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Кафедра иностранных языков и культуры речи

# **МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ**

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ  
«Иностранный язык»**

Направление подготовки бакалавра  
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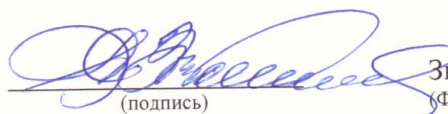
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## Предисловие

В рамках реализации федеральных государственных образовательных стандартов высшего образования (ФГОС ВО) предусмотрены методические указания для обучающихся, специфика которых определяется содержанием дисциплины и видами учебной и самостоятельной работы. Учебная деятельность студента в процессе изучения дисциплины «Иностранный язык» строится из контактных форм работы с преподавателем и самостоятельной работы.

Самостоятельная работа является средством организации и управления самостоятельной деятельности обучающегося, которая обеспечивается умением осуществлять планирование деятельности, искать решение проблемы или вопроса, рационально организовывать свое рабочее время и использовать необходимые для этого инструменты.

Самостоятельная работа студента служит получению новых знаний, упорядочению и углублению имеющихся знаний, формированию профессиональных навыков и умений. Для проведения самостоятельной работы определены следующие рекомендации:

- систематическое выполнение заданий для самостоятельной работы обеспечивает эффективное освоения дисциплины и выявление проблемных точек;
- задания для самостоятельной работы могут содержать две части: обязательную и дополнительную (факультативную);
- целесообразно проконсультироваться с преподавателем с целью получения методических указаний по выполнению задания, сроков и вида контроля.

Рекомендации по эффективной работе над отдельными аспектами в рамках дисциплины «Иностранный язык»:

- работа над техникой чтения. Под техникой чтения понимается совокупность навыков и механизмов звукового и интонационного оформления графических символов языка. Техника чтения образует значимый критерий оценки степени владения языком, поэтому разумно работать над ней постоянно и доводить до совершенства. Для этого рекомендуется систематическое чтение иноязычных текстов вслух, прослушивание и просмотр аутентичных иноязычных аудио- и видеоматериалов, участие в устных формах работы на занятии и общение с носителями языка (например, посредством Интернет-ресурсов).

- работа с текстом. При работе с текстом следует учитывать, что существуют различные виды чтения, которые определяются в зависимости от цели чтения и поставленных задач. Определение вида чтения позволит наиболее эффективно организовать время и работу с текстом.

Ознакомительное чтение. Задачей ознакомительного чтения является понимание основной линии содержания читаемого текста и создание комплексных образов прочитанного. Изучающее чтение.

Изучающее чтение направлено на точное и полное понимание

прочитанного и его критическое осмысление. Оно предполагает умение пользоваться разными словарями (толковыми, страноведческими, словарями синонимов, двуязычными). Этот вид чтения обычно используется при работе с газетными, журнальными статьями и статьями по специальности. Работая над таким текстом, следует вдумчиво и внимательно прочитать его, отмечая незнакомые вам слова, найти их значения в словаре, выбрать значение слова, подходящее по контексту и выучить его. Закончив чтение текста, нужно проверить свое понимание по вопросам и другим заданиям, которые находятся после текста. По мере чтения текстов рекомендуется выполнять упражнения на закрепление лексических единиц, обращая особое внимание на упражнения по словообразованию. Целесообразно составить свои примеры с новыми словами.

**Просмотровое чтение.** Просмотровое чтение – беглое, выборочное чтение текста по блокам для более подробного ознакомления с его деталями и частями. Оно направлено на принятие решения о его дальнейшем использовании, то есть выяснение области, к которой относится данный текст, освещаемой в нем тематике, установление круга основных вопросов. Насколько полно понят текст при просмотровом чтении определяется тем, может ли читающий ответить на вопрос, интересен ли ему текст, какие части текста могут оказаться наиболее информативными.

**Поисковое чтение.** Поисковое чтение предполагает овладение умением находить в тексте те элементы информации, которые являются значимыми для выполнения той или иной задачи, и ориентировано, прежде всего, на чтение прессы и специальной литературы. Аналитическое чтение.

**Аналитическое чтение** – более сложный вид чтения, ориентированный на глубокое раскрытие содержания текста и его структуры. Внимание должно быть направлено на детальное восприятие текста с анализом языковой формы, который позволяет осознать структурные компоненты речи, устанавливать их структурно-семантические и функциональные соответствия. Следует не забывать, что чтение художественной, специальной литературы и источников СМИ на иностранном языке способствует развитию устной речи, обогащает словарный запас, знакомит с культурой и литературой страны изучаемого языка, расширяет кругозор и повышает профессиональную компетентность.

- работа с лексическим материалом. Для эффективного усвоения лексического материала и расширения словарного запаса предлагаются следующие формы работы:

- многократное чтение вслух текста, содержащего лексику, которую нужно усвоить, а также чтение ранее проработанных материалов с целью повторения слов;

- составление несложных предложений на изучаемом языке с использованием новых слов (устно и письменно);

- постановка вопросов на изучаемом языке по содержанию прочитанного текста с использованием в них тренируемых слов, ответы на 19 эти вопросы (устно и письменно);
- составление на русском языке несложных предложений, включающих закрепляемые слова, устный и/или письменный перевод этих предложений на иностранный язык в утвердительной, отрицательной и/или вопросительной форме (при условии, если это возможно по содержанию);
- составление несложного связного текста-ситуации на определенную тему с максимальным использованием слов, изученных в рамках данной темы;
- общение с носителями языка (например, посредством Интернет-ресурсов) или другими студентами на изучаемом языке;
- при составлении списка слов и словосочетаний по какой-либо теме (тексту), при оформлении индивидуальной личной тетради-гlossария – выписывание из словаря лексических единиц в их начальной форме; глаголы в инфинитиве (целесообразно указать и другие основные формы глагола);
- работа над лексикой с помощью двустороннего перевода с использованием разных способов оформления лексики (списка слов, тетради-гlossария, картотеки);
- использование словообразовательных и семантических связей заучиваемых слов (однокоренных слов, синонимов, антонимов);
- анализ и фиксирование словообразовательных моделей (префиксы, суффиксы, сокращение, словосложение и др.) и заимствований в изучаемом языке;
- ежедневное чтение и просмотр источников СМИ на изучаемом языке.
- работа с грамматическими формами и конструкциями. Для эффективного усвоения грамматической формы или конструкции рекомендуется внимательное чтение таблиц или правил в учебнике (часто и заучивание конкретных грамматических форм, изучение и анализ примеров и выполнение упражнений на конкретную грамматическую модель, т.е. упражнений, которые иллюстрирует данное правило). Первые упражнения по работе над определенной грамматической моделью содержат, в основном, примеры на употребление данной конструкции. Их можно использовать в качестве образцов при выполнении остальных упражнений. Каждая грамматическая форма или конструкция является неотъемлемой частью коммуникативного высказывания. Поэтому необходимо обращать внимание на употребление грамматической формы или конструкции в определенном контексте, находить примеры их использования в аутентичных источниках и максимально часто применять изучаемую модель при построении собственного устного или письменного высказывания. Обязательной частью работы и над лексикой, и над грамматикой является работа над ошибками, которую надо выполнять сразу после проверки задания.

- работа над устным высказыванием. Успешная устная речь предполагает логичное и последовательное изложение определенной позиции, в том числе личной; умение делать доклады, сообщения, вести беседу и дискуссию, включая деловую с использованием формул речевого этикета (для выражения собственного мнения, согласия/несогласия с собеседником, вступления в разговор и т.д.), понимать на слух собеседника не только на уровне общего смысла и деталей, но и подтекста.

При построении устного высказывания необходимо:

- систематически продумывать и проговаривать свои выступления;
- при подготовке ответа в группе/парной работе сформулировать ответ на мысленный вопрос ваших слушателей/собеседников;
- помнить: то, о чем выступающий говорит должно быть ему интересно, только в этом случае можно заинтересовать своих слушателей, а интерес слушателей является залогом успеха выступления; поэтому при подготовке выступления нужно тщательно отбирать материал, выстраивать его в определенной последовательности, продумывать примеры, наглядный материал и приемы общения с аудиторией;
- записать свое выступление и прослушать себя.

Для оценки предлагается использовать такие вопросы, как:

- соответствует ли то, что я говорю коммуникативной задаче (теме выступления/беседы; тому, что я стараюсь доказать и др.)?
- логично и последовательно ли изложена точка зрения?
- иллюстрируют ли мои примеры или аргументы то, что я хочу доказать?
- есть ли в моей речи грамматические или лексические ошибки?
- как воспринимается моя речь на слух (интонация, темп, паузы и др.)?
- использую ли я прием перефразирования (изложения той же мысли другими словами)?
- использую ли я фразы, помогающие следить за моей мыслью?
- учитывать, что лучшее импровизированное выступление – это домашняя заготовка, поэтому, если предстоит парная работа, дискуссия, ролевая игра, «круглый стол», рекомендуется продумать, что и как сказать собеседнику, какие вопросы ему задать;
- помнить: устное выступление – это не чтение написанного материала вслух!

- работа над письменным высказыванием. Успешное письменное высказывание должно логично и последовательно развивать мысль автора.

При построении высказывания в письменной форме рекомендуется:

- четко определять содержание (какой тезис соответствует теме, какие положения доказывают этот тезис, раскрывая тему, какие выводы надо сделать из всего написанного);
- соблюдать структуру, принятую для данного типа письменного высказывания (эссе, письмо, резюме и др.);
- правильно выбирать грамматические структуры и лексические

единицы, в том числе связующие слова, которые обеспечивают логичный и плавный переход от одной части к другой, а также внутри частей; использовать разные варианты построения предложения, прием перефразирования;

- избегать плагиата.

Важно планировать работу так, чтобы была возможность проверить свое письменное высказывание через определенное время после написания, что позволит увидеть недочеты и ошибки, незамеченные во время работы.

Следует помнить, что письменное высказывание – это раскрытие и аргументирование своей позиций либо структура, наполненная личным содержанием, а не «украденные мысли».

- работа со словарем. Для того чтобы правильно пользоваться словарем (печатным или электронным) и быстро находить нужное слово и его формы, предлагается учесть следующие моменты:

- производить поиск слова необходимо только в его исходной форме.

- если искомая лексическая единица или подходящее значение/эквивалент отсутствует в двуязычном словаре, следует обратиться к толковому словарю. Если искомое понятие не приведено в толковом словаре, необходимо определить контекстное употребление данной лексической единицы (найти несколько текстов/ситуаций употребления и попытаться установить русский эквивалент).

- значение фразеологической комбинации всегда нужно отыскивать по главному (в смысловом отношении) слову. Если же неясно, какое именно слово в данной комбинации является главным, то нужно перепробовать все составные части фразеологического сочетания.

- письменный перевод текста. При выполнении письменного перевода текста рекомендуется:

- ознакомиться с оригиналом текста и понять его общее содержание, пользуясь по мере надобности рабочими источниками информации: словарями, справочниками, специальной литературой, Интернет-источниками и т.д.

- учитывать, что не все в оригинале передается в переводе, но все должно учитываться переводчиком. Однако для того, чтобы решить, какую-то деталь содержания можно или нужно не передавать в переводе, необходимо видеть эту деталь и понимать ее роль в общем смысле текста.

- приступая непосредственно к переводу, выделить законченную по смыслу часть текста (предложение, абзац, период) и усвоить ее содержание.

- найти при работе со словарями и другими источниками нужный, соответствующий содержанию текста эквивалент слова.

- при возникновении трудностей перевода лексической единицы определить контекстное употребление данной лексической единицы (найти несколько текстов/ситуаций употребления и попытаться установить



русский эквивалент).

- использовать при переводе для понимания стилистических нюансов значений слов, их эмоциональной составляющей, толковые словари.

- не допускать фраз, не имеющих смысла или явно противоречащих смыслу всего текста. Смысловая цельность – значимое свойство текста.

- закончив перевод текста, отложить его в сторону, спустя некоторое время перечитать, обращая особое внимание на то, насколько естественно звучит переведенный текст на русском языке.

- переводить заголовок после перевода всего текста.

- использовать в качестве рабочих инструментов при переводе словари (электронные (например, ABBYY Lingvo) или печатные, двуязычные и толковые), специальную литературу, Интернет-источники. Электронные онлайн-переводчики (как, Google и др.) часто выдают ошибочные варианты перевода, вводят переводчика в заблуждение и препятствуют успешному овладению иностранным языком.

## Упражнения по грамматическим темам английского языка

### Упражнение 1. Составьте из слов предложения

Example: a / weekend / We / to / the / sometimes / at / go / concert

We sometimes go to a concert at the weekend.

reading / the children / books / are

The children are reading books.

1. on / is / at / Jake / home / often / Sundays
2. goes / morning / occasionally / on / Holly / in / the Internet / the
3. six / I / never / after / work / am / at / o'clock
4. visit / Tuesdays / Our / us / on / friends / always
5. gym / usually / evening / Tom / in / to / goes / the / the
6. on the bench they sit
7. in the forest walk often we
8. hockey the boys are playing
9. after school Frank and Robert meet
10. from Scotland is she
11. books at home I read
12. write sometimes tests we
13. has he two one brothers and sister
14. the girls to the club Saturday every go
15. in kitchen you the are

### Упражнение 2. Задайте альтернативный вопрос к подчеркнутым словам по образцу:

My brother speaks English.

Does your brother speak English or French?

1. I am good at economics.
2. The students of our group study French.
3. His friend was in Kiev last year.
4. My friend carries out research work in the field of computer science.
5. Our library has many English books.
6. They speak English well.
7. I often go to my work by bus.
8. This young engineer works at a laboratory.

### Упражнение 3. Задайте разделительный вопрос по образцу:

He studies English. He studies English, doesn't he?

1. She speaks to foreign colleagues.
2. It is interesting to speak to people in another language.
3. This young engineer does not work at our laboratory.
4. He is not interested in physics.
5. She is going to enter the Institute in a year.
6. Your sister does not speak French.

**Упражнение 4. Выберите нужное слово.**

1. – Whose bag is this? Is it (your, yours) book or his? – It's (her, hers).
2. (Mine, my) task is easier than (your, yours).
3. Look at those people. They are (our, ours) friends.
4. It is not (their, theirs) house. (Their, theirs) is bigger.
5. (Your, yours) problem is (my, mine) problem.
6. Are (your, yours) hands warm? (Mine, my) are quite cold.
7. Can we use (your, yours) telephone? (Our, ours) is out of order.
- 8 Is this money (him, his) or (her, hers)?
- 9 Meet Mr. Bean. He is a friend of (our, ours).
10. We look after (their, theirs) children and they look after (our, ours).
11. I remember the house but I don't remember (its, his, it's) number.
12. The children always make (their, theirs) beds in the morning.
- 13 I told her (my, mine) life story and she told me (her, hers).
14. Will you check (my, mine) paper and I shall check (your, yours) test?
15. Now we are going to open (our, ours) presents, and then we shall look at (their, theirs).

**Упражнение 5. Заполните пробелы, употребив местоимения "some" или "any".**

1. There is ... butter on the plate but there isn't ... milk.
2. There aren't ... matches left. We must buy ...
3. Are there ... letters for me?
4. ... time ago I read this story in the paper.
5. I didn't ask the teacher ... questions at the last lesson.
6. Winter is colder than ... other season.
7. I don't want ... tea, give me ... cold water.
8. ... of my friends can speak two foreign languages.
9. Are there ... matches in the box?
10. You never give me ... help.

**Упражнение 6. Используя образец, сделайте приведённые ниже предложения отрицательными.**

There isn't a shop near my house. = There is no shop near my house.

There aren't any pens in my bag. = There are no pens in my bag.

1. There is a clock on the desk.
2. There is a dog in the room.
3. There are pictures on the wall.
4. There is a table in the corner of the room.
5. There are children in the park.
6. There are a lot of new' words in this exercise.

**Упражнение 7. Напишите следующие существительные во множественном числе и прочитайте их:**

Pen, trip, office, wall, clock, week, dress, day, bus, woman, factory, visitor,

fox, language, place, shelf, ship, play, party, man, key, child, branch, study (n), library, lecture, country, university

**Упражнение 8. Напишите подчеркнутые существительные в единственном числе, сделав необходимые изменения в предложении.**

1. Women and children were in the street.
2. I have the keys to these boxes.
3. This house has three windows.
4. There are five letters on his desk.
5. He had some visitors.

**Упражнение 9. Употребите требующуюся по смыслу форму степеней сравнения.**

1. This room is ... and ... than that one. (big, comfortable)
2. Take this knife. It is ... than yours. (sharp)
3. It is ... book in my collection, (interesting)
4. Which is ... room in your flat. (large)
5. July is ... and ... month of the year. (hot, dry)
6. My tape-recorder is ... than yours. (good)
7. Yours is ... dictation, I am sorry to say. (bad)
8. In our house there are ... flats than in hers. (few)

**Упражнение 10. Подчеркните правильный вариант.**

Пример: Please talk quiet / quietly. I don't want to wake up the baby. – quietly

1. Don't drive so quick / quickly. It's dangerous.
2. Please carry the glasses careful / carefully. They are very expensive.
3. He knows Algebra good / well.
4. The music is too loud / loudly. We can't talk.
5. My boss thinks high / highly of me.
6. She always asks intelligent/intelligently questions.
7. I can run fast / fastly.
8. The children play together very nice/nicely.
9. She's a very warm/warmly person.
10. His English is very good/well.
11. It's dangerous/dangerously to swim in the sea here.
12. Farmers work very hard/hardly in summer.
13. She swims well/good.
14. Peter plays the piano remarkably good/remarkably well.
15. It was easy/easily to understand him.

**Упражнение 11. Откройте скобки, употребив “be” and “have”.**

1. How many French books he (to have) at home?" "Last year he (to have) only three books, now he (to have) a lot."
2. Today Nick (to be) very busy but tomorrow he (to have) more time to call you.

3. Usually she (to be) very nervous at the exam.
4. Last week he (to be) ill.
5. I hope I (to have) enough money in the future to go to Australia.
6. They (not to have) any pictures on the walls.
7. George's wife (not to be) a teacher, she (to be) a writer.
8. Yesterday she (to be) very tired and (not to have) dinner.
9. Next week he (to be) free and (to have) some rest.
10. "Where you usually (to have) lunch?" "I (to have) lunch at home". "And your sister?" "She (not to have) lunch at home. She (to have) lunch at the University".
11. "What (to be) their children's names?" "Their names (to be) Peter and Helen".
12. Ann (to be) fond of mathematics and I (to be) fond of geography.
13. "How often you (to have) English classes?" "I (to have) English classes twice a week. Last year I (to have) them three times a week".

**Упражнение 12. Прочтите по-английски следующие числа:**

1. 2, 12, 20; 3, 13, 30; 4, 14, 40; 5, 15, 50; 6, 16, 60; 7, 17, 70; 8, 18, 80; 9, 19, 90.
2. 134; 245; 306; 403; 6,075; 8,279; 1,005; 2,625; 5,247; 893

**Упражнение 13. Прочитайте следующие даты.**

05.01.1946; 08.03.1950; 22.09.1948; 11.10.1956; 01.05.1917; 23.02.1941

**Упражнение 14. Напишите следующие даты тремя возможными способами и прочтите их.**

24.IV-1924; 09.VIII-1905; 12.XII-1979; 01.VII-1996

**Упражнение 15. Поставьте вопрос к следующим предложениям (вопросительное слово дано в скобках).**

1. Sally feels tired /Why?/
2. They want to buy some presents for their friends /Where?/
3. My Daddy wants to catch the 6 o'clock train /Why?/
4. Edward prefers to have lunch in the canteen /Why?/
5. Every evening Peter walks his dog /Where?/
6. As a rule I get up early every morning /Why?/
7. Snow melts in spring /Why?/
8. We want to have a bite /Where?/
9. He studies English in London /Where?/
10. I hate loud and noisy music /Why?/
11. Usually Ann helps her little brother with mathematics /How?/
12. The Browns always go to the seaside in summer /Where?/
13. Tom wears his old slippers at home /Where?/
14. Sometimes I drink tea for breakfast /Why?/
15. Jane plays the piano every evening /When?/

**Упражнение 16. Раскройте скобки, употребляя глаголы в Present Simple или Present Continuous.**

1. I often (to leave) town over the weekend.
2. Our teacher (to explain) the new rule to us right now.
3. Mr. Kennedy usually (to park) his car in front of his house.
4. The students (to copy) the sentences from the blackboard.
5. Mr. Hams (to teach) the same class this year.
6. "Where you (to hurry)?" "I (to be afraid) to miss the train."
7. "What language the man (to speak)?" "He (to speak) English." "This man (to speak) English very well, but it (to be) difficult for me to understand him as he (to speak) very fast. I (not to know) the language well enough."
8. "Where (to be) your son?" "He (to play) chess with his friend."
9. This man usually (to wear) a grey suit, but today he (to wear) a blue one. We (to learn) many new things from his stories. We always (to enjoy) listening to him.
10. "What you (to do) now? We (to have) lunch." "And what you (to have) for lunch?" "Usually we (to have) ham-and-eggs, but now we (to be) short of time, and (to have) cold meat."
11. I (to understand) you but I (not to agree) with you.
12. I (not to believe) you. You (to tell) a lie.
13. We (to enjoy) a course very much. We (to learn) a lot.
14. She (to listen) to a French song but she (not to understand) what it (to mean).

**Упражнение 17. Поставьте глаголы, данные в скобках, в повелительное наклонение. Предложения переведите**

Образец: (to turn on) Turn on the radio.

(not to turn on) the radio Don't turn on the radio.

1. (to define) and (to explain) the terms of this equation.
2. (to draw) a line and (to divide) it into three equal parts.
3. (not to change) the speed of the motion.
4. (to present) your paper in time.
5. (not to begin) your experiment now. It's already late.

**Упражнение 18. Преобразуйте предложения в Past Indefinite Tense.**

а) образец: My cat likes fish.

My cat liked fish.

1. It often snows here.
2. This seems quite easy.
3. He often listens to records.
4. He always lives in Paris.
5. We enjoy our vacations in Florida.
6. The teacher explains grammar in the class.
7. The girl likes her dog very much.
8. I play the piano rather well.

**б) Задайте общие вопросы.**

Pattern: The concert lasted for two hours.

Did the concert last for two hours?

1. He dried his hands carefully.
2. The students went to the club yesterday.
3. They understood the text very well.
4. She enjoyed the performance.
5. He wanted to be a sailor.
6. I met my friend at the theatre.
7. I told my friends the news.
8. She made a mistake.

**Упражнение 19.**

**а) Задайте общий вопрос**

Pattern: I was sitting here, when he came.

Were you sitting here, when he came?

1. They were having dinner at half past two yesterday.
2. She was hurrying to the theatre when I met her yesterday.
3. His daughter was washing her dress when the door-bell rang
4. They were discussing their plans at 4 p.m. yesterday.
5. Her son was painting a picture when she came home.
6. He was looking through the newspaper when he saw that advertisement.

**б) Задайте разделительный вопрос**

Pattern: He was playing.

He was playing, wasn't he?

1. You were going to tell him about it.
2. He was writing a novel during that summer.
3. We were reviewing grammar all day yesterday.
4. They were not waiting for the manager.
5. The teacher was explaining the rule.
6. Mother was cooking dinner.
7. Your parents were not speaking to you.

**Упражнение 20. Выполните задания**

**а) Образуйте Present Perfect**

Pattern: I read the book

I have read the book. (I've read this book).

1. He saw this film.
2. She wrote a new book.
3. He answered my question.
4. Mr. Smith spoke to me about it.
5. I heard about the play.
6. She made two mistakes in her dictation.



7. They went to the theatre tonight.
8. We read a play by Shakespeare.
9. You left your book at home.
10. John gave us the tickets.

**b) Задайте общий вопрос**

Pattern: Jane has seen this film. (Jane's seen this film)  
Has Jane seen this film?

1. Mother has told me to answer the letter.
2. I've enjoyed the performance.
3. This painter has lived in Paris for a long time.
4. Granny has prepared the dinner.
5. He's written a letter to his parents.
6. They've seen this film.
7. You've written this exercise.
8. She's finished her work.
9. You've received some letters from him this week.

**c) Задайте вопросы к подчеркнутым словам**

1. They've never been to any foreign countries. (2).
2. We've already seen this new film. (3).
3. His friend has translated two English books into Russian. (3).
4. They've never lived here. (2).
5. They've sent us several telegrams lately (4).

**d) Переведите предложения в соответствии с указателями в ().**

1. Я написал письмо (today) (yesterday).
2. Я видел его (last month) (just).
3. Вы проделали большую работу (this week, last week).
4. Ваш друг был в Лондоне (this year, last year).
5. Были ли вы в Санкт-Петербурге? (this month, last month).

**Упражнение 21. Переведите предложения, объясните употребление глагольных форм.**

A)

1. My sister has been taking music lessons for two years now.
2. They have been married since January.
3. They have been having problems with children lately.
4. I have been watching TV since 5 o'clock.
5. He had been teaching English for ten years when we met.
6. How long had you been taking this medicine before you got well?
7. I gave them lunch at two o'clock. They had been playing for hours before they were ready for food.
8. In 15 minutes father will have been working in the garden for three hours.
9. When my daughter goes to school, we will have been living here for over



ten years.

10. Next year he will have been studying Russian for five years.

B)

1. I have been waiting for you for more than an hour.

2. She has been reading for 20 minutes.

3. I have been writing these sentences for an hour.

4. My friend has been learning French for three years.

5. They have been discussing the plan of the work since morning.

6. My younger sister has been sleeping for 3 hours.

7. He has been suffering front toothache all day long.

8. She had been studying English for 2 years by that time.

9. We had been living in Kiev for 5 years before my brother arrived.

10. I had been copying this article for 20 minutes before the professor came.

11. It had been raining for several hours before children returned.

12. We had been waiting for several days before he answered the questions.

13. He had been playing the piano for half an hour before the spectators applauded.

14. My daughter will have been skating for 3 years when competitions begin.

15. We shall have been discussing the problem for some period when you join us.

16. My friend had been serving in the Army for two years before he came to work at the factory.

**Упражнение 22. Преобразуйте следующие предложения, употребив глагол-сказуемое в соответствующей видовременной форме страдательного залога.**

1. Some of our friends joined us on our way to the summer camp.

2. The engineers have urged the management to take advantage of the new technology.

3. A special edition of short stories for children followed his first novel.

4. I spent all my money on books last month.

5. We shall do the translation in the evening.

6. Students often ask such questions.

7. They sold their house very cheap.

8. They will show us some new magazines.

9. He taught us how to play tennis.

10. We shall hold the meeting tomorrow.

11. Our teacher gives us much homework.

12. Mother will send me to the shop.

13. He left the book on the table.

14. She read a very interesting story to the children.

15. He will give his lecture in English.

**Упражнение 23. Переведите предложения на русский язык.**

1. I knew she went to bed early.
2. I remembered that he didn't like opera.
3. He said that many good actors would star in that film.
4. I understood that he had missed the train.
5. She was angry. She said she had been waiting for me for half an hour.
6. My mother said that I could go to Moscow for a week.
7. Yesterday he called me and asked whether I wanted to go to the cinema.
8. When I saw her I understood that she was upset by something.
9. He said that he would join us as soon as he passed his exams
10. He said that he had no car.

**Упражнение 24. Передайте данные предложения в косвенную речь.**

a) He said:

1. "I hope to pass the examination".
2. "The teacher is listening to us".
3. "I have been to New York".
4. "I made no mistakes in the last dictation".
5. "I have read many English books".
6. "My brother goes to bed early".
7. "There are three main systems of control of education in the USA".

b) She asked:

1. "What is the capital of the United states"?
2. "Who are you writing a letter to"?
3. "When are you going to have dinner"?
4. "Do you come to school by bus or by foot"?
5. "Have you got a dictionary"?
6. "Will he return on Monday"?
7. "What do you know about the country"?
8. "Shall we begin the concert if they don't come"?

c) They ordered:

1. "Do it immediately"!
2. "Give me your dictionary"!
3. "Learn the poem by heart"!
4. "Don't speak loudly"!
5. "Don't go out without your coat"!

## Тексты для чтения и перевода United Kingdom

***Прочитайте и переведите. Перескажите текст.***

The United Kingdom of Great Britain and Northern Ireland, commonly known as the United Kingdom (UK) or Britain, is a sovereign state in Europe. Lying off the north-western coast of the European mainland, it includes the island of Great Britain (the name of which is also loosely applied to the whole country), the north-eastern part of the island of Ireland, and many smaller islands. Northern Ireland is the only part of the UK that shares a land border with another sovereign state – the Republic of Ireland. Apart from this land border, the UK is surrounded by the Atlantic Ocean, with the North Sea to its east, the English Channel to its south and the Celtic Sea to its south-southwest, giving it the 12th longest coastline in the world. The Irish Sea lies between Great Britain and Ireland. With an area of 242,500 square kilometers, the UK is the 78th-largest sovereign state in the world and the 11th-largest in Europe. It is also the 21st-most populous country, with an estimated 65.1 million inhabitants. Together, this makes it the fourth most densely populated country in the European Union.

The United Kingdom is a constitutional monarchy with a parliamentary system of governance. The monarch – since 6 February 1952 – is Queen Elizabeth II. The capital of UK and its largest city is London, a global city and financial center with an urban area population of 10.3 million, the fourth-largest in Europe and second-largest in the European Union. Other major urban areas in the UK include the regions of Manchester, Birmingham, Leeds, Glasgow and Liverpool.

The UK consists of four countries, England, Scotland, Wales and Northern Ireland. The latter three have devolved administrations, each with varying powers, based in their capitals, Edinburgh, Cardiff, and Belfast, respectively. The nearby Isle of Man, Bailiwick of Guernsey and Bailiwick of Jersey are not part of the United Kingdom, being Crown dependencies with the British Government responsible for defence and international representation.

The relationships among the countries of the United Kingdom have changed over time. Wales was annexed by the Kingdom of England under the Acts of Union of 1536 and 1542. A treaty between England and Scotland resulted in 1707 in a unified Kingdom of Great Britain, which merged in 1801 with the Kingdom of Ireland to form the United Kingdom of Great Britain and Ireland. In 1922, five-sixths of Ireland seceded from the country, leaving the present formulation of the United Kingdom of Great Britain and Northern Ireland. The UK has fourteen Overseas Territories. These are the remnants of the British Empire which, at its height in the 1920s, encompassed almost a quarter of the world's land mass and was the largest empire in history. British influence can be observed in the language, culture, and legal systems of many of its former colonies.

The United Kingdom is a developed country and has the world's fifth-largest economy by nominal GDP and ninth-largest economy by purchasing power parity. The UK is considered to have a high-income economy and is categorized as very high in the Human Development Index, ranking 14th in the world. It was the world's first industrialized country and the world's foremost power during the 19th

and early 20th centuries. The UK remains a great power with considerable economic, cultural, military, scientific, and political influence internationally. It is a recognized nuclear weapons state and its military expenditure ranks fourth or fifth in the world. The UK has been a permanent member of the United Nations Security Council since its first session in 1946. It has been a leading member state of the European Union (EU) and its predecessor, the European Economic Community (EEC), since 1973. However, on 23 June 2016, a national referendum on the UK's membership of the EU resulted in a 51.9% vote to exit. The UK is also a member of the Commonwealth of Nations, the Council of Europe, the G7 finance ministers, the G7 forum, the G20, NATO, the Organization for Economic Co-operation and Development (OECD), and the World Trade Organization (WTO).

## History of England

*Прочитайте и переведите. Перескажите текст.*

England became inhabited more than 800,000 years ago, as the discovery of flint tools and footprints at Happisburgh in Norfolk has revealed. The earliest evidence for early modern humans in North West Europe, a jawbone discovered in Devon at Kents Cavern in 1927, was re-dated in 2011 to between 41,000 and 44,000 years old. Continuous human habitation in England dates to around 13,000 years ago (see Creswellian), at the end of the last glacial period. The region has numerous remains from the Mesolithic, Neolithic, and Bronze Age, such as Stonehenge and Avebury. In the Iron Age, England, like all of Britain south of the Firth of Forth, was inhabited by the Celtic people known as the Britons, including some Belgic tribes (e.g. the Atrebates, the Catuvellauni, the Trinovantes, etc.) in the south east. In AD 43 the Roman conquest of Britain began; the Romans maintained control of their province of Britannia until the early 5th century.

The end of Roman rule in Britain facilitated the Anglo-Saxon settlement of Britain, which historians often regard as the origin of England and of the English people. The Anglo-Saxons, a collection of various Germanic peoples, established several kingdoms that became the primary powers in present-day England and parts of southern Scotland. They introduced the Old English language, which largely displaced the previous British language. The Anglo-Saxons warred with British successor states in Wales, Cornwall, and the Hen Ogledd (Old North; the Brythonic-speaking parts of northern England and southern Scotland), as well as with each other. Raids by Vikings became frequent after about AD 800, and the Norsemen settled in large parts of what is now England. During this period, several rulers attempted to unite the various Anglo-Saxon kingdoms, an effort that led to the emergence of the Kingdom of England by the 10th century.

In 1066, a Norman expedition invaded and conquered England. The Norman Dynasty established by William the Conqueror ruled England for over half a century before the period of succession crisis known as the Anarchy (1135-1154). Following the Anarchy, England came under the rule of the House of Plantagenet, a dynasty which later inherited claims to the Kingdom of France. A succession crisis in France led to the Hundred Years' War (1337–1453), a series of conflicts involving the peoples of both nations. Following the Hundred Years' Wars, England became embroiled in its own succession wars. The Wars of the Roses pitted two branches of the House of Plantagenet against one another, the House of York and the House of Lancaster. The Lancastrian Henry Tudor ended the War of the Roses and established the Tudor dynasty in 1485.

Under the Tudors and the later Stuart dynasty, England became a world colonial power. During the rule of the Stuarts, England fought the English Civil War, which resulted in the execution of King Charles I (1649) and the establishment of a series of republican governments – first, a Parliamentary republic known as the Commonwealth of England (1649-1653), then a military dictatorship under Oliver Cromwell known as The Protectorate (1653-1659). The Stuarts returned to the restored throne in 1660, though continued questions over religion and power resulted in the deposition of another Stuart king, James II, in

the Glorious Revolution (1688). England, which had conquered Wales in the 13th century, united with Scotland in 1707 to form a new sovereign state called Great Britain. Following the Industrial Revolution, Great Britain ruled a worldwide Empire, the largest in recorded history. Following a process of decolonisation in the 20th century, mainly caused by the weakening of Great Britain's power in the two World Wars, almost all of the empire's oversea territories became independent countries. However, as of 2016, its cultural impact remains widespread and deep in many of them.

## History of Wales

*Прочитайте и переведите. Перескажите текст.*

The history of Wales begins with the arrival of human beings in the region thousands of years ago. Neanderthals lived in what is now Wales, or Cymru in Welsh, at least 230,000 years ago, while Homo sapiens arrived by about 31,000 BC. However, continuous habitation by modern humans dates from the period after the end of the last ice age around 9000 BC, and Wales has many remains from the Mesolithic, Neolithic, and Bronze Age. During the Iron Age the region, like all of Britain south of the Firth of Forth, was dominated by the Celtic Britons and the Brittonic language. The Romans, who began their conquest of Britain in AD 43, first campaigned in what is now northeast Wales in 48 against the Deceangli, and gained total control of the region with their defeat of the Ordovices in 79. The Romans departed from Britain in the 5th century, opening the door for the Anglo-Saxon invasion. Thereafter Brittonic language and culture began to splinter, and several distinct groups formed. The Welsh people were the largest of these groups, and are generally discussed independently of the other surviving Brittonic-speaking peoples after the 11th century.

A number of kingdoms formed in present-day Wales in the post-Roman period. While the most powerful ruler was acknowledged as King of the Britons (later Tywysog Cymru: Leader or Prince of Wales), and some rulers extended their control over other Welsh territories and into western England, none were able to unite Wales for long. Internecine struggles and external pressure from the English and later, the Norman conquerors of England, led to the Welsh kingdoms coming gradually under the sway of the English crown. In 1282, the death of Llywelyn ap Gruffudd led to the conquest of the Principality of Wales by King Edward I of England; afterwards, the heir apparent to the English monarch has borne the title "Prince of Wales". The Welsh launched several revolts against English rule, the last significant one being that led by Owain Glyndŵr in the early 15th century. In the 16th century Henry VIII, himself of Welsh extraction as a great grandson of Owen Tudor, passed the Laws in Wales Acts aiming to fully incorporate Wales into the Kingdom of England. Under England's authority, Wales became part of the Kingdom of Great Britain in 1707 and then the United Kingdom in 1801. Yet, the Welsh retained their language and culture in spite of heavy English dominance. The publication of the extremely significant first complete Welsh translation of the Bible by William Morgan in 1588 greatly advanced the position of Welsh as a literary language.

The 18th century saw the beginnings of two changes that would greatly affect Wales, the Welsh Methodist revival, which led the country to turn increasingly nonconformist in religion, and the Industrial Revolution. During the 19th century southeast Wales in particular experienced rapid industrialisation and a dramatic rise in population as a result of the explosion of the coal and iron industries. These industries declined in the 20th century, while nationalist sentiment and interest in self-determination rose. The Labour Party replaced the Liberal Party as the dominant political force in the 1940s, while the nationalist party Plaid Cymru gained momentum in the 1960s. In a 1997 referendum Welsh

voters approved the devolution of governmental responsibility to a National Assembly for Wales, which first met in 1999.



## History of Scotland

*Прочитайте и переведите. Перескажите текст.*

The History of Scotland is known to have begun by the end of the last glacial period (in the paleolithic), roughly 10,000 years ago. Prehistoric Scotland entered the Neolithic Era about 4000 BC, the Bronze Age about 2000 BC, and the Iron Age around 700 BC. Scotland's recorded history began with the arrival of the Roman Empire in the 1st century, when the province of Britannia reached as far north as the line between the firths of Clyde to the Forth. North of this was Caledonia, whose people were known in Latin as "Picti", "the painted ones". Constant risings forced Rome's legions back: Hadrian's Wall attempted to seal off the Roman south and the Antonine Wall attempted to move the Roman border north. The latter was swiftly abandoned and the former overrun, most spectacularly during the Great Conspiracy of the 360s. As Rome finally withdrew from Britain, Gaelic raiders called the Scoti began colonizing Western Scotland and Wales.

According to 9th- and 10th-century sources, the Gaelic kingdom of Dál Riata was founded on the west coast of Scotland in the 6th century. In the following century, the Irish missionary Columba founded a monastery on Iona and introduced the previously pagan Scoti and pagan Picts to Celtic Christianity. Following England's Gregorian mission, the Pictish king Nechtan chose to abolish most Celtic practices in favour of the Roman rite, restricting Gaelic influence on his kingdom and avoiding war with Anglian Northumbria. Towards the end of the 8th century, the Viking invasions began. Successive defeats by the Norse forced the Picts and Gaels to cease their historic hostility to each other and to unite in the 9th century, forming the Kingdom of Scotland.

The Kingdom of Scotland was united under the descendants of Kenneth MacAlpin, first king of a united Scotland. His descendants, known to modern historians as the House of Alpin, fought among each other during frequent disputed successions. The last Alpin king, Malcolm II, died without issue in the early 11th century and the kingdom passed through his daughter's son, Duncan I, who started a new line of kings known to modern historians as the House of Dunkeld or Canmore. The last Dunkeld king, Alexander III, died in 1286 leaving only a single infant granddaughter as heir; four years later, Margaret, Maid of Norway herself died in a tragic shipwreck in route to Scotland. England, under Edward I, would take advantage of the questioned succession in Scotland to launch a series of conquests into Scotland. The resulting Wars of Scottish Independence were fought in the late 13th and early 14th centuries as Scotland passed back and forth between the House of Balliol and the House of Bruce. Scotland's ultimate victory in the Wars of Independence under David II confirmed Scotland as a fully independent and sovereign kingdom. When David II died without issue, his nephew Robert II established the House of Stewart (the spelling would be changed to Stuart in the 16th century), which would rule Scotland uncontested for the next three centuries. James VI, Stuart king of Scotland, also inherited the throne of England in 1603, and the Stuart kings and queens ruled both independent kingdoms until the Act of Union in 1707 merged the two kingdoms into a new state, the Kingdom of Great Britain. Queen Anne was the last Stuart monarch, ruling until 1714. Since 1714,

the succession of the British monarchs of the houses of Hanover and Saxe-Coburg and Gotha (Windsor) has been due to their descent from James VI and one of the House of Stuart.

During the Scottish Enlightenment and Industrial Revolution, Scotland became one of the commercial, intellectual and industrial powerhouses of Europe. Its industrial decline following the Second World War was particularly acute. In recent decades Scotland has enjoyed something of a cultural and economic renaissance, fueled in part by a resurgent financial services sector, the proceeds of North Sea oil and gas. Nationalism has been a major political force in the 21st century, with serious debates about Scottish independence and leaving the United Kingdom.

## **The United Kingdom Government**

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The monarch appoints a Prime Minister as the head of Her Majesty's Government in the United Kingdom, guided by the strict convention that the Prime Minister should be the member of the House of Commons most likely to be able to form a Government with the support of that House. In practice, this means that the leader of the political party with an absolute majority of seats in the House of Commons is chosen to be the Prime Minister. If no party has an absolute majority, the leader of the largest party is given the first opportunity to form a coalition. The Prime Minister then selects the other Ministers which make up the Government and act as political heads of the various Government Departments. About twenty of the most senior government ministers make up the Cabinet and approximately 100 ministers in total comprise the government. In accordance with constitutional convention, all ministers within the government are either Members of Parliament or peers in the House of Lords.

As in some other parliamentary systems of government (especially those based upon the Westminster System), the executive (called "the government") is drawn from and is answerable to Parliament - a successful vote of no confidence will force the government either to resign or to seek a parliamentary dissolution and a general election. In practice, members of parliament of all major parties are strictly controlled by whips who try to ensure they vote according to party policy. If the government has a large majority, then they are very unlikely to lose enough votes to be unable to pass legislation.

The Prime Minister is the most senior minister in the Cabinet. He or she is responsible for chairing Cabinet meetings, selecting Cabinet ministers (and all other positions in Her Majesty's government), and formulating government policy. The Prime Minister being the de facto leader of the UK, he or she exercises executive functions that are nominally vested in the sovereign (by way of the Royal Prerogatives). Historically, the British monarch was the sole source of executive powers in the government. However, following the lead of the Hanoverian monarchs, an arrangement of a "Prime Minister" chairing and leading the Cabinet began to emerge. Over time, this arrangement became the effective executive branch of government, as it assumed the day-to-day functioning of the British government away from the sovereign.

Theoretically, the Prime Minister is *primus inter pares* (i.e. Latin for "first among equals") among their Cabinet colleagues. While the Prime Minister is the senior Cabinet Minister, they are theoretically bound to make executive decisions in a collective fashion with the other Cabinet ministers. The Cabinet, along with the PM, consists of Secretaries of State from the various government departments, the Lord High Chancellor, the Lord Privy Seal, the President of the Board of Trade, the Chancellor of the Duchy of Lancaster and Ministers without portfolio. Cabinet meetings are typically held weekly, while Parliament is in session.

## **Monarchy of the United Kingdom**

***Прочитайте и переведите. Перескажите текст.***

The monarchy of the United Kingdom, commonly referred to as the British monarchy, is the constitutional monarchy of the United Kingdom and its overseas territories. The monarch's title is "King" (male) or "Queen" (female). The current monarch and head of state, Queen Elizabeth II, ascended the throne on the death of her father, King George VI, on 6 February 1952.

The monarch and his or her immediate family undertake various official, ceremonial, diplomatic and representational duties. As the monarchy is constitutional, the monarch is limited to non-partisan functions such as bestowing honours and appointing the Prime Minister. The monarch is, by tradition, commander-in-chief of the British Armed Forces. Though the ultimate formal executive authority over the government of the United Kingdom is still by and through the monarch's royal prerogative, these powers may only be used according to laws enacted in Parliament and, in practice, within the constraints of convention and precedent.

The British monarchy traces its origins from the petty kingdoms of early medieval Scotland and Anglo-Saxon England, which consolidated into the kingdoms of England and Scotland by the 10th century AD. In 1066, the last crowned Anglo-Saxon monarch, Harold II, was defeated and killed during the Norman conquest of England and the English monarchy passed to the Normans' victorious leader, William the Conqueror, and his descendants.

In the 13th century, Wales, as a principality, became a client state of the English kingdom, while Magna Carta began a process of reducing the English monarch's political powers.

From 1603, when the Scottish monarch King James VI inherited the English throne as James I, both the English and Scottish kingdoms were ruled by a single sovereign. From 1649 to 1660, the tradition of monarchy was broken by the republican Commonwealth of England, which followed the Wars of the Three Kingdoms. The Act of Settlement 1701, which is still in force, excluded Roman Catholics, or those who marry Catholics, from succession to the English throne. In 1707, the kingdoms of England and Scotland were merged to create the Kingdom of Great Britain, and in 1801, the Kingdom of Ireland joined to create the United Kingdom of Great Britain and Ireland. The British monarch became nominal head of the vast British Empire, which covered a quarter of the world's surface at its greatest extent in 1921.

In the 1920s, five-sixths of Ireland seceded from the Union as the Irish Free State, and the Balfour Declaration recognised the evolution of the dominions of the empire into separate, self-governing countries within a Commonwealth of Nations. After the Second World War, the vast majority of British colonies and territories became independent, effectively bringing the empire to an end. George VI and his successor, Elizabeth II, adopted the title Head of the Commonwealth as a symbol of the free association of its independent member states.

The United Kingdom and fifteen other Commonwealth monarchies that share the same person as their monarch are called Commonwealth realms. The

terms British monarchy and British monarch are frequently still employed in reference to the shared individual and institution; however, each country is sovereign and independent of the others, and the monarch has a different, specific, and official national title and style for each realm.

## Elizabeth II

*Прочитайте и переведите. Перескажите текст.*

Elizabeth II (Elizabeth Alexandra Mary; born 21 April 1926) is, and has been since her accession in 1952, Queen of the United Kingdom, Canada, Australia, and New Zealand, and Head of the Commonwealth. She is also queen of 12 countries that have become independent since her accession: Jamaica, Barbados, the Bahamas, Grenada, Papua New Guinea, Solomon Islands, Tuvalu, Saint Lucia, Saint Vincent and the Grenadines, Belize, Antigua and Barbuda, and Saint Kitts and Nevis.

Elizabeth was born in London as the elder daughter of the Duke and Duchess of York, later King George VI and Queen Elizabeth. She was educated privately at home. Her father acceded to the throne on the abdication of his brother Edward VIII in 1936, from which time she was the heir presumptive. She began to undertake public duties during the Second World War, serving in the Auxiliary Territorial Service. In 1947, she married the Duke of Edinburgh, a former prince of Greece and Denmark, with whom she has four children: Charles, Anne, Andrew, and Edward.

Elizabeth's many historic visits and meetings include a state visit to the Republic of Ireland and visits to or from five popes. She has seen major constitutional changes, such as devolution in the United Kingdom, Canadian patriation, and the decolonisation of Africa. She has also reigned through various wars and conflicts involving many of her realms. She is the world's oldest reigning monarch as well as Britain's longest-lived. In 2015, she surpassed the reign of her great-great-grandmother, Queen Victoria, to become the longest-reigning British monarch and the longest-reigning queen regnant and female head of state in world history.

Times of personal significance have included the births and marriages of her children, grandchildren and great grandchildren, her coronation in 1953, and the celebration of milestones such as her Silver, Golden and Diamond Jubilees in 1977, 2002, and 2012, respectively. Moments of sadness for her include the death of her father, aged 56; the assassination of Prince Philip's uncle, Lord Mountbatten; the breakdown of her children's marriages in 1992 (her annus horribilis); the death in 1997 of her son's ex-wife, Diana, Princess of Wales; and the deaths of her mother and sister in 2002. Elizabeth has occasionally faced republican sentiments and severe press criticism of the royal family, but support for the monarchy remains high, as does her personal popularity.



## **Languages of the United Kingdom**

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English, in various dialects, is the most widely spoken language of the United Kingdom, however there are a number of regional languages also spoken. There are 11 indigenous languages spoken across the British Isles: 3 Germanic languages, 5 Celtic languages and 3 Romance languages. There are also many immigrant languages spoken in the British Isles mainly within inner city areas; these languages are mainly from South Asia and Eastern Europe.

The de facto official language of the United Kingdom is English, which is spoken by approximately 59.8 million residents, or 98% of the population, over the age of three. An estimated 700,000 people speak Welsh in the UK, an official language in Wales, and the only de jure official language in any part of the UK. Approximately 1.5 million people in the UK speak Scots – although there is debate as to whether this is a distinct language, or a variety of English.

There is some discussion of the languages of the United Kingdom's three Crown dependencies (Jersey, Guernsey and the Isle of Man), though they are not part of the United Kingdom.

English is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into what was to become south-east Scotland under the influence of the Anglian medieval kingdom of North Umbria. Following the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th century, it has been widely dispersed around the world, become the leading language of international discourse. Historically, English originated from the fusion of languages and dialects, now collectively termed Old English, which were brought to the eastern coast of Great Britain by Germanic (Anglo-Saxon) settlers beginning in the 5th century – with the word "English" being derived from the name of the Angles. A significant number of English words are constructed based on roots from Latin, because Latin in some form was the lingua franca of the Christian Church and of European intellectual life. The language was further influenced by the Old Norse language with Viking invasions in the 8th and 9th centuries. The Norman conquest of England in the 11th century gave rise to heavy borrowings from Norman French, and vocabulary and spelling conventions began to give the superficial appearance of a close relationship with Romance languages to what had now become Middle English. The Great Vowel Shift that began in the south of England in the 15th century is one of the historical events marking the separation of Middle and Modern English.

Welsh emerged in the 6th century from Brittonic, the common ancestor of Welsh, Breton, Cornish, and the extinct language known as Cumbric. The Welsh language is officially protected by the Welsh Language Act 1993 and the Government of Wales Act 1998, and since 1998 it has been common, for example, for almost all British Government Departments to provide both printed documentation and official websites in both English and Welsh. Both the English and Welsh languages have equal status in Wales according to law. On 7 December

2010, the National Assembly for Wales unanimously approved a set of measures to develop the use of the Welsh language within Wales. On 9 February 2011, this measure received Royal Assent and was passed, thus making the Welsh language an officially recognized language within Wales.

The Welsh Language Board indicated in 2004 that 553,000 people (19.7% of the population of Wales in households or communal establishments) were able to speak Welsh. Based on an alternative definition, there has been a 0.9 percentage point increase when compared with the 2001 census, and an increase of approximately 35,000 in absolute numbers within Wales. Welsh is therefore a growing language within Wales. Of those 553,000 Welsh speakers, 57% (315,000) were considered by others to be fluent, and 477,000 people consider themselves fluent or "fair" speakers. 62% of speakers (340,000) claimed to speak the language daily, including 88% of fluent speakers.

However, there is some controversy over the actual number who speak Welsh: some statistics include people who have studied Welsh to GCSE standard, many of whom could not be regarded as fluent speakers of the language.

Scottish Gaelic is a Celtic language native to Scotland. A member of the Goidelic branch of the Celtic languages, Scottish Gaelic, like Modern Irish and Manx, developed out of Middle Irish, and thus descends ultimately from Primitive Irish.

The Gaelic language was given official recognition for the first time in Scotland in 2005, by the Scottish Parliament's Gaelic Language (Scotland) Act 2005, which aims to promote the Gaelic language to a status "commanding equal respect" with English. However, this wording has no clear meaning in law, and was chosen to prevent the assumption that the Gaelic language is in any way considered to have "equal validity or parity of esteem with English". A major limitation of the act, though, is that it does not constitute any form of recognition for the Gaelic language by the UK government, and UK public bodies operating in Scotland, as reserved bodies, are explicitly exempted from its provisions.



## London

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London is the capital and most populous city of England and the United Kingdom. Standing on the River Thames in the south east of the island of Great Britain, London has been a major settlement for two millennia. It was founded by the Romans, who named it Londinium. London's ancient core, the City of London, largely retains its 1.12-square-mile (2.9 km<sup>2</sup>) medieval boundaries. Since at least the 19th century, "London" has also referred to the metropolis around this core, historically split between Middlesex, Essex, Surrey, Kent, and Hertfordshire, which today largely makes up Greater London, governed by the Mayor of London and the London Assembly.

London is a leading global city, in the arts, commerce, education, entertainment, fashion, finance, healthcare, media, professional services, research and development, tourism, and transport. It is one of the world's leading financial centers and has the fifth- or sixth-largest metropolitan area GDP in the world. London is a world cultural capital. It is the world's most-visited city as measured by international arrivals and has the world's largest city airport system measured by passenger traffic. London is the world's leading investment destination, hosting more international retailers and ultra high-net-worth individuals than any other city. London's universities form the largest concentration of higher education institutes in Europe, and a 2014 report placed it first in the world university rankings. According to the report London also ranks first in the world in software, multimedia development and design, and shares first position in technology readiness. In 2012, London became the only city to host the modern Summer Olympic Games three times.

London has a diverse range of people and cultures, and more than 300 languages are spoken within Greater London. Its estimated mid-2015 population was 8,673,713, the largest of any city in the European Union, and accounting for 12.5 per cent of the UK population. London's urban area is the second most populous in the EU, after Paris, with 9,787,426 inhabitants at the 2011 census. The city's metropolitan area is one of the most populous in Europe with 13,879,757 inhabitants, while the Greater London Authority states the population of the city-region (covering a large part of the south east) as 22.7 million. London was the world's most populous city from around 1831 to 1925.

London contains four World Heritage Sites: the Tower of London; Kew Gardens; the site comprising the Palace of Westminster, Westminster Abbey, and St Margaret's Church; and the historic settlement of Greenwich (in which the Royal Observatory, Greenwich marks the Prime Meridian, 0° longitude, and GMT). Other famous landmarks include Buckingham Palace, the London Eye, Piccadilly Circus, St Paul's Cathedral, Tower Bridge, Trafalgar Square, and The Shard. London is home to numerous museums, galleries, libraries, sporting events and other cultural institutions, including the British Museum, National Gallery, Natural History Museum, Tate Modern, British Library and West End theatres. The London Underground is the oldest underground railway network in the world.

## European colonization

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The first known attempt at European colonization began when Norsemen settled briefly at L'Anse aux Meadows in Newfoundland around 1000 AD. No further European exploration occurred until 1497, when Italian seafarer John Cabot explored and claimed Canada's Atlantic coast in the name of King Henry VII of England. Then Basque and Portuguese mariners established seasonal whaling and fishing outposts along the Atlantic coast in the early 16th century. In 1534, French explorer Jacques Cartier explored the Saint Lawrence River, where, on July 24, he planted a 10-metre (33 ft) cross bearing the words "Long Live the King of France" and took possession of the territory (known as the colony of Canada) in the name of King Francis I. In general the settlements appear to have been short-lived, possibly due to the similarity of outputs producible in Scandinavia and northern Canada and the problems of navigating trade routes at that time.

In 1583, Sir Humphrey Gilbert, by the royal prerogative of Queen Elizabeth I, founded St. John's, Newfoundland, as the first North American English colony. French explorer Samuel de Champlain arrived in 1603 and established the first permanent European settlements at Port Royal (in 1605) and Quebec City (in 1608). Among the colonists of New France, Canadiens extensively settled the Saint Lawrence River valley and Acadians settled the present-day Maritimes, while fur traders and Catholic missionaries explored the Great Lakes, Hudson Bay, and the Mississippi watershed to Louisiana. The Beaver Wars broke out in the mid-17th century over control of the North American fur trade.

The English established additional colonies in Cupids and Ferryland, Newfoundland, beginning in 1610. The Thirteen Colonies to the south were founded soon after. A series of four wars erupted in colonial North America between 1689 and 1763; the later wars of the period constituted the North American theatre of the Seven Years' War. Mainland Nova Scotia came under British rule with the 1713 Treaty of Utrecht and the 1763 Treaty of Paris ceded Canada and most of New France to Britain after the Seven Years' War.

The Royal Proclamation of 1763 created the Province of Quebec out of New France, and annexed Cape Breton Island to Nova Scotia. St. John's Island (now Prince Edward Island) became a separate colony in 1769. To avert conflict in Quebec, the British parliament passed the Quebec Act of 1774, expanding Quebec's territory to the Great Lakes and Ohio Valley. It re-established the French language, Catholic faith, and French civil law there. This angered many residents of the Thirteen Colonies, fuelling anti-British sentiment in the years prior to the 1775 outbreak of the American Revolution.

The 1783 Treaty of Paris recognized American independence and ceded the newly added territories south (but not north) of the Great Lakes to the new United States. New Brunswick was split from Nova Scotia as part of a reorganization of Loyalist settlements in the Maritimes. To accommodate English-speaking Loyalists in Quebec, the Constitutional Act of 1791 divided the province into French-speaking Lower Canada (later Quebec) and English-speaking Upper Canada (later Ontario), granting each its own elected legislative assembly.

The Canadas were the main front in the War of 1812 between the United States and Britain. Peace came in 1815; no boundaries were changed. Immigration now resumed at a higher level, with over 960,000 arrivals from Britain 1815-50. New arrivals included Irish refugees escaping the Great Irish Famine as well as Gaelic-speaking Scots displaced by the Highland Clearances. Infectious diseases killed between 25 and 33 per cent of Europeans who immigrated to Canada before 1891.

The desire for responsible government resulted in the abortive Rebellions of 1837. The Durham Report subsequently recommended responsible government and the assimilation of French Canadians into English culture. The Act of Union 1840 merged the Canadas into a united Province of Canada and responsible government was established for all provinces of British North America by 1849. This paved the way for British colonies on Vancouver Island (1849) and in British Columbia (1858).

## **Climate and Nature of Great Britain**

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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 favorite 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 than 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.

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.

Britain was originally a land of vast forests, mainly oak and beech in the Lowlands and pine and birch in the Highlands, with great stretches of marshland and smaller areas of moors. 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 Highlands with thin soil are largely moorland with heather and grasses. In the cultivated areas that make up most of Britain there are many wild flowers, flowering plants and grasses.

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. Otters are common along rivers and streams, and seals live along much of the coast. 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. Robin Redbreast is the national bird of Britain. 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. Even much-loved Blackpoll is not officially aside. 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.

## United States

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The United States of America (USA), commonly referred to as the United States (U.S.) or America, is a country composed of 50 states, a federal district, five major self-governing territories, and various possessions. The 48 contiguous states and federal district are in central North America between Canada and Mexico, with the state of Alaska in the northwestern part of North America and the state of Hawaii comprising an archipelago in the mid-Pacific. The territories are scattered about the Pacific Ocean and the Caribbean Sea. At 3.8 million square miles (9.8 million km<sup>2</sup>) and with over 324 million people, the United States is the world's third largest country by total area (and fourth largest by land area) and the third most populous. It is one of the world's most ethnically diverse and multicultural nations, the product of large-scale immigration from many other countries. The country's capital is Washington, D.C. and its largest city is New York City; other major metropolitan areas include Los Angeles, Chicago, Dallas, San Francisco, Boston, Philadelphia, Houston, Atlanta and Miami. The geography, climate and wildlife of the country are extremely diverse.

Paleo-Indians migrated from Asia to the North American mainland at least 15,000 years ago, with European colonization beginning in the 16th century. The United States emerged from 13 British colonies along the East Coast. Numerous disputes between Great Britain and the colonies in the aftermath of the Seven Years War led to the American Revolution, which began in 1775. On July 4, 1776, as the colonies were fighting Great Britain in the American Revolutionary War, delegates from the 13 colonies unanimously adopted the Declaration of Independence. The war ended in 1783 with recognition of the independence of the United States by Great Britain, and was the first successful war of independence against a European colonial empire. The current constitution was adopted in 1788, after the Articles of Confederation, adopted in 1781, were felt to have provided inadequate federal powers. The first ten amendments, collectively named the Bill of Rights, were ratified in 1791 and designed to guarantee many fundamental civil liberties.

The United States embarked on a vigorous expansion across North America throughout the 19th century, displacing American Indian tribes, acquiring new territories, and gradually admitting new states until it spanned the continent by 1848. During the second half of the 19th century, the American Civil War led to the end of legal slavery in the country. By the end of that century, the United States extended into the Pacific Ocean, and its economy, driven in large part by the Industrial Revolution, began to soar. The Spanish–American War and World War I confirmed the country's status as a global military power. The United States emerged from World War II as a global superpower, the first country to develop nuclear weapons, the only country to use them in warfare, and a permanent member of the United Nations Security Council. The end of the Cold War and the dissolution of the Soviet Union in 1991 left the United States as the world's sole superpower.

The United States is a highly developed country, with the world's largest

economy by nominal GDP. It ranks highly in several measures of socioeconomic performance, including average wage, human development, per capita GDP, and productivity per person. While the U.S. economy is considered post-industrial, characterized by the dominance of services, the manufacturing sector remains the second largest in the world. Though its population is only 4.4% of the world total, the United States accounts for nearly a quarter of world GDP and almost a third of global military spending, making it the world's foremost military and economic power. The United States is a prominent political and cultural force internationally, and a leader in scientific research and technological innovations.



## Washington, D.C.

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Washington, D.C., formally the District of Columbia and commonly referred to as "Washington", "the District", or simply "D.C.", is the capital of the United States. The signing of the Residence Act on July 16, 1790, approved the creation of a capital district located along the Potomac River on the country's East Coast. The U.S. Constitution provided for a federal district under the exclusive jurisdiction of the Congress and the District is therefore not a part of any state.

The states of Maryland and Virginia each donated land to form the federal district, which included the pre-existing settlements of Georgetown and Alexandria. Named in honor of President George Washington, the City of Washington was founded in 1791 to serve as the new national capital. In 1846, Congress returned the land originally ceded by Virginia; in 1871, it created a single municipal government for the remaining portion of the District.

Washington had an estimated population of 672,228 as of July 2015. Commuters from the surrounding Maryland and Virginia suburbs raise the city's population to more than one million during the workweek. The Washington metropolitan area, of which the District is a part, has a population of over 6 million, the sixth-largest metropolitan statistical area in the country.

The centers of all three branches of the federal government of the United States are in the District, including the Congress, President, and Supreme Court. Washington is home to many national monuments and museums, which are primarily situated on or around the National Mall. The city hosts 176 foreign embassies as well as the headquarters of many international organizations, trade unions, non-profit organizations, lobbying groups, and professional associations.

A locally elected mayor and a 13-member council have governed the District since 1973. However, the Congress maintains supreme authority over the city and may overturn local laws. D.C. residents elect a non-voting, at-large congressional delegate to the House of Representatives, but the District has no representation in the Senate. The District receives three electoral votes in presidential elections as permitted by the Twenty-third Amendment to the United States Constitution, ratified in 1961.

The architecture of Washington varies greatly. Six of the top 10 buildings in the American Institute of Architects' 2007 ranking of "America's Favorite Architecture" are in the District of Columbia: the White House; the Washington National Cathedral; the Thomas Jefferson Memorial; the United States Capitol; the Lincoln Memorial; and the Vietnam Veterans Memorial. The neoclassical, Georgian, gothic, and modern architectural styles are all reflected among those six structures and many other prominent edifices in Washington. Notable exceptions include buildings constructed in the French Second Empire style such as the Eisenhower Executive Office Building.

Outside downtown Washington, architectural styles are even more varied. Historic buildings are designed primarily in the Queen Anne, Châteauesque, Richardsonian Romanesque, Georgian revival, Beaux-Arts, and a variety of Victorian styles. Rowhouses are especially prominent in areas developed after the



Civil War and typically follow Federalist and late Victorian designs. Georgetown's Old Stone House was built in 1765, making it the oldest-standing original building in the city. Founded in 1789, Georgetown University features a mix of Romanesque and Gothic Revival architecture. The Ronald Reagan Building is the largest building in the District with a total area of approximately 3.1 million square feet (288,000 m<sup>2</sup>).

## **New York City**

***Прочитайте и переведите. Перескажите текст.***

The City of New York, often called New York City, New York, or simply The City, is the most populous city in the United States. Located at the southern tip of the state of New York, the city is the center of the New York metropolitan area, one of the most populous urban agglomerations in the world. With a U.S. Census Bureau-estimated 2015 population of 8,550,405 distributed over a land area of just 305 square miles (790 km<sup>2</sup>), New York is also the most densely populated major city in the United States. A global power city, New York City exerts a significant impact upon commerce, finance, media, art, fashion, research, technology, education, and entertainment, its fast pace defining the term New York minute. Home to the headquarters of the United Nations, New York is an important center for international diplomacy and has been described as the cultural and financial capital of the world.

Situated on one of the world's largest natural harbors, New York City consists of five boroughs, each of which is a separate county of New York State. The five boroughs – Brooklyn, Queens, Manhattan, The Bronx, and Staten Island – were consolidated into a single city in 1898. The city and its metropolitan area constitute the premier gateway for legal immigration to the United States, and as many as 800 languages are spoken in New York, making it the most linguistically diverse city in the world. By 2015 estimates, the New York City metropolitan region remains by a significant margin the most populous in the United States, as defined by both the Metropolitan Statistical Area (20.2 million residents) and the Combined Statistical Area (23.7 million residents). In 2013, the MSA produced a gross metropolitan product (GMP) of nearly US\$1.39 trillion, while in 2012, the CSA generated a GMP of over US\$1.55 trillion, both ranking first nationally by a wide margin and behind the GDP of only twelve and eleven countries, respectively.

New York City traces its origin to its 1624 founding in Lower Manhattan as a trading post by colonists of the Dutch Republic and was named New Amsterdam in 1626. The city and its surroundings came under English control in 1664 and were renamed New York after King Charles II of England granted the lands to his brother, the Duke of York. New York served as the capital of the United States from 1785 until 1790. It has been the country's largest city since 1790. The Statue of Liberty greeted millions of immigrants as they came to the Americas by ship in the late 19th and early 20th centuries and is a symbol of the United States and its democracy. In the 21st century, New York has emerged as a global node of creativity and entrepreneurship, social tolerance, and environmental sustainability.

Many districts and landmarks in New York City have become well known, and the city received a record of nearly 60 million tourists in 2015, hosting three of the world's ten most visited tourist attractions in 2013. Several sources have ranked New York the most photographed city in the world. Times Square, iconic as the world's "heart" and its "Crossroads", is the brightly illuminated hub of the Broadway Theater District, one of the world's busiest pedestrian intersections, and

a major center of the world's entertainment industry. The names of many of the city's bridges, tapered skyscrapers, and parks are known around the world. Anchored by Wall Street in the Financial District of Lower Manhattan, New York City has been called both the most economically powerful city and the leading financial center of the world, and the city is home to the world's two largest stock exchanges by total market capitalization, the New York Stock Exchange and NASDAQ. Manhattan's real estate market is among the most expensive in the world. Manhattan's Chinatown incorporates the highest concentration of Chinese people in the Western Hemisphere, with multiple signature Chinatowns developing across the city. Providing continuous 24/7 service, the New York City Subway is one of the most extensive metro systems worldwide, with 469 stations in operation. New York City's higher education network comprises over 120 colleges and universities, including Columbia University, New York University, and Rockefeller University, which have been ranked among the top 35 in the world.

## Abraham Lincoln

*Прочитайте и переведите. Перескажите текст.*

Abraham Lincoln (February 12, 1809 – April 15, 1865) was an American politician and lawyer who served as the 16th President of the United States from March 1861 until his assassination in April 1865. Lincoln led the United States through its Civil War – its bloodiest war and its greatest moral, constitutional, and political crisis. In doing so, he preserved the Union, abolished slavery, strengthened the federal government, and modernized the economy.

Born in Hodgenville, Kentucky, Lincoln grew up on the western frontier in Kentucky and Indiana. Largely self-educated, he became a lawyer in Illinois, a Whig Party leader, and was elected to the Illinois House of Representatives, in which he served for eight years. Elected to the United States House of Representatives in 1846, Lincoln promoted rapid modernization of the economy through banks, tariffs, and railroads. Because he had originally agreed not to run for a second term in Congress, and because his opposition to the Mexican–American War was unpopular among Illinois voters, Lincoln returned to Springfield and resumed his successful law practice. Reentering politics in 1854, he became a leader in building the new Republican Party, which had a statewide majority in Illinois. In 1858, while taking part in a series of highly publicized debates with his opponent and rival, Democrat Stephen A. Douglas, Lincoln spoke out against the expansion of slavery, but lost the U.S. Senate race to Douglas.

In 1860, Lincoln secured the Republican Party presidential nomination as a moderate from a swing state. Though he gained very little support in the slaveholding states of the South, he swept the North and was elected president in 1860. Lincoln's victory prompted seven southern slave states to form the Confederate States of America before he moved into the White House - no compromise or reconciliation was found regarding slavery and secession. Subsequently, on April 12, 1861, a Confederate attack on Fort Sumter inspired the North to enthusiastically rally behind the Union. As the leader of the moderate faction of the Republican Party, Lincoln confronted Radical Republicans, who demanded harsher treatment of the South, War Democrats, who called for more compromise, anti-war Democrats (called Copperheads), who despised him, and irreconcilable secessionists, who plotted his assassination. Politically, Lincoln fought back by pitting his opponents against each other, by carefully planned political patronage, and by appealing to the American people with his powers of oratory. His Gettysburg Address became an iconic endorsement of the principles of nationalism, republicanism, equal rights, liberty, and democracy.

Lincoln initially concentrated on the military and political dimensions of the war. His primary goal was to reunite the nation. He suspended habeas corpus, leading to the controversial ex parte Merryman decision, and he averted potential British intervention in the war by defusing the Trent Affair in late 1861. Lincoln closely supervised the war effort, especially the selection of top generals, including his most successful general, Ulysses S. Grant. He also made major decisions on Union war strategy, including a naval blockade that shut down the South's normal trade, moves to take control of Kentucky and Tennessee, and using gunboats to

gain control of the southern river system. Lincoln tried repeatedly to capture the Confederate capital at Richmond; each time a general failed, Lincoln substituted another, until finally Grant succeeded. As the war progressed, his complex moves toward ending slavery included the Emancipation Proclamation of 1863; Lincoln used the U.S. Army to protect escaped slaves, encouraged the border states to outlaw slavery, and pushed through Congress the Thirteenth Amendment to the United States Constitution, which permanently outlawed slavery.

An exceptionally astute politician deeply involved with power issues in each state, Lincoln reached out to the War Democrats and managed his own re-election campaign in the 1864 presidential election. Anticipating the war's conclusion, Lincoln pushed a moderate view of Reconstruction, seeking to reunite the nation speedily through a policy of generous reconciliation in the face of lingering and bitter divisiveness. Lincoln has been consistently ranked both by scholars and the public as one of the three greatest U.S. presidents.

## **Languages of the United States**

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Many languages are used, or historically have been used in the United States. The most commonly used language is English. There are also many languages indigenous to North America or to U.S. states or holdings in the Pacific region. Languages brought to the country by colonists or immigrants from Europe, Asia, or other parts of the world make up a large portion of the languages currently used; several languages, including creoles and sign languages, have also developed in the United States. Approximately 430 languages are spoken or signed by the population, of which 176 are indigenous to the area. Fifty-two languages formerly spoken in the country's territory are now extinct.

The most common language in the United States is known as American English. However, no official language exists at the federal level. There have been several proposals to make English the national language. Proposed constitutional amendments have been attached to immigration reform bills, and one came from the Polish American Congress, but none of these bills have become law with the amendment intact. The situation is quite varied at the state and territorial levels, with some states mirroring the federal policy of adopting no official language in a de jure capacity, others adopting English alone, others officially adopting English as well as local languages, and still others adopting a policy of de facto bilingualism.

Since the 1965 Immigration Act, Spanish is the second most common language in the country, and is spoken by approximately 35 million people. The United States holds the world's fifth largest Spanish-speaking population, outnumbered only by Mexico, Spain, Colombia, and Argentina; other estimates put the United States at over 50 million, second only to Mexico. Throughout the Southwestern United States, long-established Spanish-speaking communities coexist with large numbers of more recent Hispanophone immigrants. Although many new Latin American immigrants are less than fluent in English, nearly all second-generation Hispanic Americans speak English fluently, while only about half still speak Spanish.

According to the 2000 US census, people of German ancestry make up the largest single ethnic group in the United States, and the German language ranks fifth. Italian, Polish, and French are still widely spoken among populations descending from immigrants from those countries in the early 20th century, but the use of these languages is dwindling as the older generations die. Russian is also spoken by immigrant populations.

Tagalog and Vietnamese have over one million speakers each in the United States, almost entirely within recent immigrant populations. Both languages, along with the varieties of Chinese (mostly Cantonese, Taishanese, and Standard Mandarin), Japanese, and Korean, are now used in elections in Alaska, California, Hawaii, Illinois, New York, Texas, and Washington.

Native American languages are spoken in smaller pockets of the country, but these populations are decreasing, and the languages are almost never widely used outside of reservations. Hawaiian, although having few native speakers, is an

official language along with English at the state level in Hawaii. The state government of Louisiana offers services and documents in French, as does New Mexico in Spanish. Besides English, Spanish, French, German, Navajo and other Native American languages, all other languages are usually learned from immigrant ancestors that came after the time of independence or learned through some form of education.



## Alaska

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Alaska is a U.S. state situated in the northwest extremity of the Americas. The Canadian administrative divisions of British Columbia and Yukon border the state to the east; its most extreme western part is Attu Island; it has a maritime border with Russia to the west across the Bering Strait. To the north are the Chukchi and Beaufort seas—the southern parts of the Arctic Ocean. The Pacific Ocean lies to the south and southwest. Alaska is the largest state in the United States by area, the 3rd least populous and the least densely populated of the 50 United States. Approximately half of Alaska's residents (the total estimated at 738,432 by the U.S. Census Bureau in 2015) live within the Anchorage metropolitan area. Alaska's economy is dominated by the fishing, natural gas, and oil industries, resources which it has in abundance. Military bases and tourism are also a significant part of the economy.

The United States purchased Alaska from the Russian Empire on March 30, 1867, for 7.2 million U.S. dollars at approximately two cents per acre (\$4.74/km<sup>2</sup>). The area went through several administrative changes before becoming organized as a territory on May 11, 1912. It was admitted as the 49th state of the U.S. on January 3, 1959.

The name "Alaska" was introduced in the Russian colonial period when it was used to refer to the peninsula. It was derived from an Aleut, or Unangam idiom, which figuratively refers to the mainland of Alaska. Literally, it means object to which the action of the sea is directed. It is also known as Alyeska, the "great land", an Aleut word derived from the same root.

Alaska is the northernmost and westernmost state in the United States and has the most easterly longitude in the United States because the Aleutian Islands extend into the Eastern Hemisphere. Alaska is the only non-contiguous U.S. state on continental North America; about 500 miles (800 km) of British Columbia (Canada) separates Alaska from Washington. It is technically part of the continental U.S., but is sometimes not included in colloquial use; Alaska is not part of the contiguous U.S., often called "the Lower 48". The capital city, Juneau, is situated on the mainland of the North American continent but is not connected by road to the rest of the North American highway system.

The state is bordered by Yukon and British Columbia in Canada, to the east, the Gulf of Alaska and the Pacific Ocean to the south and southwest, the Bering Sea, Bering Strait, and Chukchi Sea to the west and the Arctic Ocean to the north. Alaska's territorial waters touch Russia's territorial waters in the Bering Strait, as the Russian Big Diomedes Island and Alaskan Little Diomedes Island are only 3 miles (4.8 km) apart. Alaska has a longer coastline than all the other U.S. states combined.

Alaska is the largest state in the United States in land area at 663,268 square miles (1,717,856 km<sup>2</sup>), over twice the size of Texas, the next largest state. Alaska is larger than all but 18 sovereign countries. Counting territorial waters, Alaska is larger than the combined area of the next three largest states: Texas, California, and Montana. It is also larger than the combined area of the 22 smallest

U.S. states.

## Canada

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Canada is a country in the northern half of North America. Its ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean, covering 9.98 million square kilometres (3.85 million square miles), making it the world's second-largest country by total area and the fourth-largest country by land area. Canada's border with the United States is the world's longest land border. The majority of the country has a cold or severely cold winter climate, but southerly areas are warm in summer. Canada is sparsely populated, the majority of its land territory being dominated by forest and tundra and the Rocky Mountains. About four-fifths of the country's population of 36 million people is urbanized and live near the southern border. Its capital is Ottawa, its largest metropolis is Toronto; other major urban areas include Montreal, Vancouver, Calgary, Edmonton, Quebec City, Winnipeg and Hamilton.

Canada has been inhabited for millennia by various Aboriginal peoples. Beginning in the 16th century, British and French claims were made on the area, with the colony of Canada first being established by the French in 1537. As a consequence of various conflicts, the United Kingdom gained and lost territories within British North America until it was left, in the late 18th century, with what mostly geographically comprises Canada today. Pursuant to the British North America Act, on July 1, 1867, the colonies of Canada, New Brunswick, and Nova Scotia joined to form the semi-autonomous federal Dominion of Canada. This began an accretion of provinces and territories to the mostly self-governing Dominion to the present ten provinces and three territories forming modern Canada.

In 1931, Canada achieved near total independence from the United Kingdom with the Statute of Westminster 1931, and full sovereignty was attained when the Canada Act 1982 removed the last remaining ties of legal dependence on the Parliament of the United Kingdom. Canada is a federal parliamentary democracy and a constitutional monarchy, with Queen Elizabeth II being the head of state. The country is officially bilingual at the federal level. It is one of the world's most ethnically diverse and multicultural nations, the product of large-scale immigration from many other countries. Its advanced economy is the eleventh largest in the world, relying chiefly upon its abundant natural resources and well-developed international trade networks. Canada's long and complex relationship with the United States has had a significant impact on its economy and culture.

Canada is a developed country and has the tenth highest nominal per capita income globally as well as the ninth highest ranking in the Human Development Index. It ranks among the highest in international measurements of government transparency, civil liberties, quality of life, economic freedom, and education. Canada is a Commonwealth realm member of the Commonwealth of Nations, a member of the Francophonie, and part of several major international and intergovernmental institutions or groupings including the United Nations, the North Atlantic Treaty Organization, the G8, the Group of Ten, the G20, the North American Free Trade Agreement and the Asia-Pacific Economic Cooperation

forum.

## Australia

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Australia officially the Commonwealth of Australia, is a country comprising the mainland of the Australian continent, the island of Tasmania and numerous smaller islands. It is the world's sixth-largest country by total area. Neighboring countries include Papua New Guinea, Indonesia and East Timor to the north; the Solomon Islands and Vanuatu to the north-east; and New Zealand to the south-east. Australia's capital is Canberra, its largest urban area is Sydney.

For about 50,000 years before the first British settlement in the late 18th century, Australia was inhabited by indigenous Australians, who spoke languages grouped into roughly 250 language groups. After the European discovery of the continent by Dutch explorers in 1606, Australia's eastern half was claimed by Great Britain in 1770 and initially settled through penal transportation to the colony of New South Wales from 26 January 1788. The population grew steadily in subsequent decades; the continent was explored and an additional five self-governing crown colonies were established. On 1 January 1901, the six colonies federated, forming the Commonwealth of Australia. Since federation, Australia has maintained a stable liberal democratic political system that functions as a federal parliamentary constitutional monarchy comprising six states and several territories. The population of 24 million is highly urbanised and heavily concentrated in the eastern states and on the coast.

Australia is a developed country and one of the wealthiest in the world, with the world's 12th-largest economy. In 2014 Australia had the world's fifth-highest per capita income. Australia's military expenditure is the world's 13th-largest. With the second-highest human development index globally, Australia ranks highly in many international comparisons of national performance, such as quality of life, health, education, economic freedom, and the protection of civil liberties and political rights. Australia is a member of the United Nations, G20, Commonwealth of Nations, ANZUS, Organisation for Economic Co-operation and Development (OECD), World Trade Organization, Asia-Pacific Economic Cooperation, and the Pacific Islands Forum.

The name Australia is derived from the Latin Terra Australis ("southern land") a name used for putative lands in the southern hemisphere since ancient times. The earliest recorded use of the word Australia in English was in 1625 in "A note of Australia del Espíritu Santo, written by Sir Richard Hakluyt", published by Samuel Purchas in Hakluytus Posthumus, a corruption of the original Spanish name "Austrialia del Espíritu Santo" (Southern Land of the Holy Spirit) for an island in Vanuatu. The Dutch adjectival form Australische was used in a Dutch book in Batavia (Jakarta) in 1638, to refer to the newly discovered lands to the south. The first time that the name Australia appears to have been officially used was in a despatch to Lord Bathurst of 4 April 1817 in which Governor Lachlan Macquarie acknowledges the receipt of Matthew Flinders' charts of Australia. On 12 December 1817, Macquarie recommended to the Colonial Office that it be formally adopted. In 1824, the Admiralty agreed that the continent should be known officially as Australia.



## Russia

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The Russian Federation is the largest and the most diverse country in the world. It covers over 17 million square kilometers-almost twice the size of the USA. Russia extends from the Arctic Ocean in the North to the central Asia desert in the south. From the Pacific Ocean in the east to the North Sea in the West. The Ural Mountains separate the “European” and “Asian” sections of Russia.

The population of Russia is 150 million.

Administratively, the Russian Federation is composed of 20 autonomous republics, 49 regions, 6 territories (krays, other smaller regions). There are 1030 towns and cities in Russia. The biggest cities are Moscow, with the population of about 9 million people, and St. Petersburg, with the population of about 5 million people. They are often referred to as the two capitals.

There is hardly a country in the world where such a variety of scenery and vegetation can be found. The terrain varies from permafrost in the Arctic and the great tundra and forests in Siberia to the low hills and fertile steppes west of the Urals. The climate changes accordingly, varying from frigid to mild during any given season.

Russia is located on two plains. There are the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others.

Russia is the land of long rivers and deep lakes. There are over two million rivers in the country. The broad Volga River system is of great historic, economic and cultural importance to the country. It became the cradle of such ancient towns as Vladimir, Tver, Yaroslavl, Kazan, Nizniy Novgorod.

Russia is rich in beautiful lakes. The world’s deepest lake is Lake Baikal. The water in the lake is very clear.

Russia has one sixth of the world’s forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

According to the Constitution, which was adopted by national referendum on 12 December 1991, Russia is a federation. The President is the head of state and the Prime Minister is the head of government. The Russian Federation is fundamentally structured as a representative democracy.

Executive power is exercised by the government. Legislative power is vested in the two chambers of the Federal Assembly-The government is regulated by a system of checks and balances defined by the Constitution of the Russian Federation, which serves as the country's supreme legal document for the people of the Russian Federation.

The federal government is composed of three branches:

Legislative: The Federal Assembly is made up of the State Duma and the Federation Council, It adopts federal law, declares war, approves treaties, and has power of impeachment, by which it can remove the President.

Executive: The president is the commander-in-chief of the military, can veto legislative bills before they become law, and appoints the Cabinet and other officers, who administer and enforce federal laws and policies.



Judiciary: The Constitutional Court, Supreme Court, Supreme Court of Arbitration and lower federal courts, whose judges are appointed by the Federation Council on the recommendation of the president, interpret laws and can overturn laws they deem unconstitutional.

According to the Constitution, the court is based on the equality of all citizens, judges are independent and subject only to the law, trials are to be open and the accused is guaranteed a defense. Since 1996, Russia has instituted a moratorium on the death penalty in Russia, although capital punishment has not been abolished by law.

The president is elected by popular vote for a four-year term. Ministries of the government are composed of the premier and his deputies, ministers, and selected other individuals; all are appointed by the president on the recommendation of the Prime Minister. The national legislature is the Federal Assembly, which consists of two chambers; the 450-member State Duma and the 176-member Federation Council. Leading political parties in Russia include United Russia, the Communist Party, the Liberal Democratic Party of Russia, and Fair Russia.

## Moscow

*Прочитайте и переведите. Перескажите текст.*

Moscow is the capital and most populous city of the Russian Federation, with 12.2 million residents within the city limits and 16.8 million within the urban area. Moscow has the status of a Russian federal city.

Moscow is a major political, economic, cultural, and scientific center of Russia and Eastern Europe, as well as the largest city entirely on the European continent. By broader definitions Moscow is among the world's largest cities, being the 14th largest metro area, the 18th largest agglomeration, the 15th largest urban area, and the 11th largest by population within city limits worldwide. According to Forbes 2013, Moscow has been ranked as the ninth most expensive city in the world by Mercer and has one of the world's largest urban economies, being ranked as an alpha global city according to the Globalization and World Cities Research Network, and is also one of the fastest growing tourist destinations in the world according to the MasterCard Global Destination Cities Index. Moscow is the northernmost and coldest megacity and metropolis on Earth. It is home to the Ostankino Tower, the tallest free standing structure in Europe; the Federation Tower, the tallest skyscraper in Europe; and the Moscow International Business Center. By its territorial expansion on July 1, 2012 southwest into the Moscow Oblast, the area of the capital more than doubled, going from 1,091 to 2,511 square kilometers, and it gained an additional population of 233,000 people.

Moscow is situated on the Moskva River in the Central Federal District of European Russia, making it the world's most populated inland city. The city is well known for its architecture, particularly its historic buildings such as Saint Basil's Cathedral with its brightly colored domes. With over 40 percent of its territory covered by greenery, it is one of the greenest capitals and major cities in Europe and the world, having the largest forest in an urban area within its borders – more than any other major city – even before its expansion in 2012.

The city has served as the capital of a progression of states, from the medieval Grand Duchy of Moscow and the subsequent Tsardom of Russia to the Russian Empire to the Soviet Union and the contemporary Russian Federation. Moscow is considered the center of Russian culture, having served as the home of Russian artists, scientists and sports figures and because of the presence of museums, academic and political institutions and theaters.

Moscow is the seat of power of the Government of Russia, being the site of the Moscow Kremlin, a medieval city-fortress that is today the residence for work of the President of Russia. The Moscow Kremlin and Red Square are also one of several World Heritage Sites in the city. Both chambers of the Russian parliament (the State Duma and the Federation Council) also sit in the city.

The city is served by a transit network, which includes four international airports, nine railway terminals, numerous trams, a monorail system and one of the deepest underground rapid transit systems in the world, the Moscow Metro, the fourth-largest in the world and largest outside of Asia in terms of passenger numbers, and the busiest in Europe. It is recognized as one of the city's landmarks due to the rich architecture of its 200 stations.

## **Saint-Petersburg**

***Прочитайте и переведите. Перескажите текст.***

Saint Petersburg is the second largest city in Russia and one of the most beautiful cities in the world. It was founded in 1703 by Peter the Great as the window to Europe. Thousands of workmen were brought from all parts of Russia to build a new city on the swampy land at the mouth of the Neva River. Peter the Great was in a hurry. The work was fast and hard, and workmen dropped dead by hundreds. But the work went on.

In 1712 Saint Petersburg, a city of great beauty, with palaces, cathedrals, churches, government buildings became the capital. Under later rulers the new capital of the Russian Empire grew rapidly in wealth and beauty. Architects were brought from Western Europe to lay out the city in harmonious squares. Buildings were constructed in gray and rose-colored granite. The Hermitage and the Winter Palace, the homes of the Russian czars, were equal to any in Europe.

When the First World War began in 1914, the German-sounding name Saint Petersburg was changed to Petrograd. After the October Revolution the city was renamed after Vladimir Lenin.

During the Great Patriotic War the city suffered a great deal. The German armies laid siege to it in 1941, and for the next year and a half it was cut off from the rest of the country. Daily shelling and air raids destroyed parts of the city. Thousands of people were killed. Rebuilding took years.

Now Saint Petersburg is an important industrial, cultural, and educational center. It is also a large transport center. The first railroad line connected Saint Petersburg with Tsarskoye Selo. Then the famous Nicholas Railroad line from Saint Petersburg to Moscow was constructed. Now there are five railroad stations, two airports, a seaport, two bus terminals, a sea passenger terminal, and a river passenger terminal.

The population of the city grew fast. At the beginning of the 20th century it was about one million, by 1941 - it was about two million people, in the seventies – it was about four million, and it is near six million people.

Diversity is one of the main features of Saint Petersburg. A lot of geographical names in the city are russified Finnish, and some are just translations from the Finnish language, for example: the Neva River, the Moika, the Karpovka, Okhta, Ulyanka, Ligovsky Prospect, Kalinkin Bridge, Zayachy Island and many others. Saint Petersburg now, as in the past, is the city of many nations and religions. Some of the streets still keep the names of ethnical communities, which were there, for instance: Italianskaya Street, Grechesky Prospect, Shvedsky Pereulok, Angliysky Prospect and Anliyskaya Embankment, and others.

In the city there are a lot of churches and temples representing different religions groups: Orthodox, Roman Catholic, Lutheran Churches, Moslem Mosques, Synagogues and a Buddhist Temple as well.

Saint Petersburg is a wonderful city: at every turn there is something to catch your eye. There are spacious squares and circles and the streets are wide and straight. Palace Square, Senate Square, St. Isaac's Square, Trinity Square and Arts Square - they all are historical places, shaped with famous buildings and have

striking monuments. Alexander Column, the highest structure of this kind in the world, raises on Palace Square. Peter the Great Monument, better known as the Bronze Horseman, is on Senate Square. Nicholas 1 Monument, which is considered a masterpiece of engineering art, stands on St. Isaac's Square. Pushkin Monument is in the center of Arts Square. The Field of Mars, with the area of twelve hectares, is the biggest square in Saint Petersburg. The main street of the city is Nevsky Prospect. It runs from the Admiralty to the Alexander Nevsky Monastery and lines famous buildings, luxurious hotels and fashionable stores. Sadovaya Street got its name from a lot of gardens once facing the street. Moskovsky Prospect is the longest street in the city and Architect Rossy Street is the shortest one. It was in Saint Petersburg that the tradition to number streets appeared. One still can find 5th Line or 27th Line on Vasilyevsky Island. Line is one side of the street.

The city is called Northern Venice because there are 65 rivers, arms and canals there with artistically decorated bridges. Eight bridges across the Neva River open every night in summer giving together with the unset sun and magnificent buildings a picturesque view. At four ends of Anichkov Bridge over the Fontanka River along Nevsky Prospect are four sculptural groups comprising a world-famous composition The Taming of a Horse. The longest bridge is Alexander Nevsky Bridge across the Neva River. Siny Bridge over the Moika River is the widest and completes the ensemble of St. Isaac's Square.

There are lots of museums in the city. The Kunstkammer, the first Russian museum, the Peter and Paul Fortress, the Smolny Cathedral, the Russian Museum, St. Isaac's Cathedral and Savior-on-the-Spilt-Blood, the Admiralty and the Winter Palace, and many others, attract thousands of tourists from all over the world. Saint Petersburg's many museums house some of the world's most famous art collections. The Hermitage, for example, contains the richest collection of pictures and pieces of applied art in the world.

There are lots of theaters to suit all tastes. One can hear an opera or watch a ballet in the Mariinsky Theater or the Maly Opera House. Theatergoers can enjoy the dramatic art in the Tovstonogov Bolshoi Drama Theater or in the Alexandrinsky Theater. Chamber and symphony music can be enjoyed in the Shostakovich Philharmonic Society. And, finally, those who prefer pop singers and rock stars can visit their shows at concert halls or sport palaces like the SKK or the Ledovy Palace. Two circuses are at people's disposal well.

Saint Petersburg is also famous for its legendary white nights. Different festivals take place at this time. It has also been a tradition for graduates of all kinds to celebrate their graduation and make marry in the night city.

People all over the world know that far north in Russia is the city of Saint Petersburg. Many of those who once visited the city liked it and want to be there again.

## Peter the Great

### *Прочитайте и переведите. Перескажите текст.*

Peter the Great, Peter I or Peter Alexeyevich (9 June [O.S. 30 May] 1672 – 8 February [O.S. 28 January] 1725) ruled the Tsardom of Russia and later the Russian Empire from 7 May (O.S. 27 April) 1682 until his death, jointly ruling before 1696 with his elder half-brother, Ivan V. Through a number of successful wars he expanded the Tsardom into a much larger empire that became a major European power. He led a cultural revolution that replaced some of the traditionalist and medieval social and political systems with ones that were modern, scientific, westernized, and based on The Enlightenment. Peter's reforms made a lasting impact on Russia and many institutions of Russian government trace their origins to his reign.

Peter's last years were marked by further reform in Russia. On 22 October 1721, soon after peace was made with Sweden, he was officially proclaimed Emperor of All Russia. Some proposed that he take the title Emperor of the East, but he refused. Gavril Golovkin, the State Chancellor, was the first to add "the Great, Father of His Country, Emperor of All the Russias" to Peter's traditional title Tsar following a speech by the archbishop of Pskov in 1721.

Peter's imperial title was recognized by Augustus II of Poland, Frederick William I of Prussia, and Frederick I of Sweden, but not by the other European monarchs. In the minds of many, the word emperor connoted superiority or pre-eminence over kings. Several rulers feared that Peter would claim authority over them, just as the Holy Roman Emperor had claimed suzerainty over all Christian nations.

In 1718 Peter investigated why the ex Swedish province of Livonia was so orderly. He discovered that the Swedes spent as much administering Livonia (300 times smaller than his empire) as he spent on the entire Russian bureaucracy. He was forced to dismantle the province's government.

After 1718, Peter established colleges in place of the old central agencies of government. The new agencies were originally nine in number: Foreign affairs, war, navy, expense, income, justice, inspection. Later others were added. Each college consisted of a president, a vice-president and a number of councilors, assessors in addition to one procurator. Some foreigners were included in various colleges but not as president. Decisions depended on the majority vote, Peter believed he did not have enough loyal and talented persons to put them in full charge of the different departments. Peter preferred to rely on groups of individuals who would keep check on one another.

In 1722 Peter created a new order of precedence known as the Table of Ranks. Formerly, precedence had been determined by birth. To deprive the Boyars of their high positions, Peter directed that precedence should be determined by merit and service to the Emperor. The Table of Ranks continued to remain in effect until the Russian monarchy was overthrown in 1917.

Peter decided that all of the children of the nobility should have some early education, especially in the areas of sciences. Therefore, on 28 February 1714, he issued a decree calling for compulsory education, which dictated that all Russian 10- to 15-year-old children of the nobility, government clerks, and lesser-ranked officials, must learn basic mathematics and geometry, and should be tested on it at the end of their studies.

Peter introduced new taxes to fund improvements in Saint Petersburg. He abolished the land tax and household tax, and replaced them with a poll tax. The taxes on land and on households were payable only by individuals who owned property or maintained families; the new head taxes, however, were payable by serfs and paupers.

By this same time, the once powerful Persian Safavid Empire to its neighbouring south was heavily declining. Making advantage of the profitable situation, Peter launched the Russo-Persian War of 1722-1723 otherwise known as "The Persian Expedition of Peter the Great" by the Russian historiographers, in order to drastically increase Russian influence for the first genuine time in the Caucasus and Caspian Sea, as well as to prevent the Ottoman Empire from making territorial gains in the region at the expense of declining Safavid Iran.

After considerable successes and the capture of many provinces and cities in the Caucasus and northern mainland Persia, the Safavids were forced to hand over their territories to Russia, comprising Derbent, Shirvan, Gilan, Mazandaran, Baku, and Astrabad. However, 9 and 12 years later all territories would be ceded back to Persia, now led by the charismatic and military genius Nader Shah, as part of the Treaties of Resht and Ganja respectively, and the Russo-Persian alliance against the Ottoman Empire, which was the common enemy of both.

In 1725 the construction of Peterhof, a palace near Saint Petersburg, was completed. Peterhof (Dutch for "Peter's Court") was a grand residence, becoming known as the "Russian Versailles".

Peter died between four and five in the morning 8 February 1725. An autopsy revealed his bladder to be infected with gangrene. He was fifty-two years, seven months old when he died, having reigned forty-two years.



## Agriculture in Russia

*Прочитайте и переведите. Перескажите текст.*

Agriculture in Russia survived a severe transition decline in the early 1990s as it struggled to transform from a command economy to a market-oriented system. Following the breakup of the Soviet Union in 1991, large collective and state farms – the backbone of Soviet agriculture – had to contend with the sudden loss of state-guaranteed marketing and supply channels and a changing legal environment that created pressure for reorganization and restructuring. In less than ten years, livestock inventories declined by half, pulling down demand for feed grains, and the area planted to grains dropped by 25%.

The use of mineral fertilizer and other purchased inputs plummeted, driving yields down. Most farms could no longer afford to purchase new machinery and other capital investments. Following a nearly ten-year period of decline, Russian agriculture has experienced gradual ongoing improvement. The transition to a more market-oriented system has introduced an element of fiscal responsibility, which has resulted in increased efficiency as farmers try to maintain productivity while adjusting the resource constraints. The farming, and the relatively small family farms that have emerged and grown stronger in the new market environment are now producing in aggregate value more than the total output of large corporate farms that succeeded the traditional collectives. The farms in Russia also harbor many fruits and vegetables.

After the collectivization in the Soviet Union, until the 1980s, most agricultural land in Russia was in state ownership, and the transition to a market-oriented economy had to start with privatization of land and farm assets. Russia's agricultural privatization programme can be traced back to 1989–90, when Soviet legislation under Gorbachev allowed, first, the creation of non-state business enterprises in the form of cooperatives; and second, legalized private ownership of land by individuals (the November 1990 Law of Land Reform). While household plots cultivated by employees of collective farms and other rural residents had played a key role in Russian agriculture since the 1930s, legislation enabling independent private farms outside the collectivist framework was passed only in November 1990.

The Law on Peasant Farms adopted in December 1990 was followed by laws and decrees that defined the legal organizational forms of large agricultural enterprises, the legal aspects of land ownership, and the procedures for certifying and exercising ownership rights. Specifically, agricultural land was denationalized, and its ownership (together with the ownership of other farm assets) was legally transferred from the state to the ownership of kolkhozes. But at the same time imposed a ten-year moratorium on buying and selling privately owned land.

The new legal environment created expectations among Western scholars and Russian reform advocates that family farms would emerge in large numbers and the large-scale collective farms would be restructured. But as it turned out, few peasants were interested in establishing individual farms, and management and operating practices inside large agricultural enterprises remained largely unchanged despite formal reorganization. The lack of enthusiasm for the creation



of private farms was attributed to inadequate rural infrastructure, which did not provide processing and marketing services for small producers and also to the fear that families striking out on their own might lose eligibility for social services that were traditionally provided by the local corporate farm instead of the municipality.

Starting in 1993, privatized kolkhoz and sovkhoz became a "corporate farm". These farms were legally reorganized as common stock companies, limited liability partnerships, or agricultural production cooperatives and turned over, usually in their entirety, to the joint ownership of agricultural workers and pensioners. These farms continued to operate largely as they had done under the Soviet system. Today, the term "corporate farm" is an all-inclusive phrase describing the various organizational forms that arose in the process of privatisation without involving distribution of physical parcels of land to individuals.

In diametric opposition to corporate farms is the individual farm sector, which consists of the traditional household plots and the newly formed peasant farms.

The land-code reform of 2002, advanced by the administration of Vladimir Putin, called for the ownership of real estate objects to henceforth follow ownership of the attached land plot; granted exclusive right to purchase or lease state-owned land to the owner of the attached real estate object; gave to private owners of buildings on land plots owned by other private parties the preemptive right to purchase the land; and prohibited the future privatization of real estate objects without the concurrent privatization of the attached plot.

Russian agriculture today is characterized by three main types of farms. Two of these farm types – corporate farms and household plots – existed all through the Soviet period (the former are basically the successors of the Soviet collective and state farms). The third type – peasant farms – began to emerge only after 1990, during the post-Soviet transition. The evolution of Russian agriculture since 1990 shows a significant change of resources and production from the formerly dominant corporate farms to the individual farming sector. During 2006, household plots and peasant farms combined controlled about 20% of agricultural land and 48% of cattle, up from 2% of agricultural land and 17% of cattle in 1990. The share of the individual sector in gross agricultural output increased from 26% in 1990 to 59% in 2005. Producing 59% of agricultural output on 20% of land, individual farms achieve a much greater productivity than corporate farms.

During 2004, peasant farms accounted for 14.4% of Russia's total grain production (up from 6.2% in 1997), 21.8% percent of sunflower seed (up from 10.8% five years earlier), and 10.1% of sugar beets (3.5% in 1997). Corporate farms produced the remainder of these crops, with hardly any contribution from the small household plots. However, household plots, with a maximum size of 2 hectares (4.9 acres), produced 93% percent of the country's potatoes and 80% of the vegetables, either for family consumption or for sale in the local markets. They also produced 51% of the milk and 54% of the meat in 2003, with the rest coming primarily from corporate farms (the contribution of peasant farms to livestock production was negligible).

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3. Электронная энциклопедия. Режим доступа: <http://en.wikipedia.org/wiki/>

4. Американский научный журнал. Режим доступа: <http://www.sciam.com/>

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6. Единый портал Интернет-тестирования в сфере образования. Режим доступа: <http://i-exam.ru/>

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**ПРИЛОЖЕНИЕ**  
**Фонетика**  
 Английский алфавит  
 (The English Alphabet)

Буква	Название / произношение	Буква	Название / произношение
Aa	[ei]	Nn	[em]
Bb	[bi:]	Oo	[ou]
Cc	[si:]	Pp	[pi:]
Dd	[di:]	Qq	[kju:]
Ee	[i:]	Rr	[a:]
Ff	[ef]	Ss	[es]
Gg	[dʒi:]	Tt	[ti:]
Hh	[eitʃ]	Uu	[ju:]
Ii	[ai]	Vv	[vi:]
Jj	[dʒei]	Ww	['dʌblju:]
Kk	[kei]	Xx	[eks]
Ll	[el]	Yy	[wai]
Mm	[em]	Zz	[zed]

**Знаки транскрипции**

Гласные	Согласные	Дифтонги
[ʌ]	[p] - [b]	[ei]
[æ]	[f] - [v]	[ai]
[ɔ]	[k] - [g]	[ou]
[e]	[s] - [z]	[au]
[i]	[m]	[ɔi]
[u]	[j]	[iə]
[ɔ:]	[t] - [d]	[uə]
[a:]	[ʃ] - [ʒ]	[ɛə]
[i:]	[tʃ] - [dʒ]	
[u:]	[n]	
[ə:]	[l]	
[ə]	[r]	
	[θ] - [ð]	
	[ŋ]	
	[w]	
	[h]	

### Согласные буквы, имеющие два варианта произношения

Буква	Позиция	Чтение	Пример
c	1. перед <b>e, i, y</b>	[s]	cent, pencil, icy
	2. перед <b>a, o, u</b>	[k]	cap, come, cup
g	1. перед <b>e, i, y</b>	[dʒ]	page, gin, gypsy
	2. перед <b>a, o, u</b> , всеми согласными и в конце слова	[g]	good, green, pig
s	1. в начале слова, перед глухими согласными, в конце слов после глухих согласных	[s]	sit, student, lists
	2. между гласными, в конце слов после гласных и звонких согласных	[z]	please, lies, pens
x	1. перед согласными и в конце слова	[ks]	text, six
	2. перед ударной гласной	[gz]	exam

### Чтение гласных букв под ударением

	I тип открытый слог (заканчивается на гласную букву)	II тип закрытый слог (заканчивается на согласную букву)	III тип гласная + <b>r</b>	IV тип гласная + <b>re</b>
<b>a</b>	[ei] name	[æ] cat	[a:] car	[εə] hare
<b>o</b>	[ou] nose	[ɔ] not	[ɔ:] fork	[ɔ:] store
<b>e</b>	[i:] me	[e] pen	[ə:] Bert	[iə] here
<b>u</b>	[ju] music	[ʌ] run	[ə:] fur	[juə] pure
<b>i/y</b>	[ai] like / type	[i] pin / myth	[ə:] sir	[aiə] fire

### Чтение ударных сочетаний гласных букв

буквосочетания	чтение	примеры
<b>ai</b>	[ei]	main, faint, Spain
<b>ay</b>		say, may, day
<b>ea</b>	[i:]	meat, teacher, sea
<b>ee</b>		see, tree, green
<b>ew</b>	[ju:]	few, new
<b>oi</b>	[ɔi]	point
<b>oy</b>		boy, toy
<b>oo+k</b>	[u]	book, took, shook
<b>oo</b>	[u:]	food, pool
<b>ou</b>	[au]	out, stout
<b>ow</b>		brown, crown
<b>ai+r</b>	[eə]	fair, chair
<b>ee+r</b>	[iə]	engineer
<b>ou+r</b>	[auə]	our, flour
<b>oo+r</b>	[ɔ:]	door, floor

### Чтение сочетаний согласных букв

Буква	Позиция	Чтение	Пример
<b>ch</b>	любая	[tʃ]	match, catch, champion
<b>sh</b>	любая	[ʃ]	shelf, she, show
<b>ck</b>	после кратких гласных	[k]	stick, black, Jack
<b>th</b>	1. в начале знаменательных слов и в конце слова	[θ]	thick, myth
	2. в начале местоимений, служебных слов и между гласными	[ð]	that, bathe
<b>wh</b>	1. в начале слова перед всеми гласными, кроме "о"	[w]	what, which
	2. перед буквой "о"	[h]	who, whose
<b>qu</b>	перед гласными	[kw]	question, quickly
<b>ng</b>	в конце слова	[ŋ]	strong, long, sang