]*  shift *[ʃɪft]*  shrubbery *[‘∫rΛbərı],* shrubby *[ˈʃrʌbi]*  sights *[sαıts]* *pl*.  significance *[sıg’nıfıkəns]*  significant *[sıg’nıfıkənt]*  singularity *[sıŋgju’lærıtı]*  site *[saɪt]*  situated *[‘sιtjueιtιd]*  slate *[sleıt]*  slope *[sloup]*  smell *[smel]*  soft *[soft]*  solely *[‘soullι]*  space *[speıs]*  spatial *[‘speı∫əl]*  species *[‘spi:∫i:z]*  sphere *[sfıə]*  splash *[splα∫]*  splendor *[‘splendə]*  spot *[spot]*  spread *[sprɛd]*  spring *[sprıŋ]*  sprinkling *[‘sprıŋklıŋ]*  spruce *[spru:s]*  spur *[spз:]*  squeeze *[skwi:z]*  stalactite *[‘stæləktαıt]*  stalagmite *[‘stæləgmαıt]*  steep *[sti:p]*  stork *[sto:k]*  stream *[stri:m]*  strengthen *[‘streŋθən]*  stretch *[stret∫]*  strike *[strαık]* – struck2 (by)  striking *[‘strαıkıŋ]*  stunning *[‘stΛnıŋ]*  stunted  *[‘stΛntıd]*  substance *[ˈsʌbst(ə)ns]*  successful *[s(ə)k’sesful]*  succulent *[‘sΛkjulənt]*  sulfurous *[sΛl’fjuərəs]*  supplier *[sə’plαıə]*  supply *[səˈplʌɪ]*  surcharge  surrounding *[sə’rαundıŋ]*  survey [‘sз:veı]  swamp *[swomp]*  swan *[swon]*  sweep *[swi:p]*  symbolize *[‘sımbəlαız]*  **Tt**  teke *[tek]*  tenure*[‘tenjuə]*  *threat*  three-edged *[θri: ‘ed∫зd]*  throughout *[θru:’αut]*  towering *[‘tαuərıŋ]*  trace *[treıs]*  trade [treıd]  trail *[treιl]*  trans-shipment *[træns∫ıpment]*  treasure *[‘treЗə]*  treat *[tri:t]*  trekking *[trekıŋ]*  tribe *[trαıb]*  true *[tru:]*  tribute *[‘trıbju:t]*  truly *[‘tru:li]*  tulip *[‘tju:lιp]*  turquoise *[‘tз:kwa:z]*  turtle *[tə:tl]*  twosome *[‘tu:səm]*  typify  **Uu**  unique *[ju:’ni:k]*  unitary *[‘ju:nιt(ə)rι]*  **Vv**  value *[‘vǽlju:]*  variation *[,vεərι’eι∫(ə)n]*  vast *[vα:st]*  vendor *[ˈvɛndə]*  venturesome *[‘vent∫əsəm]*  versatile *[‘və:sətαıl]*  vertebrate *[‘və:tıbrıt]*  vice versa *[‘vαısı‘vз:sə]*  vicinity *[vı’sınıtı]*  violence *[ˈvʌɪəl(ə)ns]*  virgin *[‘və:dзιn]*  visible *[‘vısəbl]*  vista *[‘vιstə]*  vulture  *[‘vΛlt∫ə]*  **Ww**  wages *[*ˈ*weɪdʒɪz]*  waste  waterfall *[‘wotəfo:l]*  waterfowl *[‘wo:təfαul]*  wave *[weıv]*  wealth *[welθ]*  wedge *[wedЗ]*  wharf *[wo:f]* – *pl*. wharves  whirpool  whirlwind *[‘wз:lwınd]*  widely  willow *[wılou]*  witness *[ˈwɪtnəs ]* | абориген, байырғы тұрғын  жоғары  көл-көсір, молшылық  орналасу  жетістік  сәйкес  дәлдік  танысу  алу, иемдену  іргелес  шектесіп жату  әрекет  пайдалы  ғажап оқиға іздеуші  қорғау  әсер ету, ықпал ету  қарсы  ауыл шаруашылық  секілді, сияқты, тәрізді  бөліп беру, үлестіру  мүмкіндік беру  альпілік  ғажайып  сан, мөлшер  талдау  ежелгі  мерейтой  жыл сайын, жылда  шамамен  құрғақ, құнарсыз  барлық жерде, әр жерде  орайластыру  болжау  таңдандыру  талпыныс;  талпыну, тырысу  қарым-қатынас  баурау, тарту, көз тарту  билік, әкімшілік  қар көшкіні  орташа  хабардар болу  сылдырама  емдік, балшықпен емдеу  тыйым салу  жаға, жағалау  бассейн  шығанақ  жағажай  құрамында болу  жидек  тыс, сыртта, шетте  микроағзалардың әсерінен бұзылатын  рапа, ащы су  шоқ қайың  карабауыр  қираған, қиратылған  қабан  сүйек  шексіз  тостаған  тармақ, бұтақ  табан балық, тыран  әсерлі, еліктіргіш, тартымды  батыл  жерлеу, көму, қою, мола  қызу  бұзау  лагерьде жағылған от  жүк  құлама су  форма  жайын, лақа  мал шаруашылық  үңгір  самырсын  тойлау  өзгеру, өзгерту  өзіндік ерекшелік, қасиет, сипат; әдеттегі  көмір болған  қабылан  өркениет  классикалық  балшық, саз  таза  жартас, қия, құз  альпинист  ластау  мата, кездеме  теңіз жағалауы  құрам  концепция  жағдай, шарт  шекара, шек  қылқан жапырақты  жору, ойлау, шамалау  қамту  ластанған  шекаралас  үлес  суқұзғын  кәсіп  жасау, құру  жылға, бұлақ  бор  қолтырауын  мөңке балық  өңделмеген; тұрпайы  егу, өсіру  қазіргі кезде  таңғажайып ғажап  марал  аныктау  ғажайып, тамаша  қорлардың сарқылуы  ойпат, ойыс жер, жыра  сипаттау  сипаттау  межелі жер  қирату  қиратқыш, талқандайтын  даму  даму  адалдық, берілгендік  бөгет, дамба  азаю, кему  жоғалу, жойылу  апатты  арақашықтық, аралық  ерекшелену  көрсету  өзгерту, түрлендіру  сурет  колға үйрету  басым болу, үстем болу  арқасында, салдарынан  лақтыру, түсіру  жер  шығыс  ағын сулар  аққұтан  көркемдік, көріктілік  бұғы, бұлан  жаға, жағалау  зүбаржат, меруерт  пайда болу  дыбыс шығару  қауіп төндіру  қамтамасыз ету  қуат, энергия  сауық  бүкіл  қоршаған орта  эпостық поэма  жабдықтау  жабдықтау  ақкіс  жел қағу, су шайып кету  әсіресе  құрметтеу  мәңгі  мәңгілік  дәлел  ықыласын арттыру  қазу  түсіндіру  зерттеуші; саяхатшы  жою  сыртқы  жоғалу, қырылу  ерекше; төтенше  мүмкіндік туғызу, себебші болу  жәрмеңке  сұңкар  ғашык болу  бапшыл, күй таңдағыш  тағдыр  жағымды  ерекшелік  тамақ беру; *гео*. сумен камтамасыз ету  шырша  шоқ тоғай  жарасымды, лайық  жалын  жүзу, қалқу  топ, үйір  ағыс, ағын  тасқын, су басу  көңіл бөлу, ықылас салу  халық  халық шығармашылығы  пішін, түр; үлгі  тұзілу, құрылу  тау бөктері, тау етегі  тыйым салу  форт  қазба қалдықтар  хош иіс  қор  қалдық, қоқыс  қақпа  жинау; жұлу, үзу  жомарттық  генетикалық нәзік  географ  мұздық  жайнаған, жарқыраған  ешкі  қаз  шатқал  тамаша керемет  билік, үкімет  біртіндеп  астық  мола  қүш, айбын  жер, топырақ  шоқ тоғай  табиги орта  басқару, реттеу  паналату; айлақ, порт  қаршыға, қырғи  құр  емдеу  емдік  ыстық, аптап  құр  жұмақ  шөп  табын, топ, үйір, пада  мұра  кейіпкер  жасырыну, тығылу  тас жол, шоссе  жаяу серуен  турист  ой, шұңкыр  мүйіз  орасан зор  өркеш  ұқсас  бейне, кейіп  ежелгі заманнан бері  Жалынды Жар  әсер  із  жақсарту  қол жетпес, аяқ жетпес  қосу, қамту  табыс  көрсету  ағып құйылу, құйылыс  мекендеу, тіршілік ету  біріктіру  өзара әрекеттесу  өзара байланысу  инвестиция  мойнақ  зат  бойтұмар, тұмар  қытай ғибадатханасы  саяхат  қосылыс  джунгли  хандық  карст, карстық  қатты, өте  тiл  балқарағай  елеулі, барынша көп  ракетаны ұшыру  салу, қалау  қабат  жетекші  су өтетін  былғары  өмірдегідей көлемде  байланыс  қоқыс  орналасу  тарту, қызықтыру  сілеусін  тамаша, керемет  сүт қоректілер  қожайын  тұңғиық  мазар  жайылым, көгал, шалғын  орта ғасыр  атап өту, атау  көпес  шахта, кеніш  мешіт  үстірт жабайы қойы  қорған  сел, тасқын  ондатра  жұмбақ, құпия  табиғатты сүюші  қасында, маңында  игі, игілікті, мәртебелі  көшпенді  едәуір, елеулі  орын алып жату  ресми  онагр, жабайы есек  бір кезде, ерте уақытта  мүмкіндік  кен  орнитологиялық  қаланың шеті  көрнекті, шоктығы биік  көрініс  құлату, жоқ ету  мүлік, меншік  жұмақ  жер телімі  шіл  бейбіт; бейбітшіл  пегматит  түбек  алабұға  жүзеге асыру  мәңгі тоң  қырғауыл  құбылыс  физикалық, материалдық  әдемі, көркем  кептер  шортан  баған; жинау  қарағай  карағай орманы  гипс  ену  браконьер  күзен  ластану  терек  қоныстанған  халық  порфир  қою; ойландыру  ағу, құю, төгу  қорық  болжамды, шамамен  өндеу  тыйым салу; бөгет жасау  меншік  дәлелдеу  қамтамасыз ету  сапа  кірпінің тікені  рафтинг  долы, асау  құбылмалы форель  жорамалдап, шамалап  тізбек  сирек  гүрілдеген  шатқал, жыра  жету  қалпына келтіру, қайтару, қайта алу  жазу  демалыс, сауық  қайта өңдеу  азайту  қамыс  ереже, заң, нұсқаулық  қатысы бар  өзара байланыс  шығару  үздіксіз, тынымсыз  реликт  ғажап, тамаша  көрсетілу, болып табылу  ұқсау  су коймасы  шипажай  қор, ресурс  қалпына келтіру  жалғастыру  мүйізтұмсық  қөлікпен жүру  тау жотасы, тау кыры  кәрлі, қатаң, каhарлы  торта балық, шабақ  жартас, құз  елік  тамыр  таскынды, толкынды  бағдар  қауесет, лақан, сыпсың  ауыл, ауылдық  зымырау  қасиетті  қауіпсіздік  саламандра  дәмін көру, жеп көру  қанығу  шашылу; бытыраңқы  әдемі, көркем  ғылым, ғылым саласы  ғалым  аптап, қапырықты, ыссы  қыршу, тырнау  шағала  итбалық  аулақтау  зайырлы  қауіпсіз  шөгінді  қоныс, мекен  су ағатын құбыр  пішін  өткір, үшкір  тік, жарқабақтау  риф, шокы, қайраң,  қауыз, кабық  малшы  жылжу, қозғалу  бұта, тал-шілік  бұталы  көрнекі жерлер  маңыз, мән  маңызды, елеулі  түпнұсқалық  орналасу  тақтатас  баурай бауыр бөктер  иіс  жұмсақ  тек қана  ғарыш, кеңістік  кеңістіктік  түр, туыс  шар  бүркінді, шашыранды  асқан әдемілік, әсемдік  орын, жер  таралу  қайнар; көктем; басталу; пайда болу  бүрку себу шашырату  шырша  тау тарамдары  қысу, сығу, сықпалау  сталактит  сталагмит  тік, биік, құламалы  дегелек  жылға, ағын, ағыс  қүшейту нығайту  жайылу  соғу, ұру  ғажайып, ғажап  таңкаларлық  аласа, жатаған,  зат  табысты, сәтті  шырынды, шүйгін  күкіртті  жеткізуші  жабдықтау, қамтамасыз ету  айыппұл салу  қоршаған  қарау, шолу  батпақ  аққу  көз жүгірту  символмен көрсету, білдіру  теке  жерді иелену  қауіп, қатер  үш қырлы  арқылы, әрқайда, айнала, төңіректің бәрінде  асқақтаған  із  сауда  соқпақ, жалғыз аяқ жол  жүк тасылмалы  қазына  дәм татқызу, сый көрсету; *тау-кен* байыту  серуен (жаяу немесе велосипедпен)  тайпа  нағыз, шын  сала, тарау, тармақ  шынында, дәл мәнінде, ақиқатында  қызғалдақ  көгілдір ақық  тасбақа  оңаша, бетпе-бет  бейнелеу, кейіптеу  бірегей  біртекті, біртұтас  құндылық, мәнділік  әр түрі, өзге түрі  шексіз, ұшы қиырсыз  сатушы, жеткізуші  батыл, қаймықпайтын  әр түрлі, құбылмалы  омыртқалы  кері  аймақ, маңай, өңір  қатыгекздік  тың  көзге көрінетін  көрініс  қарақұс, құзғын  еңбекақы  зая қылу, босқа жұмсау  құлама, саркырама  суда жүретін құстар  толқын  байлық, молшылық  сыналанып кіру  айлақ, кемежай  иірім, тартпа  құйын, ұйтқыма, дауыл  кең, кеңінен, мол  тал  куә, куәгер | абориген  над  изобилие  размещать, вмещать  достижение, исполнение  согласно  точность  знакомство  приобретать  прилегающий  примыкать  деятельность  выгодный  искатель приключений  защищать  воздействовать, влиять  против, вопреки  сельскохозяйственный  якобы  выделять, распределять  позволять  альпийский  удивительный, потрясающий  анализировать  древний  юбилей  ежегодно  приблизительно  засушливый, безводный  всюду, повсюду; около  ассоциировать  предполагать  удивлять, изумлять  *сущ.* попытка;  *гл*. пытаться  отношение  привлекать  власти, администрация  лавина  средний  сознавать  журчащий  лечебный, грязевой  запрещать  берег  бассейн  залив  пляж, берег  быть частью, принадлежать  ягода  за  портящийся под действием микроогранизмов  рапа  березовая роща  тёмнобрюхий  разрушенный  кабан, хряк  кость, скелет  безграничный  чаша  ветвь, отрасль  лещ  захватывающий (дух)  смелый  погребение  оживлённый  телёнок  лагерный костёр  груз  каскад  форма, образец  сом  животноводство  пещера  кедр  праздновать  менять(ся), изменяться  характерная черта, особенность, свойство; *adj.* типичный  обуглившийся  гепард  цивилизация  классический  глина, глинозём  чистый  холм, откос; утёс  альпинист  засорять  ткань, кусок материи  побережье, берег  состав, композиция  концепция  условие  граница, ограничение  хвойный  считать, полагать  вмещать  загрязненный  прилегающий, граничащий  вклад  баклан  ремесло, сила  создавать, творить  ручей; устье реки; бухта  меловой  крокодил  карась  необработанный; грубый  обрабатывать, возделывать  в настоящее время  изумительный  олень, лань  определять  восхитительный  истощение (запасов)  низина, ложбина  описывать, рассказывать  описание (событий)  место назначения  разрушать  разрушительный  развивать  развитие  преданность  дамба  уменьшаться  исчезновение  катастрофический  расстояние, протяжённость  раз-(от)личать, отмечать  демонстрировать  изменять, модифицировать  рисунок  приручать животных,  осваивать  доминировать, преобладать  благодаря, вследствие  сбрасывать, сваливать  земля  восток  сточные воды  белая цапля  изящество  лось  дамба, набережная  изумруд  появляться  испускать, издавать  подвергать опасности  обеспечить  энергия  развлечение  весь, целый  окружающая среда  эпическая поэма  равный; быть равным  снаряжать, оснащать  горностай  выветривать, размывать  особенно  уважать, почитать  вечный  вечность  доказательство  вызывать  *археол*. раскопки  объяснять, толковать  исследователь; путешественник  истреблять, ликвидировать  внешний, наружный  вымирание  крайний; чрезвычайный  способствовать, содействовать  ярмарка  сокол  влюбиться в …  прихотливый  судьба, доля  благоприятный  особенность  кормить; *гео.* снабжать водой  ель  пихтовая, еловая роща  подходящий  пламя  плавать  стая  течение, прилив, поток  наводнение, затоплять  концентрироваться  народ, люди  народный фольклор  форма, вид; образец  образование, формация  предгорье  запрещать  форт  окаменелости, останки  аромат  фонд  отбросы, мусор  ворота  собирать; рвать  щедрость  генетический  нежный  географ  ледник  сверкающий; проблеск  коза  гусь  ущелье  пышный, великолепный  управление, правительство  постепенно  зерно  захоронение, могила  сила, величие  земля, почва  роща  среда обитания  управлять, регулировать  укрывать; гавань, порт  ястреб, сокол  светло-коричневый тетерев  исцелять  целебный, лечебный  жара  тетерев  рай  трава  стадо  наследие  герой  скрываться  шоссе  экскурсия  турист  яма, низина  рог  огромный  горб  тождественный, идентичный  образ, изображение  незапамятный  Пылающие скалы (холмы)  впечатление  след  улучшать, совершенствовать  недоступный  включать  доход  указывать  наплыв, прилив  обитать, существовать  объединять  взаимодействовать  устанавливать взаимосвязь  инвестирование  перешеек  отдельный предмет  амулет, талисман  китайский храм  путешествие  соединение, стык  джунгли, дебри; чащоба  ханство  карст, карстовый  остро, резко, сильно  язык  лиственница  в большой степени  запуск  выложить, разбить  слой, пласт  ведущий  имеющий течь  кожа  в натуральную величину  связь  сор, мусор  расположение  завлекать  рысь  великолепный  главный, более важный  млекопитающие  хозяин  бездна, пучина  мазар  луг  средневековый  упоминать  купец  только, единственно  рудник, шахта  мечеть  дикий баран, муфлон  курган  сель  ондатра  таинственный  любитель природы  рядом  благородный  кочевник  особенно,заметно  занимать  официальный  онагр *(дикий осёл)*  некогда, когда-то  возможность  руда  орнитологический  окраина  выдающийся  вид на что-л.  свержение, низвержение  собственность, имущество    рай  участок земли  куропатка  мирный, миролюбивый  пегматит  полуостров  окунь  осуществлять  вечная мерзлота  фазан  явление, исключение  физический, материальный  живописный  голубь  щука  свая; складывать  сосна  сосновый бор, сосняк  гипс  погружаться  браконьер  *зоол*. хорёк  загрязнение  тополь  заселённый  население  *геол.* порфир  ставить; озадачить  лить, полить, наливать  заповедник  предположительно  обработка  запрещать; мешать  собственность  доказывать  обеспечивать  качество  игла (ежа)  рафтинг, сплав по реке  яростный, сильный  радужная форель  наугад, наобум  горная цепь  редкий  грохочущий  ущелье  достигать  вновь обретать, возвращать, восстанавл.  запись  развлечение, отдых  перерабатывать  уменьшать  камыш  правило, закон, инструкция  устанавливать связь  родство, взаимосвязь  выпуск  неустанный  реликтовый  замечательный  представлять  походить на …  водохранилище  курорт  запасы, ресурсы  восстанавливать  возобновлять  носорог  прогулка, езда  гребень (горы)  жёсткий, грубый  *зоол.* плотва  скала, утёс  косуля  корень  бурный,  стремительный  маршрут  слух, молва  сельский  мчаться, стремиться  священный  безопасность, сохранность  *зоол.миф*. саламандра  пробовать  насыщать  разбрасывать  живописный  наука, область науки  учёный, естествоиспытатель  жаркий, знойный  царапать, набрасывать  чайка  тюлень  уединяться  светский  безопасный  осадок, отложение  поселение  сточная труба  форма  остро, точно  отвесный  уступ, отмель, шельф  панцирь, скорлупа  пастух  сдвиг, перемещение  кустарник  кустарниковый  достопримечательности  значение, важность, смысл  значительный  оригинальность  участок  быть расположенным  сланец  склон  запах  мягкий  исключительно  пространство, космос  пространственный  вид, род, разновидность  шар, сфера  брызги, всплеск  великолепие, блеск  место, пятно  простираться  родник; весна; брать начало; возникать  обрызгивающий  ель  отроги  давить, сжимать, сжать  сталактит  сталагмит  крутой  аист  ручей, поток, течение  усиливать  простираться  ударять, бить, подвергать опасности  поразительный  сногсшибательный  низкий, низкорослый  вещество  успешный  сочный  сернистый  поставщик  снабжать  штрафование  окружающий, соседний  осмотр, обозрение  болото, топь  лебедь  окидывать взглядом  символизировать  горный козёл  землевладение  угроза  трёхгранный  на всём протяжении; через  возвышающийся  тропа  торговля  след; прокладывать путь  перевозка грузов  сокровище  угощать; *горн*. обога -  щать  прогулка (пешая или на велосипеде)  племя  истинный, подлинный  приток  верно, поистине, по праву  тюльпан  бирюза  черепаха  тет-а-тет  олицетворять  уникальный  унитарный, единый  ценность, значение  вид, разновидность  безбрежный  продавец, поставщик  смелый, рискованный  изменчивый  позвоночный  наоборот, обратно  окрестность, окраина  жестокость, насилие  целинный  видимый  вид, перспектива  гриф, стервятник  заработная плата  тратить впустую  водопад  водоплавающие *(дичь)*  волна  богатство, изобилие  втискиваться, вклиниваться  пристань, причал  водоворот  вихрь; смерч, ураган  широко  ива  свидетель |

**Irregular Verbs List**

|  |  |  |  |
| --- | --- | --- | --- |
| **Infinitive** | **Past Simple** | **Past participle** | **Translation** |
| be [bi:] | was [wɔz] , were [wз:] | been [bi:n] | быть |
| beat [bi:t] | beat [bi:t] | beaten [‘bi:tn] | бить |
| become [bi:kʌm] | became [bi:keim] | become[bi:kʌm] | становиться |
| begin [bi’gin] | began [bi’gæn] | begun [bi’gʌn] | начинать |
| blow [blou] | blew [blu:] | blown [bloun] | дуть |
| break [breik] | broke [brouk] | broken [‘brouk(e)n] | ломать |
| bring [briŋ] | brought [brɔ:t] | brought [brɔ:t] | приносить |
| build [bild] | built [bilt] | built [bilt] | строить |
| burn [bз:n] | burnt [bз:nt] | burnt [bз:nt] | гореть |
| burst [bз:st] | burst [bз:st] | burst [bз:st] | разразиться, взрывать(ся) |
| buy [bai] | bought [bɔ:t] | bought [bɔ:t] | покупать |
| catch [kætʃ] | caught [kɔ:t] | caught [kɔ:t] | ловить, хватать |
| choose [tʃu:z] | chose [ʃəuz] | chosen [tʃəuz(ə)n] | выбирать |
| come [kʌm] | came [keim] | come [kʌm] | приходить |
| cost [cɔst] | cost [cɔst] | cost [cɔst] | стоить |
| cut [kʌt] | cut [kʌt] | cut [kʌt] | резать |
| do [du:] | did [did] | done [dʌn] | делать |
| draw [drɔ:] | drew [dru:] | drawn [drɔ:n] | рисовать, тащить |
| dream [dri:m] | dreamt [dremt] | dreamt [dremt] | мечтать, дремать |
| drink [driŋk] | drank [dræŋk] | drunk [drʌŋk] | пить |
| drive [draiv] | drove [drouv] | driven [‘drivn] | водить |
| eat [i:t] | ate [et] | eaten [‘i:tn] | есть |
| fall [fɔ:l] | fell [fel] | fallen [‘fɔ:lən] | падать |
| feed [fi:d] | fed [fed] | fed [fed] | кормить |
| feel [fi:l] | felt [felt] | felt [felt] | чувствовать |
| fight [fait] | fought [fɔ:t] | fought [fɔ:t] | бороться |
| find [faind] | found [faund] | found [faund] | находить |
| fly [flai] | flew [flu:] | flown [floun] | летать |
| forget [fə’get] | forgot [fə’gɔt] | forgotten [fə’gɔt(ə)n] | забывать |
| freeze [fri:z] | froze [frouz] | frozen [‘frouzn] | замерзать |
| get [ get ] | got [gɔt] | got [gɔt] | получать |
| give [giv] | gave [geiv] | given [givn] | давать |
| go [gou] | went [went] | gone [gɔn] | идти |
| grow [grou] | grew [gru:] | grown [groun] | расти |
| have [hæv] | had [hæd] | had [hæd] | иметь |
| hear [hiə] | heard [hз:d] | heard [hз:d] | слышать |
| hide [haid] | hid [hid] | hidden [‘hidn] | прятать |
| hold [hould] | held [held] | held [held] | держать |
| keep [ki:p] | kept [kept] | kept [kept] | содержать |
| know [nou] | knew [nju:] | known [noun] | знать |
| lead [li:d] | led [led] | led [led] | вести |
| learn [lз:n] | learnt [lз:nt] | learnt [lз:nt] | учить |
| leave [li:v] | left [left] | left [left] | оставлять |
| lend [lend] | lent [lent] | lent [lent] | занимать |
| let [let] | let [let] | let [let] | позволять |
| lie [lai] | lay [lei] | lain [lein] | лежать |
| lose [lu:z] | lost [lɔst] | lost [lɔst] | терять |
| make [meik] | made [meid] | made [meid] | производить |
| mean [mi:n] | meant [ment] | meant [ment] | значить |
| meet [mi:t] | met [met] | met [met] | встречать |
| mistake [mis’teik] | mistook [mis’tuk] | mistaken [mis’teik(e)n] | ошибаться |
| pay [pei] | paid [peid] | paid [peid] | платить |
| put [put] | put [put] | put [put] | положить |
| read [ri:d] | read [red] | read [red] | читать |
| ring [riŋ] | rang [ræŋ] | rung [rʌŋ] | звенеть |
| run [rʌŋ] | ran [ræŋ] | run [rʌŋ] | бежать |
| say [sei] | said [sed] | said [sed] | говорить |
| see [si:] | saw [sɔ:] | seen [si:n] | видеть |
| sell [sel] | sold [sould] | sold [sould] | продавать |
| send [send] | sent [sent] | sent [sent] | посылать |
| shake [ʃeik] | shook [ʃuk] | shaken [‘ʃeik(ə)n] | встряхивать |
| show [ʃəu] | showed [ʃəud] | shown [ʃəun] | показывать |
| shrink [ʃriŋk] | shrank [ʃræŋk] | shrunk [ʃrʌŋk] | уменьшать |
| sing [siŋ] | sang [sæŋ] | sung [sʌŋ] | петь |
| sit [sit] | sat [sæt] | sat [sæt] | сидеть |
| sleep [sli:p] | slept [slept] | slept [slept] | спать |
| speak [spi:k] | spoke [spouk] | spoken [‘spouk(e)n] | говорить |
| spend [spend] | spent [spent] | spent [spent] | тратить |
| spread [spred] | spread [spred] | spread [spred] | расстилать |
| stand [stænd] | stood [stu:d] | stood [stu:d] | стоять |
| swim [swim] | swam [swem] | swum [swʌm] | плавать |
| take [teik] | took [tuk] | taken [‘teik(ə)n] | брать, взять |
| teach [ti:tʃ] | taught [tɔ:t] | taught [tɔ:t] | учить |
| tell [tel] | told [tould] | told [tould] | рассказывать |
| think [θiŋk] | thought [θɔ:t] | thought [θɔ:t] | думать |
| throw [θrəu] | threw [θru:] | thrown [θrəun] | бросать |
| understand [ʌndə’stænd] | understood [ʌndə’stud] | understood [ʌndə’stud] | понимать |
| wake [weik] | woke [wouk] | woken [‘wouk(e)n] | просыпаться |
| wear [wɛə] | wore [wɔ:] | worn [wɔ:n] | носить |
| win [win] | won [wʌn] | won [wʌn] | выигрывать |
| write [rait] | wrote [rout] | written [‘ritn] | писать |

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