

**КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ  
ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ  
ВЫСШАЯ ШКОЛА ИНОСТРАННЫХ ЯЗЫКОВ  
И ПЕРЕВОДА**

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**COUNTRY STUDIES OF ENGLISH-SPEAKING NATIONS:  
THE UK, THE USA, CANADA, AUSTRALIA, NEW ZEALAND**

**Учебное пособие**

**КАЗАНЬ  
2020**

УДК 811.111  
ББК 81.432.1  
А65

*Принято на заседании  
Учебно-методической комиссии ИМО КФУ  
Протокол № 11 от 26 августа 2020 года*

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**А65 Country Studies of English-Speaking Nations: the UK, the USA, Canada, Australia, New Zealand:** учеб. пособие / Е.А. Андреева, И.Г. Корнева, С.Е. Никитина. – Казань: Издательство Казанского университета, 2020. – 174 с.

Данное пособие является комплексным информационным, организационно-методическим сопровождением профессиональной подготовки студентов разных уровней высшего образования (бакалавриат, специалитет, магистратура) к осуществлению будущей профессиональной деятельности в области иностранных языков. Пособие содержит аутентичные тексты на английском языке по физической географии, политической организации, экономике, системе образования, культуре англоговорящих стран, таких как Соединенное Королевство Великобритании и Северной Ирландии, Соединенные Штаты Америки, Канада, Австралия, Новая Зеландия. Пособие может быть полезно для слушателей программ повышения квалификации учителей иностранного языка и профессиональной переподготовки по дисциплинам «Лингвострановедение», «Лингвокультурология».

**УДК 811.111  
ББК 81.432.1**

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## ПРЕДИСЛОВИЕ

Настоящее пособие является комплексным информационным, организационно-методическим сопровождением профессиональной подготовки студентов разных уровней высшего образования (бакалавриат, специалитет, магистратура) к осуществлению будущей профессиональной деятельности в области иностранных языков. Пособие может быть полезно для слушателей программ повышения квалификации учителей иностранного языка и профессиональной переподготовки по дисциплинам «Лингвострановедение», «Лингвокультурология».

Учебное пособие разработано с учетом требований государственного стандарта высшего профессионального образования. Пособие состоит из пяти модулей и содержит аутентичные тексты на английском языке, а именно материал по физической географии, политической организации, экономике, системе образования, культуре англоговорящих стран, таких как Соединенное Королевство Великобритании и Северной Ирландии, Соединенные Штаты Америки, Канада, Австралия, Новая Зеландия. Предполагаемый уровень владения английским языком –Intermediate. Целью пособия является освоение и закрепление специальной терминологии, совершенствование навыков устной и письменной речи и формирование лингвистической, социолингвистической и социокультурной компетенций студентов.

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

Пособие состоит из предисловия, пяти модулей, приложений, списка использованной литературы и списка интернет-источников.

Модули 1-5 имеют одинаковую структуру. Каждый из них содержит разделы, объединенные одной темой, и включает тексты со словарем и заданиями по физической географии, политической организации, системе образования, культуре англоговорящих стран.

Задания к текстам направлены на тренировку и закрепление лексики, совершенствование навыков говорения и письма по специальности. В заданиях предлагается ответить на вопросы к тексту; заполнить пробелы; найти соответствия; восстановить порядок слов в предложении; прочитать, перевести и выучить диалог по теме модуля; дать определение терминам; выполнить письменный перевод

текста; представить аннотацию текста на английском языке; в небольших подгруппах провести дискуссию с опорой на текст; обсудить более детально подтемы модуля; подготовить презентацию по тематике модуля; составить кроссворд по теме; пройти итоговый тест по модулю.

# UNIT 1

## THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND



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

**Task 2.** Read and translate the text.

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

Great Britain is located to the northwest of continental Europe and east of Ireland. The North Sea and the English Channel **separate** it from

Europe, however, the Channel Tunnel, the longest **undersea rail tunnel** in the world, connects it with continental Europe. Great Britain is the ninth largest **island** in the world. It has a total area of 88,745 square miles (229,848 sq km) and a population of about 65 million people (2016 estimate).

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

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

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

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

Great Britain's United Kingdom has the third largest economy in Europe. The majority of the UK's and Great Britain's economy is within the service and industrial sectors but there is also a small amount of agriculture. The

main industries are machine tools, electric power equipment, automation equipment, railroad equipment, shipbuilding, aircraft, motor vehicles, electronics and communications equipment, metals, chemicals, coal, petroleum, paper products, food processing, textiles, and clothing. Agricultural products include cereals, oilseed, potatoes, vegetables cattle, sheep, poultry, and fish.

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

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

Accessed: 10.02.20

### Glossary

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

### Task 3. Answer the following questions:

- 1) Why is the UK a unique country?
- 2) Where is Great Britain located?



- 3) What can you say about the topography of Great Britain?
- 4) What large cities are there on the island of Great Britain?
- 5) What do you know about the fauna of Great Britain?
- 6) How can you characterize the UK's and Great Britain's economy?

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

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

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

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

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

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

1. Ireland, Great, continental, Britain, is, to, located, northwest, the, of, Europe, and, east, of.
2. No, there, today, are, British, forests, on, the, great, Isles.

3. The, famous, forest, most, is, Forest, east, of, in, the, England, Sherwood.
4. Western, the, of, Great, part, and, consists, steep, Britain, of, hills, valleys.
5. A, result, as, are, there, few, large, very, species, in, Great, mammal, Britain.
6. Sea, the, Britain, countries, connects, European, with, most.
7. Products, oilseed, agricultural, include, cereals, potatoes.
8. Main, from, English, the, passes, through, Europe, to, sea, route, America, the, Channel.

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

– Where is the UK situated?

– The United Kingdom of Great Britain and Northern Ireland is situated on the Isles. They are called the British Isles. There are more than 5000 small islands there. Two of them are the biggest: Great Britain and Ireland.

– We know that the UK consists of 4 countries: England, Wales, Scotland and Northern Ireland.

– That is right. England, Scotland and Northern Ireland are situated on the largest island which is called Great Britain. Northern Ireland is situated on the smaller one which is called Ireland and occupies the northern part of it.

– What is the most beautiful part of the county?

– The central and the most beautiful part of the county is England. The landscape is diverse. In the north and in the west of the country you can see mountains, but the other area is plain. England has more fertile soil than others. Also there are many lakes in the north-western district which is known as Lake District.

– I know that Scotland can be called the country of mountains.

– Yes. The region of the mountains which is known as Highlands is the oldest in the world. The Grampians is the chain of the mountains there. Ben Nevis is the highest peak.

– What rivers are there in the UK?

– There are many rivers in the UK. But they are not long. The longest one is the Severn which flows in England. The Thames, the Mersey and the Clyde are the most important rivers. They play a great role in Brit-

ish trade and commerce. You can travel by water along the whole country because many of the rivers are connected by canals.

– What cities are well known in the UK?

– London, Glasgow, Liverpool, Birmingham, Manchester and Edinburgh are the largest cities in the UK. The total area of the UK is 224,000 sq km. And the population is about 60 million. Its advantageous position has made the UK one of the powerful countries in the world.

### **Task 8. Read and translate the text.**

#### **Political system of Great Britain**

Britain is a constitutional monarchy. The monarch, at the moment Queen Elizabeth II, is the Head of State. The hereditary principle of the monarchy is strictly observed.

There is no written constitution in Great Britain because it is not a single document. It is made up of a combination of laws and practices which are not legally enforceable, but which are regarded as vital to the working of government. They are expressed in such documents of major importance as **Magna Charta**, a famous document in English history agreed upon in 1215 by King John and the barons, which set certain limits on royal power and which was later regarded as a law stating basic civil rights; **Habeas Corpus Act**, a law passed in 1679, which guarantees to a person arrested the right to appear in court of justice so that the jury should decide whether he is guilty or not guilty; The **Bill of Rights**, an act of Parliament passed in 1689, which confirmed certain rights of the people; the laws deciding the succession of the royal family, and a number of constitutional acts, separate laws and agreements.

According to the law the Queen is head of the **executive branch** of the government, head of the judiciary, the commander-in-chief of all the armed forces of the Crown and the 'supreme governor' of the established Church of England. But in fact, she is impartial and acts only on the advice of her ministers. The monarch reigns with the support of Parliament and the elected Government, and takes no part in the decision-making process, so the queen reigns, but does not rule.

Power in Great Britain is divided among three branches: the legislative branch, the executive branch and the judicial branch.

**The legislative branch** is represented by Parliament, which consists of two chambers, or houses: the House of Lords and the House of Commons. Parliament in Britain has existed since 1265. Having been organized

in the reign of King Edward I, it is the oldest parliament in the world.

**The House of Lords** is the upper house of Parliament. It can delay – but never defeat – any bill. The House of Lords has about 1,170 members, although only about 250 take an active part in the work of the House. The House of Lords is composed of hereditary peers whose right to sit in the House passes, with their title, usually to their oldest sons, and life peers and who have been given life peerages which end with the life of their possessors. Members of this Upper House are not elected. They sit there because of their rank. New peers are created by the monarch on the advice of the Prime Minister. Sometimes a prominent politician is made a peer, sometimes a leading civil servant who has served the country well. As a result, about one-third of the Lords today are company directors, bankers, newspaper proprietors and other businessmen. The chairman of the House of Lords is the Lord Chancellor and he sits on a special seat called the Woolsack.

**The House of Commons** is Britain's real governing body. It has 650 members, elected by the people. Members of the House of Commons have no fixed terms. The members of the House of Commons are elected by a general election which must be held at least every five years. Members of the House of Commons are elected for five years but an election may be called anytime, and many Parliaments do not last five years. The whole country is divided into constituencies, every one of which chooses one delegate. Big cities are divided into several constituencies each.

Parliament's main function is to make laws. The procedure of making new laws is as follows: a member of the House of Commons proposes a bill, which is discussed by the House. If the bill is approved, it is sent to the House of Lords, which, in case it does not like it, has the right to veto it for one year. If the House of Commons passes the bill again the following year, the House of Lords cannot reject it. Finally the bill is sent to the Queen for the "royal assent", after which it becomes a law.

**The executive branch** is headed by the Prime Minister, who is appointed by the queen. According to tradition, the Prime Minister is the leader of the party that has won the elections and has the majority (the most seats) in the House of Commons. The Prime Minister appoints the ministers after each general election to compose the government. The prime minister selects about 100 ministers. After that, the newly appointed ministers are presented to the monarch for the formal approval. From them, he picks a special group of about 20 most important ministers to make up the Cabinet. Members of the Cabinet make joint decisions or advise the Prime Minister. The ministers of the more important departments, such as the Foreign and

Commonwealth Office, and the Home Office, are named to every Cabinet. The main function of the executive branch of the government is to administer the laws (to see that the laws are carried out, actually to rule the country).

The **judicial branch** interprets the laws. The highest judicial body is the **Supreme Court of Judicature**, which consists of two divisions: the **High Court of Justice** and the **Court of Appeal**. It is often said that English law is superior to the law of most other countries. Indeed, the English judicial system contains many rules which protect the individual against arbitrary action by the police and the government. In all three systems, the House of Lords is the highest court of appeal in civil cases. It is also the highest court of appeal in criminal cases, except in Scotland. The queen appoints all British judges on the advice of the government.

Britain is normally described as having a **two-party-system**. One of the two big parties is the **Conservative Party**, also known as the Tories, which is right of centre and standing for hierarchical interference in the economy and has been supported by wealthy people as well as professional people and farmers. They would like to reduce income tax and give a high priority to national defence and internal law and order. The second big party is the **Labour Party**, which is left of centre and stands for equality, for the social weaker people and for more government involvement in the economic issues. The Labour Party has been supported by skilled and unskilled workers, especially union members. Another smaller party is the **Liberal Democratic Party**. It was formed from a union of Liberals and the Social Democrats - a breakaway group of Labour politicians. It is regarded to be slightly left of centre and has always been strongly in favour with the European Union. In countries like England which have a two-party system there's often a so-called shadow cabinet. This is the group of politicians which would become ministers if their party was in government. They're the speakers of the main opposition party.

Adapted from:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219167/v01-2012ukes.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf).

Accessed: 17.02.20

### Glossary

arbitrary action	произвол
appoint	назначать
bill of rights	Билль о Правах

breakaway	отделившийся, отколовшийся
conservative party	партия консерваторов
constituency	избирательный округ
descendant	потомок
delegate	делегат, представитель
habeas corpus act	Хабеас Корпус (английский закон 1679 г. о неприкосновенности личности)
hereditary	передаваемый по наследству
high court of justice	высокий суд правосудия
impartial	беспристрастный, непредвзятый
interpret	толковать, разъяснять
labour party	партия лейбористов
lord chancellor	лорд-канцлер, спикер палаты лордов
peers	пэры, члены высшего дворянства, пользующиеся особыми политическими привилегиями
peerage	пэрство, титул, сословие пэров
possessor	владелец, собственник
reject	отклонить, не утвердить
royal assent	королевская санкция, одобрение монархом законопроекта
succession	правопреемственность
woolsack	председательское место лорд-канцлера в палате лордов (набитая шерстью подушка)

**Task 9. Answer the following questions.**

1. What is the official name of the country?
2. Who is the head of state in the UK?
3. How many Houses does the Parliament consist of?
4. How many MPs are there in the House of Commons?
5. How often do British people vote for MPs?
6. Who presides over the House of Commons?
7. Who presides over the House of Lords?
8. Which are Britain's two main political parties?

**Task 10. Match the words on the left with their definitions on the right**

1. bill	a) a member of a government or law-making organization
2. judicial	b) an action that is taken to protect someone or something against attack
3. defeat	c) the state of having the same rights, status, and opportunities
4. monarchy	d) an official agreement between countries or groups of people
5. law and order	e) make something smaller in size or amount, or less in degree
6. reduce	f) a situation in which the laws of a country are being obeyed, especially when the police or army are used to make certain of this
7. convention	g) the system of having a king or queen
8. equality	h) to cause someone or something to fail
9. politician	i) a formal statement of a proposed new law that is discussed and then voted on
10. defence	j) relating to the legal system and to judgments made in a court of law

**Task 11. Complete the gaps in the following sentences with the words given below:**

1. The party which wins the most seats in ..... forms the Government.
2. The House of Lords has no real .....
3. Each political party puts up one ..... for each constituency.
4. The ..... serves formally as head of state.
5. The largest minority party becomes the .....
6. The ..... power in the country is exercised by Parliament.
7. The queen must ..... all bills passed by Parliament before they can become laws.
8. The House of Commons is presided over by the \_\_\_\_\_.
9. The House of Commons has a maximum \_\_\_\_\_ of five years, at the end of which a general election must be held.
10. The parliament now can \_\_\_\_\_ laws on education, health, culture, the environment and agriculture.

*legislative, speaker, parliament, pass, monarch, candidate, opposition, approve, term, power*

**Task 12. Put the words in the following sentences in the correct order.**

1. about, Cabinet, The, 20, consists, ministers, usually, of.
2. is, Britain, Constitution, one, The, document, Great, of, not.
3. the, upper, House, The, Parliament, is, house, of, Lords, of.
4. Britain, laws, of, the, Parliament, makes, Great.
5. able, Members, English, to, are, affect, of, legislation, Parliament.
6. house, The, Commons, the, is, British, the, House, lower, of, Parliament, of.
7. are, The, parties, and, oldest, Liberal, the, Conservative.
8. Government, The prime, asks, form, the, to, minister, monarch, a.
9. Liberal, the, party, Another, Democratic, smaller, is, Party.
10. The, not, House, of, members, elected, the, Lords, are, of.

**Task 13. Read and translate the text. Use a dictionary if it is necessary.**

### **Economy of Great Britain**

The geographical position has made the U.K. a commercial and maritime power. Nowadays Great Britain is one of the highly developed mixed private-and public enterprise economies. The state sector was reduced during the 1980s and 1990s owing to the policies of privatization or denationalization of publicly owned corporations. There was also an improvement in standard of living. Unemployment and inflation rates were gradually reduced but remained high. The British government controls the production of coal, steel and ships; it also runs certain utilities, the railway and most civil aviation.

Britain lives by **industry** and **trade**. The country is one of the world's biggest importers of food and raw materials. In return Britain exports its manufactured goods such as china, automobiles and other vehicles, wooden goods, steel, electrical and mechanical machinery, tractors, instruments, chemical and petrochemical goods and petroleum. **Invisible exports** – shipping, insurance, aviation, tourism, etc. – earn nearly as much as commodity exports. The USA, Canada, Australia, India, New Zealand and the Federal Republic of Germany are among Britain's main trading partners.

Britain is a major financial and commercial center of the capitalist world. With its many famous institutions such as the Bank of England, the Stock Exchange and Lloyd's, and its international markets for such commodities as rubber, metals and tea the City of London has always been and



still remains the most important financial and commercial center in the world. Britain has always been a manufacturing country.

**The Bank of England** retains the sole right to issue banknotes in England and Wales. In 1997 the Bank of England was given the power to set the interest rate, which influences the general structure of interest rates. The bank also intervenes actively in foreign exchange markets and acts as the government's banker. The pound sterling is a major internationally traded currency.

The United Kingdom has a number of organized financial markets. The securities markets comprise the **International Stock Exchange**, which deals in officially listed stocks and shares, the **Unlisted Securities Market**, for smaller companies; and the **Third Market**, for small unlisted companies. Money market activities include the trading of bills, certificates of deposit, short-term deposits, and, increasingly, sterling commercial paper. Other markets are those dealing in Eurocurrency, Eurobonds, foreign exchange, financial futures, gold, freight futures, and agricultural and other commodity futures.

The share of **invisible trade** (receipts and payments from financial services; interest, profits, and dividends; and transfers between the United Kingdom and other countries) has been rising steadily since the 1960s - from about one-third to one-half of the country's total foreign earnings.

**Manufacturing industries** account for one-fifth of the **GNP**. Most of the companies in industry are small, though companies with 500 or more employees employ a larger percentage of the work force. Major manufactures include motor vehicles, aerospace equipment, electronic data processing and telecommunication equipment, metal goods, instruments, petrochemicals and other chemicals. High-technology industries are being intensively developed now.

**Agriculture** accounts for less than 2 percent of the **GNP** and employs about 2 percent of the work force. Farming is highly mechanized though farms are not very large, and is dominated by raising of sheep and cattle. Chief crops include barley, wheat, sugar beets, and potatoes. The United Kingdom is not self-sufficient and it imports a lot of food products. With commercial intensification of yields and a high level of mechanization, the output of some agricultural products exceeded demand during much of the United Kingdom's tenure in the European Union. Employment in agriculture has declined gradually, and, with the introduction of policies to achieve reduction of surpluses, the trend is likely to continue.

The land area used for agriculture (about three-quarters of the total) has also declined, and the arable share has fallen in favour of pasture.

About one-tenth of the United Kingdom's land area is devoted to **productive forestry**. The government-supported **Forestry Commission** manages almost half of these woodlands, and the rest are in private hands. Domestic timber production supplies less than one-fifth of the United Kingdom's demand. The majority of new plantings are of conifers in upland areas, but the commission encourages planting broad-leaved trees where appropriate.

The United Kingdom has relatively limited supplies of economically valuable **mineral resources**. The once-important extraction of iron ore has dwindled to almost nothing. Other important metals that are mined include tin, which supplies about half the domestic demand, and zinc. There are adequate supplies of nonmetallic minerals, including sand and gravel, limestone, dolomite, chalk, slate, barite, talc, clay and clay shale, kaolin (china clay), ball clay, fuller's earth, celestine, and gypsum. Sand, gravel, limestone, and other crushed rocks are quarried for use in construction.

The United Kingdom has relatively large **energy resources** including oil, natural gas, and coal. Coal has continued to decrease in importance. Power stations are the major customers for coal but with growth in the use of other fuels the industry remains under considerable pressure.

The discovery of oil in the North Sea led to the rapid development of oil exploitation, and the United Kingdom became virtually self-sufficient in oil and even an exporter. With an average output of nearly three million barrels per day at the beginning of the 21st century, the country was one of the world's largest producers. The balance of payments has benefited considerably from oil revenues, and a substantial proportion has been invested abroad to offset diminishing oil income in the future. Proven reserves were estimated at around 700 million tons in the late 1990s.

Since offshore natural gas supplies from the North Sea began to be available in quantity in 1967, they have replaced the previously coal-based supplies of town gas. A national network of distribution pipelines has been created. Proven reserves of natural gas were estimated at 26.8 trillion cubic feet (760 billion cubic metres) in the late 1990s. Self-sufficiency in oil and natural gas and the decline of coal mining has transformed Britain's energy sector. Nuclear fuel has slightly expanded its contribution to electricity generation, and hydroelectric power contributes a small proportion (mainly in Scotland), but conventional steam power stations provide most of the country's electricity.

The **highest proportion of employees** (more than two-thirds) are in the service sectors, financial services and distribution. Manufacturing, although it has declined, employs more than one-fifth of all workers. Smaller numbers are in construction, energy, agriculture, forestry and fishing. Though Great Britain has lost its former position as the leading industrial nation of the world it still ranks among the top industrial countries in growth rates, productivity and competitiveness. The United Kingdom is the 5th in size of its GNP among capitalist countries of the world.

Adapted from:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219167/v01-2012ukes.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf).

Accessed: 17.02.20

### Glossary

agriculture	сельское хозяйство
arable	пахотный
ball clay	комовая пластичная глина
barite	барит
barley	ячмень
bill	вексель
cattle	крупный рогатый скот
celestine	целестин
certificates of deposit	вкладное депозитное свидетельство
chalk	мел
china	фарфор
clay	глина
clay shale	сланцевая глина
coal	уголь
commodity	товар
commodity futures	товарные фьючерсные контракты
conifers	хвойные породы
demand	спрос
denationalization	денационализация, продажа государственной собственности частным компаниям
dolomite	доломит
dwindle	уменьшаться, сокращаться
equipment	оборудование
eurobonds	еврооблигации

financial futures	фьючерсные биржевые контракты
foreign exchange	иностранная валюта
freight futures	фрахтовые фьючерсные контракты
fuller's earth	валяльная сукновальная глина
gravel	гравий
kaolin	белая фарфоровая глина (каолин)
GNP	ВВП, валовый национальный продукт
gypsum	гипс
interest	проценты
international stock exchange	Международная фондовая биржа
limestone	известняк
listed stocks and shares	котирующиеся на бирже акции и облигации
manufactures	изделия, продукция
maritime	морской
natural gas	природный газ
nuclear fuel	ядерное топливо
offset	скорректировать, скомпенсировать
oil	нефть
oil exploitation	нефтепоисковые работы
output	объём продукции
pasture	пастбище
petrochemicals	нефтехимические продукты
petroleum	нефть, нефтепродукты
raw materials	сырьё
rubber	каучук, резина
sand	песок
securities	ценные бумаги
short-term deposits	краткосрочные вклады
slate	сланец
sole right	исключительное право
steel	сталь
sugar beet	сахарная свёкла
surpluses	излишки
talc	тальк
tenure	срок пребывания

tin	ОЛОВО
unlisted companies	КОМПАНИИ, ЧЬИ АКЦИИ НЕ КОТИРУЮТСЯ НА РЫНКЕ
upland	ГОРНЫЙ, НАГОРНЫЙ, ХОЛМИСТЫЙ
wheat	ПШЕНИЦА
yields	УРОЖАЙНОСТЬ

**Task 14. Answer the following questions.**

1. What makes the U.K. a commercial and maritime power?
2. Which financial institution has a sole right to issue banknotes?
3. How much of GNP does Agriculture account for?
4. What are the most notable sectors of the British economy?
5. Which natural resources does the UK have?
6. Which part of the United Kingdom's land area is devoted to productive forestry?
7. Which activities do money markets in the UK include?
8. Why was the state sector of the United Kingdom's economy reduced during the 1980s and 1990s?

**Task 15. Match the words from the texts on the left with their definitions on the right.**

1. exporter	a) owned by the state or government
2. competitiveness	b) the fact that people who want jobs cannot get them
3. dividend	c) the part of a company's profits which is paid to people who have shares in the company
4. hydroelectric power	d) wood that is used for building houses and making furniture
5. supplies	e) a country, firm, or person that sells and sends goods to another country
6. timber	f) electricity generated by the pressure of falling water
7. unemployment	g) being sufficiently low in price or high in quality to be successful against commercial rivals
8. fuel	h) the rate at which goods are produced

9. productivity	i) a substance such as coal, oil, or petrol that is burned to provide heat or power
10. publicly owned	j) food, equipment, and other essential things that people need provided in large quantities

**Task 16. Complete the gaps in the following sentences with the words given below.**

1. In many other countries the economy of Britain is based mostly on ..... enterprises.
  2. Other ..... resources include iron ore, tin, limestone and salt.
  3. Earnings from ..... exports are about half as much as those from visible exports.
  4. The leading sector of the British economy is ..... sector.
  5. Great Britain ranks as one of the first in the world in ..... exports - it is white clay that serves as the material for porcelain production.
  6. British machine building is represented mainly by manufacturing of transportation .....
  7. The ..... of England is not a state structure, it is a private organization.
  8. About 25% of Britain's land is ..... , and almost half is suitable for meadows and pastures.
  9. Within the ..... sector, the largest industries include machine tools; electric power, automation, and railroad equipment.
  10. There is also a sizable ..... industry, with cod, haddock, mackerel, whiting, trout, salmon, and shellfish making up the bulk of the catch.
- Vehicles, fishing, mineral, arable, manufacturing, private, invisible, bank, kaolin, services*

**Task 17. Put the words in the following sentences in the correct order.**

1. developed, and, power, is, Great, industrial, a, Britain, naval
2. industry, times, is, than, agriculture, of, The, 11, that, share, in, of, GNP, more
3. on, primarily, economy, enterprises, Its, was, private, based
4. to, efficiency, Government, enterprise, tries, policy, and, promote
5. early , The , 1980s , of , down , inflation , the , rate , in , went
6. measures, Government, rates, to, reduce, The, tax, take, to, income, tries
7. vital, economy, International, plays, trade, Britain's, a, in, role

8. 1.5 million, tourism, nearly, services, people, The, employ
9. Monetary, through, defeat, to, Government, policy, The, firm, aims, inflation
10. industrialized, the, in, is, world, leading, of, Britain, nations, the, Great, one

**Task 18. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.**

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

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

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

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

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

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

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

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



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

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

Adapted from:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219167/v01-2012ukes.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf).

Accessed: 17.02.20

### Glossary

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

#### Task 19. Fill in the gaps using the words given.

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

**Task 20. Give a definition for each of the following terms:**

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

**Task 21. Read the text and make up the annotation in English. Use Appendix 1.**

**What Is British Culture?**

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

**Language**

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

**Art and Literature**

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

Over the centuries, Britain has produced renowned writers including William Shakespeare, Geoffrey Chaucer, John Milton, J.R.R. Tolkien and J.K. Rowling. The works of William Shakespeare, specifically Romeo and

Juliet, have been read by millions of people across the globe and it had been translated into at least 100 languages. J.K. Rowling is one of UK's most prolific writers of the 21st century with her Harry Potter series sold over half a billion copies, ranking as the best-selling book series of all time. The Hobbit and the Lord of the Rings both written by J.R.R. Tolkien are also UK literary works that rank among the top 10 bestselling books in the world. They have been adapted into **award-winning films**.

### **Theatre and Music**

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

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

### **Religion**

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

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

### **British Cuisine**

British cuisine has a particular set of cooking traditions that are associated with the constituent countries of the UK. A few centuries ago this

cuisine comprised mostly of dishes crafted from local ingredients and served with simple sauces to enhance the flavor. The growth and the expansion of the British Empire in India brought the Indian food traditions of strong spices and herbs. Curry is now a national favorite having been brought into the country by Indian migrants. Although the cooking traditions and styles have primarily remained the same, over the years the food and drink in the UK has changed as a result of the growth of commercial eateries. People have less time to cook as they spend more time at work and school.

### **Sports and Leisure**

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

### **Fashion**

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

### **Holidays in Great Britain**

In Great Britain there are some special days during the year. Christmas is considered to be one of the most important and favourite holidays. It's celebrated on the 25th of December. It's a family holiday. This holiday is a lot more important than New Year's Eve on the 31st of December. In Scotland people celebrate Hogmanay during this day. Then, on the 1st of January, there comes New Year's Day. The British celebrate Saint Valentine's Day on the 14th of February. In spring there is Easter. Halloween is celebrated on the 31st of October. It's a very picturesque festival. Children

traditionally knock at doors and ask for sweets, saying «Trick or treat». They might really play a prank if they are not given sweets. Bonfire Night is celebrated on the 5th November. British people have a bonfire and watch fireworks.

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

Accessed: 10.04.20

### Glossary

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

#### Task 22. Fill in the gaps using the words given.

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

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

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

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

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

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

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

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

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

**Task 23. Match the items on the right to the items on the left.**

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

**Task 24. Work in pairs and discuss the topics.**

1. Location and islands of the United Kingdom
2. Large cities of the United Kingdom
3. Climate of the United Kingdom
4. Types of secondary schools in the UK
5. Types of degrees in the UK
6. Teacher training in the UK
7. Theatre and music in the UK
8. Art and literature in the UK
9. Holidays in the UK
10. The system of monarchy in the UK
11. The Parliament in the UK
12. Constitution of Great Britain
13. Employment and financial institutions of Great Britain
14. Mineral and energy resources in the UK
15. Industry and trade in the UK

**Task 25. Prepare a presentation on one of the topics using Appendix 3.**

1. Regional climate differences in the United Kingdom
2. Mountains of the United Kingdom
3. The most famous and ancient universities in the UK
4. Compulsory and elective education in the UK
5. Sports and leisure in the UK
6. British cuisine
7. Political parties in the UK

8. Judicial system of Great Britain
9. Financial system of the UK
10. The Bank of England as the main financial power in the UK

**Task 26. Make a crossword puzzle on the topic “The UK” and offer your partner to do it.**

**Task 27. End-of-Module test**

1. Great Britain has a total area of .....
  - a. 329,848 sq km
  - b. 229,848 sq km
  - c. 129,848 sq km
  
2. The population of Great Britain is about ..... million people.
  - a. 55
  - b. 65
  - c. 75
  
3. About ..... of the overall land area in Great Britain is used for cultivation.
  - a. 35%
  - b. 30%
  - c. 25%
  
4. .... of Great Britain's total land area is covered by forests.
  - a. 12%
  - b. 15%
  - c. 20%
  
5. Over ..... small islands and islets encircle Great Britain.
  - a. 800
  - b. 1100
  - c. 1000
  
6. In terms of Great Britain's flora, there is a large variety of trees and .... species of wildflower.
  - a. 1500
  - b. 1600
  - c. 1400

7. The highest average temperatures that Britain experiences are in the months of July and August, when they remain at around .....
- 14°C
  - 25°C
  - 18°C
8. The average temperature remains between ..... in the month of January ..... in March.
- 5°C to 7°C
  - 1°C to 10°C
  - 3°C to 12°C
9. The longest river in Great Britain is .....
- Thames
  - Tees
  - Severn
10. Sherwood Forest is in the..... of England.
- west
  - east
  - north
11. In England since September 2010, all three and four year olds are entitled to ..... of free nursery education for 38 weeks of the year.
- one month
  - 15 hours
  - two weeks
12. In England, public provision of secondary education in an area may consist of ....
- one type of school
  - a combination of different types of school
  - only two types of school
13. Higher Education in the UK is education at ..... level than secondary school.
- a higher
  - the same
  - a lower



14. The works of William Shakespeare, specifically Romeo and Juliet, have been read by millions of people across the globe and it had been translated into at least ... languages.

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

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

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

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

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

17. The UK is ... .

- a. a constitutional monarchy
- b. a republic
- c. a federation

18. The head of the government in the is ... .

- a. the Prime Minister
- b. the President
- c. the Queen

19. The members of the House of Lords are called ... .

- a. deputies
- b. MPs
- c. peers and life peers

20. The UK is a commercial power because of its ... .

- a. system of Government
- b. geographical position
- c. highly developed economy

21. One of Britain's main trading partners includes ... .

- a. China
- b. Russia
- c. the USA

22. The right to issue notes is granted to ... .

- a. the International Stock Exchange
- b. the Cabinet
- c. the Bank of England

## UNIT 2

### THE UNITED STATES OF AMERICA



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

**Task 2. Read and translate the text.**

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

Covering a large part of the North American continent, the USA **shares borders** with Canada to the north and Mexico to the south. The country has coasts on the Atlantic, Pacific and Arctic oceans, the Caribbean Sea and the **Gulf** of Mexico. The State of Alaska, in the northwest corner of the US, is not part of the continental US; it is separated from the rest of the USA by Canada. Similarly, Hawaii is not part of the 'lower 48' states; it lies in the central Pacific Ocean.

The country's dependent territories are **offshore** and have **distinct** geographies of their own; the majority are islands. The third-largest country in the world (after the Russian Federation and Canada), the USA has an

**enormous diversity** of geographical features, including mountains, plains, and **coastal zones**. Though there are many cities that are densely populated with more **manmade features** than natural ones, there are also **vast rural areas** that are far more **sparsely populated**.

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

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

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

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

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

The USA has many thousands of **streams**. Some of them are **mighty rivers**, which flow lazily across the valleys. Others **rush swiftly down deep canyons** and **steep gorges**. The longest are the Mississippi (6400 kilometres), «the farther of waters», the Missouri (1600 kilometres) «too thin to plough and too thick to drink», the Colorado wild, restless and angry, the Columbia full of quiet **dignity** and the Rio Grand (3200 kilometres), a national boundary between the USA and Mexico.

The Colorado forms the Grand Canyon, which strikes one's imagination as a fabulous phenomenon of nature. Its perpendicular walls go up to 1500 metres above the river level. The USA has thousands of lakes of all kinds and sizes. The Great Lakes make up the largest group; they are the greatest collection of fresh water lakes in the world with the total area

**equal** to that of Great Britain. Here the famous Niagara Falls **precipitate** from the **height** of 50 metres. Among salty lakes the Great Salt Lake in Utah and the Salton Sea in California are the most famous. They are rich in salt (6000 million tons).

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

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

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

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

## Glossary

shares borders	граничить
gulf	залив
offshore	оффшор
distinct	отчетливый
enormous diversity	огромное разнообразие
coastal zone	прибрежная зона
manmade features	техногенные особенности
vast rural areas	обширные сельские районы

sparsely populated	малонаселенный
generalize	обобщать
snow-topped mountains	снежные вершины гор
flat prairies	плоские прерии
fertile valleys	плодородные долины
desert	пустыня
boundary	граница
rainfall line	линия осадков
irrigation system	оросительная система
grazing	пастбище
sharp	резкий
stream	ручей
mighty rivers	могучие реки
rush swiftly down	устремиться вниз
deep canyons	глубокие каньоны
steep gorges	крутые ущелья
dignity	достоинство
equal	равный
precipitate	низвергаться
height	высота
vitality	жизнеспособность

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

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

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

1. The USA is situated in central North America and ..... from the Pacific to the Atlantic Ocean.

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

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

snow-topped	areas
fertile	mountains
flat	features
vast rural	valleys
coastal	prairies
sparsely	diversity
manmade	populated
enormous	zone

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

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

7. The, has, USA, of, all, lakes, kinds, of, and, thousands, sizes.

8. USA, is, one, world, agricultural, industrial, of, greatest, and, nations, the leading, in, the, the.

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

– Is the USA a large country?

– The USA is the 4th largest country in the world (after Russia, Canada and China). It borders on Canada in the north and Mexico in the south and has a sea-border with Russia. It also includes Alaska and Hawaii. The total area of the country is 9,4 million square kilometres. The enormous size of the country influences the diversity of landscape, climate and even people.

– I know that the population of the country is about 260 million people.

– That is right. They are the people of all races and nationalities, either descendants of immigrants or immigrants who have come to America from all the countries of the world in search of independence and self-realization.

– What mountainous areas are there in the USA?

– The biggest highlands are the Appalachians Mountains in the east and the Rocky mountains in the west. The Rocky Mountains extend from Mexico to Canada. The mountains are crossed by streams which flow through deep canyons and fall into the Pacific Ocean. The largest of them are the Columbia and the Colorado rivers.

– I have heard that the USA has thousands of lakes of all kinds and sizes.

– Yes. The northern part of the USA embraces the regions of the Five Great Lakes. They are: Lake Superior, Lake Huron, Lake Michigan, Lake Erie and Lake Ontario. Crossed by mountain ranges from north to south the country is unprotected from cold winds.

– What do you know about the wildlife in the USA?

– The wildlife is as diverse as the landscape. Mammals such as bison once roamed freely across the plains, but now live only in preserves. Black bears, grizzlies, and polar bears are the largest carnivores. There are over 20,000 flower species and most came from Europe. There are more than 400 areas which are protected and maintained by the National Park Service, and many other parks in each state. The bald eagle is the national bird and symbol of the United States and is a protected species.



**Task 8. Read and translate the text. Use a dictionary if it is necessary.**

### **The Political system of the USA**

The United States is a federal republic in which the president, Congress and federal courts share powers reserved to the national government, according to its Constitution, which was created by the Founding Fathers in 1787. The federal government shares sovereignty with the state governments.

The **executive** branch is headed by the president and is formally independent of both the legislature and the judiciary. The cabinet serves as a set of advisers to the president. They include the vice president and heads of the executive departments. **Legislative** power is vested in the two chambers of Congress, the Senate and the House of Representatives. The **judicial** branch (or judiciary), composed of the Supreme Court and lower federal courts, exercises judicial power. The judiciary's function is to interpret the United States Constitution and federal laws and regulations. This includes resolving disputes between the executive and legislative branches. The federal government's structure is codified in the Constitution.

The modern political party system in the United States is a two-party system dominated by the **Democratic Party** and the **Republican Party**. These two parties have won every United States presidential election since 1852 and have controlled the United States Congress since 1856. The Democratic Party positions itself on the left of the left–right political spectrum in American politics; its philosophy of modern American liberalism advocates social and economic equality, along with the welfare state. The Republican Party positions itself on the right of the spectrum and supports a modern American conservative platform with reduced government spending on domestic affairs, restrictions on immigration, and laws enforcing traditional social values. The Democratic core base consists of people living in urban areas, young people, and historically marginalized groups such as racial minorities. The Republican core base consists of people in rural areas, the elderly, white people, and Evangelicals Christians.

Third parties and independent voters have achieved relatively minor representation from time to time at local levels. The Libertarian Party is the largest third party in the country, claiming more than 250,000 registered voters in 2013; it generally positions itself as centrist or radical cen-

trist and supports a classical liberal position. Other contemporary third parties include the left-wing **Green Party**, supporting Green politics, and the right-wing **Constitution Party**, supporting *paleoconservatism*.

Unlike in some parliamentary systems, Americans vote for a specific candidate instead of directly selecting a particular political party. With a federal government, officials are elected at the federal (national), state and local levels. On a national level, the president is elected **indirectly** by the people, through an **Electoral College**. In modern times, the electors virtually always vote with the popular vote of their state. All members of Congress, the House of Representatives and the Senate, offices at the state and local levels are directly elected.

Various federal and state laws regulate elections. The United States Constitution defines (to a basic extent) how federal elections are held, in Article One and Article Two and various amendments. State law regulates most aspects of electoral law, including primaries, the eligibility of voters (beyond the basic constitutional definition), the running of each state's electoral college, and the running of state and local elections.

The core tenets of **American ideology** are **Civic duty** (Citizens have the responsibility to understand and support the government, participate in elections, pay taxes, and perform military service), Opposition to Political corruption, Democracy (The government is answerable to citizens, who may change the representatives through elections), Equality before the law (The laws should attach no special privilege to any citizen. Government officials are subject to the law just as others are), Freedom of religion (The government can neither support nor suppress religion), Freedom of speech (The government cannot restrict through law or action the personal speech of a citizen).

States governments have the power to make laws that are not granted to the federal government or denied to the states in the U.S. Constitution for all citizens. These include education, family law, contract law, and most crimes. Unlike the federal government, which only has those powers granted to it in the Constitution, a state government has inherent powers allowing it to act unless limited by a provision of the state or national constitution.

Like the federal government, state governments have three branches: executive, legislative, and judicial. The chief executive of a state is its popularly elected governor, who typically holds office for a four-year term (although in some states the term is two years). Except for Nebraska, which has **unicameral** legislature, all states have a **bicameral** legislature,

with the upper house usually called the Senate and the lower house called the House of Representatives, the House of Delegates, Assembly or something similar. In most states, senators serve four-year terms, and members of the lower house serve two-year terms.

The constitutions of the various states differ in some details but generally follow a pattern similar to that of the federal Constitution, including a statement of the rights of the people and a plan for organizing the government. However, state constitutions are generally more detailed.

The United States has 89,500 local governments, including 3,033 counties, 19,492 municipalities, 16,500 townships, 13,000 school districts, and 37,000 other special districts that deal with issues like fire protection. Local governments directly serve the needs of the people, providing everything from police and fire protection to sanitary codes, health regulations, education, public transportation, and housing. Typically local elections are nonpartisan—local activists suspend their party affiliations when campaigning and governing.

About 28% of the people live in cities of 100,000 or more population. City governments are chartered by states, and their charters detail the objectives and powers of the municipal government. The United States Constitution only provides for states and territories as subdivisions of the country, and the Supreme Court has accordingly confirmed the supremacy of state sovereignty over municipalities. For most big cities, cooperation with both state and federal organizations is essential to meeting the needs of their residents. There are three general types of city government: the mayor–council, the commission, and the council–manager. These are the pure forms; many cities have developed a combination of two or three of them.

**Mayor - council** is the oldest form of city government in the United States and, until the beginning of the 20th century, was used by nearly all American cities. Its structure is like that of the state and national governments, with an elected mayor as chief of the executive branch and an elected council that represents the various neighborhoods forming the legislative branch. The mayor appoints heads of city departments and other officials, sometimes with the approval of the council. He or she has the power of veto over ordinances (the laws of the city) and often is responsible for preparing the city's budget. The council passes city ordinances, sets the tax rate on property, and apportions money among the various city departments. As cities have grown, council seats have usually come to represent more than a single neighborhood.

**Commission** combines both the legislative and executive functions in one group of officials, usually three or more in number, elected citywide. Each commissioner supervises the work of one or more city departments. Commissioners also set policies and rules by which the city is operated. One is named chairperson of the body and is often called the mayor, although his or her power is equivalent to that of the other commissioners.

**Council - manager** is a response to the increasing complexity of urban problems that need management ability not often possessed by elected public officials. The answer has been to entrust most of the executive powers, including law enforcement and provision of services, to a highly trained and experienced professional city manager. The city manager plan has been adopted by a large number of cities. Under this plan, a small, elected council makes the city ordinances and sets policy, but hires a paid administrator, also called a city manager, to carry out its decisions. The manager draws up the city budget and supervises most of the departments. Usually, there is no set term; the manager serves as long as the council is satisfied with his or her work.

Adapted from:

[https://en.wikipedia.org/wiki/Politics\\_of\\_the\\_United\\_States#External\\_links](https://en.wikipedia.org/wiki/Politics_of_the_United_States#External_links)

Accessed: 10.04.20

### Glossary

answerable to	ответственный перед
bicameral	однопалатный
chamber	палата (парламента)
charter	создавать, учреждать (по уставу)
codify	систематизировать, классифицировать
commission	модель управления «комиссия-управляющий» - форма самоуправления в США, предусматривающая, что издание постановлений и решение общих вопросов, касающихся стратегии городского развития, является обязанностью небольшого городского совета, члены которого избираются на основе пропорционального представительства
commissioner	член комиссии

council manager	модель управления "совет-управляющий" ("План совет-управляющий"). Форма местного самоуправления, при которой власть в городе сосредоточена в руках избираемого на непартийной основе городского совета из 5-7 человек
court	суд
elector	член коллегии выборщиков
electoral college	коллегия выборщиков
eligibility	соответствие установленным требованиям
executive power	исполнительная власть
grant powers	наделять полномочиями
judicial power	судебная власть
enforce law	приводить правовые нормы в действие
legislative power	законодательная власть
mayor-council	модель управления «комиссия-управляющий» - форма городского самоуправления в США
nonpartisan (election)	внепартийный
paleoconservatism	палеоконсерватизм — название традиционного русла американской консервативной мысли, оппозиционного неоконсерватизму. Палеоконсерваторы критически относятся к современной форме конституционной демократии
partisan (election)	партийный
popular vote	голоса избирателей, прямые выборы
powers	полномочия
resolve (disputes)	урегулировать (споры)
sovereignty	суверенитет
supremacy	превосходство, верховенство
Supreme Court	Верховный Суд
suppress	подавлять, запрещать
unicameral	однопалатный
voter	избиратель

**Task 9. Answer the following questions.**

1. Who does the right to veto laws belongs to?
2. How often do the Congressional elections take place?
3. How often do the Presidential elections take place?
4. Which system is the President elected through?
5. What is the term Senators are elected for?
6. Which branch of power does the President represent?
7. Which branch of power does the Congress represent?
8. Which branch of power does the Supreme Court represent?

**Task 10. Match the words on the left with their definitions**

1. crime	a) a system of rules that a society or government develops in order to deal with crime, business agreements, and social relationships
2. official	b) dishonesty and illegal behaviour by people in positions of authority or power
3. tax	c) an illegal action or activity for which a person can be punished by law
4. council	d) delay it or stop something from happening for a while or until a decision is made about it
5. budget	e) a person who holds a position of authority in an organization
6. supremacy	f) a body of people elected or appointed to serve in an administrative, legislative, or advisory capacity
7. founding fathers	g) when one group of people has more political or military power than the other group
8. corruption	h) the amount of money that a person, organization, or country has available to spend on it
9. law	i) an amount of money that you have to pay to the government so that it can pay for public services
10. suspend	j) any of the men who were members of the U.S. Constitutional Convention of 1787

**Task 11. Complete the gaps in the following sentences with the words given below:**

- 1) The ..... branch is headed by the president

2) ..... is the oldest form of city government in the United States which was used by nearly all American cities until the beginning of the 20th century.

3) The Supreme Court has confirmed the ..... of state sovereignty over municipalities.

4) Typically local elections are ..... - local activists suspend their party affiliations when campaigning and governing.

5) The United States is a federal republic in which the president, Congress and federal courts share powers reserved to the national government, according to its .....

6) Two political ....., the Democratic Party and the Republican Party, have dominated American politics since the American Civil War, although several much smaller parties also exist.

7) Republicanism, along with a form of classical liberalism, remains the dominant .....

8) States governments have the ..... to make laws that are not granted to the federal government or denied to the states in the U.S. Constitution for all citizens.

9) A party really cannot prevent a person who disagrees with the majority of positions of the party from claiming party membership if the ..... who choose to vote in the primary elections elect that person.

10) Party identification becomes somewhat formalized when a person runs for ..... office.

*parties, mayor-council, partisan, nonpartisan, executive, voters supremacy, power, constitution, ideology*

**Task 12. Put the words in the following sentences in the correct order.**

1. in, the, is, United States Constitution, the, oldest, and, world, of, both, shortest, The, the, one.

2. The, branch, is, the, government, of, the, executive, President, of, head, federal, the

3. elected, term, is, of, for, a, fixed, years, The, four, President.

4. may, President, The, serve, two, maximum, of, a, terms.

5. internal, President, policies, affect, orders, executive, to, issue, The, may.

6. The, impeachment, of, sole, approving, the, Representatives, power, of, has, articles, House.

7. The, bicameral, is, legislature, the, chamber, in, lower, House of Representatives, the.

8. of, chamber, Congress, powers, particular, has, Each, exclusive.

9. congressman, legislation, may, in, Any, new, house, initiate, either.

10. private, are, conference, Supreme Court, of, taken, in, Decisions, the.

**Task 13. Read and translate the text. Use a dictionary if it is necessary.**

### **The economy of the United States of America**

By all means, the United States economy is the largest in the world. Despite the universal misconception, around a quarter of all goods manufactured and services rendered in the world (GDP) are produced in the USA. That is the most diversified national economy of all existing that held confident leadership in the previous century. Nevertheless, globalization that keeps on accelerating and the strengthening of developing countries' economies, which is characteristic of the beginning of this millennium lead to the situation when US economy influence on the global economy is gradually decreasing. That, in turn, cannot but will also influence the exchange rate of the national currency - US dollar.

#### **Main characteristics**

First of all, United States economy is characterized by predominance of innovation sector. As a result, the country has high-productive industry and well-developed knowledge industry, and a significant part of **GDP** is dedicated to high-quality and innovative services. As in any other economy, United States economy's main driving force is scientific developments, and one of the main development factors is highly educated, professionally developed and invention targeted human capital. At the same time, such a strong US dependence on science achievements puts the country into another dependence - dependence on other countries' scientific and technical progress.

Another important characteristic of United States economy is its **diversified character**, i.e. the country has a wide range of manufactured goods and rendered services. That not only helps the USA to penetrate into all segments of global economy, but also assists in significant reduction of risks: a crisis in one industry or business area does not have a deadly effect on the whole country's economy.



The third as important characteristic of the American economy model is business globalization, i.e. high level of integration into the global economy. On one side, that makes United States economy more vulnerable from without (it is here that diversification helps), on the other side, it helps the United States to have significant influence on the economies of other countries. However that may be, by now, a huge part of production has already been moved out of the country: large American companies make a big part of their profits abroad.

### **Economy structure**

A big part of the whole American GDP - almost 80% - falls on services sector. First of all, those are education and science, trade and finances, transportation and communications services, health care and services provided by various domestic state institutions. Besides that, for the last decade, the volume of rendered marketing, management, and consulting services, as well as IT services has grown significantly.

The share of material production sector that embraces the remaining almost 20% of the country's GDP, is characterized, first of all, by the tendency for reduction of raw material industry share. Nevertheless, about 40% of all US need for electric energy is satisfied by means of domestic **oil mining** - the country ranks third in the world in mining of this type of resource. Mining of domestic shale gas has been also boosted lately. At the same time, industrial production has development priority; moreover, United States economy ranks first in the world in regard to this indicator. First of all, that is automobile manufacturing and aerospace industry, electronics and chemical industry, especially oil refining.

The **agricultural share** produces about 2% of the country's GNP. Tobacco cultivation, vegetable farming, gardening, grain farming are prompted not so much by means of fertile soils and favorable climate, as by the use of latest scientific and technological progress achievements and exceptional entrepreneurial spirit of farmers. In particular, today, around 16% of all grain production in the world falls on the United States' share. The growth of this indicators was achieved not by means of agricultural land expansion, but due to an increase in productivity. The most "important" crops cultivated by American farmers are corn (ranks first in the world) and wheat (ranks third).

### **Exports and imports**

Having such economy structure, both the development of the country's foreign trade or its investments abroad must be taken into account. At the same time, the United States imports both cutting-edge technologies

and goods. In essence, the USA is, at the same time, the largest global importer and the same significant exporter. Telecommunication equipment and semiconductors, airliners and automobiles, engines and equipment for energy-producing industry, measuring instruments and services are the main export trends of the country. The main US export partners are Canada, Japan, Mexico, Great Britain, South Korea, and Taiwan.

Nevertheless, the role of imports in United States economy should not be underestimated. Moreover, imports in American economy have even more significance than exports. High-technology goods: telecommunication facilities, as well as computers and computer peripherals, home electronics, cars and mechanical machinery, transportation vehicles, clothing - importing of these types of goods into the USA has experienced significant growth over the last fifteen years. As strange as it may be, the largest importers into the USA are the same countries that are the main consumers of American export, except perhaps China. China, predominantly, exports its goods into the United States. Besides, the USA is the largest oil and gas importer.

### **Financial system**

Despite numerous financial crises and analysts' prognoses, United States financial system, in particular, has been the strongest during the last several centuries, and US dollar is the negotiable global reserve currency. There is no central bank in the USA as such; its functions are carried out by **Federal Reserve System (FRS)**. The main difference from the central banks of other countries is that FRS ownership form is private and not government-owned. Although FRS is subject to a separate national law that regulates its activity, it is still an independent body: decisions that it makes in regard to credit and monetary policy do not require either US President's or any other executive or legislative body's approval. At the same time, FRS receives certain powers from US Congress and is formally under its control: the Congress, at any moment, may change legislation that regulates its activity.

FRS' "hands" are Federal Reserve banks through which the latter conducts its policy; that is why their activity has significant influence on the exchange rate of the national currency. Two main types of banks form the country's banking system: commercial and investment banks. Commercial banks are organizations that carry out financing and perform payment functions, including operations regarding credit cards and checks. FRS controls the activity of those financial institutions. Investment banks are not very traditional banking institutions, since their area of activity

does not include attraction of deposits or lending activities. Their activity embraces three main areas: **underwriting, securities trade** и **consulting services** in the areas of company takeover and merger, as well as in the area of successful investments. Investment banks activity is controlled by U.S. Securities and Exchange Commission. Stock and commodity exchanges are the main element of the US financial system. It is through them that a huge part of purchase and sale transactions of goods and securities passes. This being the case, not only American but also foreign companies are trade participants at US exchange platforms.

It should be noted that the USA is the country with the largest **national debt**. Nevertheless, it is important to understand that the main national debt "investor" is the state itself. If the extent of the national debt is "cleared" of mutual obligations among federal and local government bodies and from corporate obligations, then it will turn out that the "pure" debt amount. i.e. immediate American debt to foreign creditors will be, at least, twice as less.

Adapted from: <https://www.forexchief.com/analytics/economic-articles/us-economy/>  
 Accessed: 10.04.20

### Glossary

boost	увеличивать, увеливать, расширять
commodity exchange	товарная биржа
consulting services	консалтинговые (консультационные) услуги
corn	зерно
corporate obligation	корпоративные обязательства
crop	выращиваемые культуры
cutting-edge	передовые / новейшие технологии
diversified	разносторонний, многообразный, многоотраслевой
embrace	включать (в себя), охватывать
exchange platform	биржевая платформа
expansion	расширение
favorable climate	благоприятный климат
Federal Reserve System (FRS)	Федеральная Резервная Система США
global reserve currency	мировая резервная валюта (общепризнанная в мире национальная валюта,

	которая накапливается центральными банками иных стран в валютных резервах)
grain farming	возделывание зерновых культур
manufactured goods	manufactured goods, n – промышленные товары, готовая продукция
merger	слияние, объединение, поглощение
misconception	ошибочное мнение, ложное представление, заблуждение
national debt	государственный долг
negotiable	обратимая/свободно конвертируемая валюта
oil refining	нефтепереработка
predominance	превосходство, преобладание, доминирование
prompt	ускорять, подталкивать, инициировать
rendered services	оказанные услуги
reduction	снижение, сокращение
semiconductor	полупроводники
securities	ценные бумаги
securities trade	сделка с фондовыми бумагами
shale gas	сланцевый газ
stock exchange	фондовая биржа, рынок ценных бумаг
takeover	захват (власти), поглощение
transaction	сделка
underwriting	андеррайтинг (гарантированное размещение ценных бумаг)
U.S. Security and exchange commission	комиссия США по ценным бумагам и биржам
vehicle	транспортное средство
vulnerable	уязвимый, слабозащищённый
wheat	пшеница

**Task 14. Answer the following questions.**

1. What is the US economy's most important factor?
2. Where is a large part of American production concentrated?
3. The USA ranks second in the world in mining industry. True or False? (it ranks third)

4. What are the most important crops in the USA?
5. What do the United States of America imports?
6. What are the two main types of banks that form the country's banking system?
7. How is the Federal Reserve System different from central banks of other countries?

**Task 15. Match linking phrases on the left with their meanings on the right.**

1. cannot but	a) безусловно, непременно
2. first of all	b) несмотря на
3. as a result	c) в свою очередь
4. by all means	d) не может не
5. despite	e) прежде всего, в начале
6. in turn	f) вследствие чего, по этой причине
7. this being the case	g) извне, снаружи
8. it is through them that	h) кроме того, помимо
9. as such	i) фактически, в сущности
10. as strange as it may be	j) тем не менее, впрочем
11. nevertheless	k) как ни странно
12. it should be noted that	l) как таковой
13. besides	m) именно через них, именно с их помощью
14. from without	n) исходя из этого, при этом
15. in essence	o) следует отметить, что

**Task 16. Complete the gaps in the following sentences with the words given below:**

1. The United States economy has ..... character, the range of manufactured goods and rendered services there is wide.
2. .... banks activity is controlled by U.S. Securities and Exchange Commission.
3. .... banks are organizations that carry out financing and perform payment functions.
4. China is a predominant ..... of its goods into the United States.
5. The USA is the largest oil and ..... importer.
6. Corn and ..... are the most "important" crops cultivated by American farmers.

7. 40% of all US need for ..... energy is satisfied by means of domestic oil mining.

8. United States economy's main driving force is ..... developments.

9. Large American companies make a big part of their ..... abroad.

10. An important characteristic of the American economy model is business ....., i.e. high level of integration into the global economy

*gas, electric, globalization, wheat, investment, profits, importer, scientific, commercial, diversified*

**Task 17. Put the words in the following sentences in the correct order.**

1. economy, by, resources, national, fueled, The, abundant, is, natural.

2. The, currency, in, U.S., international, most, the, transactions, dollar, is, used.

3. several, trade, It, free, nations, with, has, agreements.

4. The, downturn, serious, had, a, economic, Recession, during, Great, U.S., the.

5. US, in, are, million, There, small, thirty, nearly, businesses, the.

6. Average, have, the, among, nations, Americans, employee, highest, OECD, income.

7. The, economic, for, part-time, reasons, people, of, number, working.

8. Hotly, become, globally, inequality, a, Income, debated, has, topic.

9. Is, than, more, unequal, inequality, inequality, income, Wealth.

10. To, tend, people, inadequate, suffer, education, from, Poor, quality, access, to.

**Task 18. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.**

### **Education system in the USA**

Education in the USA comprises three basic levels: elementary, secondary and higher education. The United States does not have a national system of education. Education, Americans say, is “a national concern, a state responsibility and a local function”. It means that most educational matters are left to separate states or the local community. In general, col-

leges, universities and schools, both state and private, are quite free to determine their own individual standards and requirements. Because of the great variety of schools and colleges, and many differences between them, we cannot speak about a typical American school or college. Yet, there are enough basic similarities in structure among the various schools and systems to give some general comments.

Many children attend nursery school, or preschool, since three or four years old, which are mainly private. In most areas free public education begins with kindergarten classes for five-year-olds. These are usually half-day classes two or three hours long, although some communities run all-day kindergarten programmes. The primary purpose of kindergarten is **socialization** but the young students also gain information and skills. For example, they learn to identify colours, count to ten, print their names, work with art supplies, listen to stories, and enjoy books. After kindergarten American children begin their academic studies. Their **schooling** is divided into 12 academic levels called grades. The first academic institution is called elementary school or grammar school (1-6 grades), the next— junior high school or middle school (7-8 grades) and high school (9-12 grades).

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

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

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

The terms “college” and “university” are often used interchangeably, as “college” is used to refer to all undergraduate education and the four-year undergraduate programme, leading to a bachelor's degree, can be followed at either colleges or university. Universities tend to be larger than colleges and also have graduate schools where students can receive **post-graduate education**.

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

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

Accessed: 19.02.20

### Glossary

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



**Task 19. Fill in the gaps using the words given.**

1. The local school board decides which courses are .....
2. There is great freedom of .....
3. The primary purpose of kindergarten is .....
4. .... in the USA comprises three basic levels: elementary, secondary and higher education.
5. It means that most educational matters are left to separate states or the local .....
6. These are usually half-day classes two or three hours long, although some communities run all-day kindergarten .....
7. ....tend to be larger than colleges and also have graduate schools where students can receive post-graduate education.

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

**Task 20. Give a definition for each of the following terms:**

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

**Task 21. Read the text and make up the annotation in English. Use Appendix 1.**

**American Culture: Traditions and Customs of the United States**

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

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

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

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

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

### **Language**

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

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

### **Religion**

Nearly every known religion is practiced in the United States, which was founded on the basis of religious freedom. About 71% of Americans identify themselves as Christians, according to information gathered by the Pew Research Center, a nonpartisan research group, in 2017. The research also found that about 23% had no **religious affilia-**

**tion** at all and around 6% of the population is made up non-Christian religions.

### **American style**

Clothing styles vary by social status, region, occupation and climate. Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans. Ralph Lauren, Calvin Klein, Michael Kors and Victoria Secret are some well-known American brands. American fashion is widely influenced by celebrities and the media.

### **American food**

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

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

### **Art**

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

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

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

### **Sports**

The United States is a sports-minded country, with millions of fans who follow football, baseball, basketball and hockey, among other sports.

Baseball, which was developed in colonial America and became an organized sport in the mid-1800s, is known as America's favorite pastime, although its popularity has been eclipsed by football for the past three decades, according to the Harris Poll.

### American holidays

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

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

Accessed: 12.04.20

### Glossary

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

### Task 22. Fill in the gaps using the words given.

1. The United States is the third largest country in the world with a .....of more than 329 million people
2. U.S. culture has also been .....by the cultures of Native Americans, Latin Americans, Africans and Asians.
3. The term Western culture often .....broadly to the cultures of the United States and Europe.
4. There is no official language of the United States, .....to the U.S. government.

5. The Census Bureau .....that more than 300 languages are spoken in the United States.

6. Nearly every known religion is .....in the United States, which was founded on the basis of religious freedom.

7. Many .....are celebrated only in the United States.

8. The United States is widely known around the world as a .....in mass media production.

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

**Task 23. Match the items on the right to the items on the left.**

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

**Task 24. Work in pairs and discuss the topics:**

1. Location of the USA
2. Water bodies of the USA
3. Climate of the USA
4. Early childhood education in the USA
5. American educators
6. Distance education in the United States
7. American holidays
8. Art in the USA
9. American food
10. The most prominent president in the history of the USA
11. The system of checks and balances: the purpose and meaning
12. American ideology
13. Small businesses in the USA today
14. Financial system of the USA
15. Exports and imports in the economy of the USA

**Task 25. Prepare a presentation on one of the topics using Appendix 3:**

1. National parks of the USA
2. Waterfalls of the USA
3. US education system: basic principles
4. Public and private schools in the USA
5. American style
6. Sports in the USA
7. Organizations which most contribute to the national security of the USA: CIA and FBI
8. The role of a president in the history of the USA
9. The Great Depression and its role in the economy of the USA
10. The USA economy structure

**Task 26. Make a crossword puzzle on the topic “The USA” and offer your partner to do it.**

**Task 27. End-of-Module test**

1. The total area of the country is ..... million square kilometres.
  - a. 8,4
  - b. 9,4
  - c. 7,4
  
2. The USA is a federal republic, a union of ..... states.
  - a. 49
  - b. 51
  - c. 50
  
3. The population of the country is about ..... million people.
  - a. 360
  - b. 260
  - c. 280
  
4. The nation occupies nearly half of a continent, which is divided into ... time zones.
  - a. 3
  - b. 2
  - c. 4

5. The Rocky Mountains are over ..... metres high.

- a. 3500
- b. 3000
- c. 4000

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

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

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

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

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

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

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

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

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

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

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

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

11. The guidance counselor, who advises the students on what courses to take on the basis of their career choices and .....
- a. aptitude and ability tests
  - b. psychological tests
  - c. math and language credits

13. At elementary school the emphasis is placed on the basic skills:
- a. speaking, reading and arithmetic
  - b. speaking, reading, writing and arithmetic
  - c. reading, writing and arithmetic

14. The Census Bureau estimates that more than ... languages are spoken in the United States.
- a. 100
  - b. 250
  - c. 300

15. The United States is the third largest country in the world with a population of more than ... million people (2019).
- a. 329
  - b. 340
  - c. 320

16. Americans celebrate their independence from Britain on ... .
- a. July 4.
  - b. June 4.
  - c. August 4.

17. The system of checks and balances maintains the separation of powers .....
- a. between the legislative branch and judicial branch
  - b. between the executive branch and legislative branch
  - c. between the executive branch and judicial branch
  - d. among all these branches

18. A proposed law that can be either enacted or sent back to any chamber of the American Congress is called .....
- a. an amendment
  - b. a constitution
  - c. a bill



19. There are .....Supreme Court justices.

- a. 8
- b. 9
- c. 10

20. The US economy's most important factor is .....

- a. financial capital
- b. human capital
- c. rendered services

21. Purchase and sale transactions mostly pass through.....

- a. investment banks
- b. commercial banks
- c. stock and commodity exchanges

22. National debt is the money that .....of the country have borrowed and still owe.

- a. individual people
- b. the government

## UNIT 3

### CANADA



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

**Task 2. Read and translate the text.**

Canada is the second largest country on earth, covering an area of 10 million square kilometres (3.9 million square miles). Three oceans border Canada: the Pacific Ocean in the west, the Atlantic Ocean in the east, and the Arctic Ocean to the north. Altogether, Canada has over 200,000 kilometres of coastline. Its land boundaries are along the United States of America in the South and along Alaska (USA) in the North-West.

Canada's topography is dominated by the Canadian Shield, an **ice-scoured** area of Precambrian rocks surrounding Hudson Bay and covering half the country. This vast region, with its store of forests, **waterpower**, and mineral resources, is being increasingly developed. East of the Shield is the **maritime** area, separated from the rest of Canada by low mountain ranges pierced by plains and river valleys, and including the island of Newfoundland and Prince Edward Island. South and southeast of the

Shield are the Great Lakes–St. Lawrence lowlands, a **fertile** plain in the triangle bounded by the St. Lawrence River, Lake Ontario, and Georgian Bay. West of the Shield are the farmlands and ranching areas of the great central plains, some 1,300 km wide along the US border and **tapering to** about 160 km at the mouth of the Mackenzie River. Toward the north of this section is a series of rich mining areas, and still farther north is the Mackenzie lowland, **traversed** by many lakes and rivers. The westernmost region of Canada, extending from western Alberta to the Pacific Ocean, includes the Rocky Mountains, a plateau region, the coastal mountain range, and an inner sea passage separating the outer island groups from the fjord-lined coast. Mt. Logan, the highest peak in Canada, in the St. Elias Range near the Alaska border, is 5,959 m high. The Arctic islands constitute a large group extending north of the Canadian mainland to within 885 km of the North Pole. They vary greatly in size and topography, with mountains, plateaus, fjords, and low coastal plains.

The central Canadian Shield area is drained by the Nelson-Saskatchewan, Churchill, Severn, and Albany rivers flowing into Hudson Bay. The 4,241-km Mackenzie River – with its tributaries and three large lakes (Great Bear, Great Slave, and Athabasca) – drains an area of almost 2.6 million sq km (into the Arctic Ocean. The Columbia, Fraser, and Yukon rivers are the principal drainage systems of British Columbia and the Yukon Territory. The Great Lakes drain into the broad St. Lawrence River, which flows into the Gulf of St. Lawrence. Other rivers flow **laterally** from the interior into Hudson Bay or the Atlantic or Pacific Ocean.

Most of northern Canada has subarctic or arctic climates, with long cold winters lasting 8 to 11 months, short sunny summers, and little precipitation. In contrast, the populated south has a variety of climatological landscapes. The greatest temperature range is in the Northwest Territories, where the average temperature at Fort Good Hope ranges from  $-31^{\circ}\text{C}$  ( $-24^{\circ}\text{F}$ ) in January to  $16^{\circ}\text{C}$  ( $61^{\circ}\text{F}$ ) in July. Cool summers and mild winters prevail only along the Pacific coast of British

Columbia. There the mean temperatures range from about  $4^{\circ}\text{C}$  ( $39^{\circ}\text{F}$ ) in January to  $16^{\circ}\text{C}$  ( $61^{\circ}\text{F}$ ) in July, the least range in the country. On the prairies there are extreme differences in temperature between day and night and summer and winter. In Ontario and Québec, especially near the Great Lakes and along the St. Lawrence River, the climate is less **severe** than in western Canada. This region has **abundant precipitation** that is highly uniform from season to season. The growing season is short, even

in the south. Much of the interior plains area does not get enough rain for **diversified** crops.

East of the Rockies across the flat prairie lies the meeting ground for air from the Arctic, Pacific, and American interior. The mixing of air masses leads to a turbulent atmosphere and the emergence of cyclonic storms, producing most of the rain and snow in the country. The northwest and the prairies, having fewer or weaker storms, are the driest areas, although the prairies are the site of some heavy blizzards and dramatic thunderstorms. The **windward mountain slopes** are exceptionally wet; the protected slopes are very dry. Thus, the west coast gets about 150–300 cm (60–120 in) of rain annually; the central prairie area, less than 50 cm (20 in); the flat area east of Winnipeg, 50–100 cm (20–40 in); and the maritime provinces, 115–150 cm (45–60 in). The annual average number of days of precipitation ranges from 252 along coastal British Columbia to 100 in the interior of the province.

Adapted from:

<http://www.nationsencyclopedia.com/Americas/Canada-TOPOGRAPHY.html>

Accessed: 13.04.20

### Glossary

ice-scoured	ледовая эрозия
waterpower	гидроэнергия
maritime area	приморский регион
fertile	плодородный
taper to	суживаться
traverse	проходить
laterally	по боковой линии, в сторону
severe	суровый
diversified	разнообразный, многообразный
abundant precipitation	обильные осадки
mountain slope	склон горы
windward	направленный против ветра

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

- 1) Which oceans does Canada border?
- 2) What part of the country does the Canadian Shield cover?
- 3) How long is the Mackenzie River?
- 4) Which islands does the east of the Canadian Shield include?
- 5) What is the result of the mixing air masses in the east of the Rockies?

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

1. Canada is the second largest country on earth, ..... an area of 10 million square kilometres (3.9 million square miles).
2. East of the Shield is the maritime area, ..... from the rest of Canada by low mountain ranges pierced by plains and river valleys.
3. The westernmost region of Canada, ..... from western Alberta to the Pacific Ocean, includes the Rocky Mountains.
4. Other rivers.... laterally from the interior into Hudson Bay or the Atlantic or Pacific ocean.
5. Most of northern Canada has subarctic or arctic climates, with long cold winters ..... 8 to 11 months.
6. Cool summers and mild winters ..... only along the Pacific coast of British Columbia.
7. The ..... of air masses leads to a turbulent atmosphere and the emergence of cyclonic storms, producing most of the rain and snow in the country.
8. The annual average number of days of precipitation ..... from 252 along coastal British Columbia to 100 in the interior of the province.  
*lasting, ranges, flow, covering, separated, extending, prevail, mixing*

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

Pacific	Logan
Precambrian	River
Hudson	Shield
Canadian	Columbia
British	Ocean
Gulf of	St.Lawrence
Mt.	Bay
Mackenzie	rocks

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

1. Dominated, Canada's, by, Shield, is, Canadian, topography, the.
2. Toward, section, series, the, of, this, a, areas, mining, north, of, is, rich.
3. Highest, Elias, in, Canada, border, Mt., 5,959, is, the, St., near, the, Range, the, Logan, high, peak, Alaska, the, in, m.
4. Coastline, has, 200,000, kilometres, over, Altogether, of, Canada.
5. The, having, weaker, Northwest, storms, the, are, the, areas, fewer, prairies, driest, or, and.
6. Greatest, in, the, temperature, the, Northwest, Territories, range, is.
7. Constitute, to, 885, extending, North, Canadian, within, the, large, the, Arctic, north, mainland, a, islands, of, group, the, of, km, Pole.
8. Annual, of, number, to, 100, the, precipitation, the, days, Columbia, 252, average, along, the, coastal, interior, province, in, ranges, British, from, of.

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

- Do you know that Canada is the second largest country in the world?
- Really? It's amazing. How big is it?
- Well, I should say first, that it stretches from the United States in the south to the Arctic Circle in the north. It is a country of vast distances and rich natural resources.
- Oh, it's really big. Can you give me detailed information about its borders, please?
- Sure. The country is bordered by Alaska (USA) in the west, and by 12 US states of the continental United States in the south, Canada shares maritime borders with Greenland (an autonomous territory of Denmark) and Saint Pierre and Miquelon, an island which belongs to France.
- Mm, it impresses. What can you say about the landscape of the country, it must be diverse, I guess.
- Hm, Canada's landscape offers many aspects. It is divided into multiple geographical regions. The Canadian Shield, which is the largest geographical area, encompasses half the country and centers on Hudson Bay.
- Half of the country?! And what about the other part then?
- The southeastern region of Canada is dominated by lowlands, bordered by the Great Lakes: Lake Michigan, Lake Superior, Lake Erie, and Lake Ontario.

- All right, and are there any rivers?
- The two principal river systems are the Mackenzie and the St. Lawrence. The St. Lawrence, with its tributaries, is navigable for over 3,058 km.
- I see. And one more question. I like mountains and no doubt there are lots of mountains in this country. What's the highest point and how high is it?
- The highest point in Canada is Mount Logan, it is 6,050 m, which is in the Yukon.
- It's been great talking to you, thank you.
- My pleasure, good bye.

**Task 8. Read and translate the text. Use a dictionary if it is necessary.**

### **Government and policy**

Canada is described as a "full democracy", with a tradition of liberalism, and an egalitarian (**Egalitarianism** - from French *égal*, meaning 'equal' - or **equalitarianism**, is a school of thought within political philosophy that prioritizes equality for all people. Egalitarian doctrines are generally characterized by the idea that all humans are equal in fundamental worth or moral status), moderate political ideology. Peace, order, social justice and good government, alongside an implied bill of rights (The **Implied Bill of Rights** is a judicial theory in Canadian jurisprudence that recognizes that certain basic principles are underlying the Constitution of Canada) are founding principles of the Canadian government and Canada's political culture.

At the federal level, Canada has been dominated by two relatively centrist parties, the centre-left **Liberal Party** of Canada and the centre-right **Conservative Party** of Canada (or its predecessors). The historically predominant Liberal Party position themselves at the centre of the Canadian political spectrum, with the Conservative Party positioned on the right and the New Democratic Party occupying the left. Far-right and far-left politics have never been a prominent force in Canadian society. Five parties had representatives elected to the federal parliament in the 2019 election—the Liberal Party, who currently form the government; the Conservative Party, who are the official opposition; the New Democratic Party; the Bloc Québécois; and the Green Party of Canada.

Canada has a parliamentary system within the context of a constitutional monarchy—the monarchy of Canada being the foundation

of the executive, legislative, and judicial branches. The reigning monarch is Queen Elizabeth II, who is also monarch of 15 other Commonwealth countries and each of Canada's 10 provinces. The person who is the Canadian monarch is the same as the British monarch, although the two institutions are separate. The Queen appoints a representative, the governor general (at present Julie Payette), to carry out most of her federal royal duties in Canada.

The direct participation of the monarch and the governor general in areas of governance is limited. In practice, their use of the executive powers is directed by the Cabinet, a committee of ministers of the Crown responsible to the elected House of Commons of Canada and chosen and headed by the prime minister (at present Justin Trudeau), the head of government. The governor general or monarch may, though, in certain crisis situations exercise their power without ministerial advice. To ensure the stability of government, the governor general will usually appoint as prime minister the individual who is the current leader of the political party that can obtain the confidence of a plurality in the House of Commons. The **Prime Minister's Office** (PMO) is thus one of the most powerful institutions in government, initiating most legislation for parliamentary approval and selecting for appointment by the Crown, besides the aforementioned, the governor general, lieutenant governors, senators, federal court judges, and heads of Crown corporations and government agencies. The leader of the party with the second-most seats usually becomes the **leader of Her Majesty's Loyal Opposition** and is part of an adversarial parliamentary system intended to keep the government in check.

Each of the 338 members of parliament in the House of Commons is elected by simple plurality in an electoral district or riding. General elections must be called by the governor general, either on the advice of the prime minister or if the government loses a confidence vote in the House. Constitutionally, an election may be held no more than five years after the preceding election, although the **Canada Elections Act** limits this to four years with a fixed election date in October. The 105 members of the Senate, whose seats are apportioned on a regional basis, serve until age 75.

Canada's federal structure divides government responsibilities between the federal government and the ten provinces. Provincial legislatures are unicameral and operate in parliamentary fashion similar to the House of Commons. Canada's three territories also have legislatures, but these are not sovereign and have fewer constitutional responsibilities than



the provinces. The territorial legislatures also differ structurally from their provincial counterparts.

Adapted from: <https://thecanadaguide.com/government/>  
 Accessed: 20.03.20

### Glossary

Egalitarianism	эгалитаризм (фр. <i>égalité</i> от <i>égalité</i> «равенство») — концепция, в основе которой лежит идея, предполагающая создание общества с равными политическими, экономическими, социальными и гражданскими правами всех членов этого общества, как идеал — равенство возможностей. Противоположность элитаризма.
The Implied Bill of Rights	Канадский Билль о правах. Подразумеваемые права (имплицитные права) — судебная теория в канадском правоведении, признающая, что в Конституции Канады некоторые основополагающие принципы не выражены явно, а подразумеваются. Она применялась в основном до принятия Канадской хартии прав и свобод, но и сейчас остаётся актуальна при рассмотрении вопросов о парламентском верховенстве и полномочии отмены.
The Bloc Québécois	Квебекский блок (фр. <i>Bloc québécois</i> ) — федеральная политическая партия Канады, созданная для защиты интересов провинции Квебек в Канадской Палате Общин и выступающая за суверенитет Квебека. Основана в 1991 году. Миссия Квебекского блока состоит во введении условий, необходимых для независимости Квебека.
Green Party of Canada	зелёная партия Канады. Цель партии состоит в устойчивом развитии и гармонии с окружающей средой, социальной справедливости, развитии «демократии сни-

	зу», ненасилии, децентрализации, равноправии между полами, сохранении биологического и культурного разнообразия.
Commonwealth countries	страны Британского содружества. Содружество— добровольное объединение суверенных государств, в которое входят Великобритания и почти все её бывшие доминионы, колонии и протектораты.
The Governor general	генерал-губернатор в Канаде, назначенный представитель главы государства или правительства для управления некоторой территорией, обычно колониальной. Этот титул используется Британской Коронай в Королевствах Содружества Наций или в бывших британских владениях.
The Crown	Корона, термин для обозначения монархической власти в странах Британского Содружества.
Ministers of the Crown	министры Короны. Министры правительства являются министрами Короны.
The lieutenant governor	лейтенант-губернатор или губернатор провинции в Канаде, в провинциях представляют английскую королеву.
Crown corporations	коронные корпорации, могут быть либо федеральными корпорациями, принадлежащими правительству для удовлетворения федеральных или национальных интересов, либо провинциальными / территориальными корпорациями, которые служат интересам провинций или регионов. Они чаще встречаются в странах Содружества, таких как Канада, Новая Зеландия и Австралия. Эти компании создаются правительством и могут полностью или частично принадлежать государственному сектору.
The leader of Her Majesty's Loyal Opposition	Лидер Верной (лояльной) оппозиции Её Величества. Верная оппозиция её величества или Официальная оппози-

	ция в Соединённом Королевстве, как правило, представляет собой вторую по величине политическую партию в палате общин (так как первая по величине обычно образует Правительство Её Величества) и возглавляется Лидером официальной оппозиции.
Provincial legislatures	законодательное собрание провинций Канады
The centre-left Liberal Party of Canada	Либеральная партия Канады левоцентристского толка
The centre-right Conservative Party of Canada	Консервативная партия Канады правоцентристского толка
predecessor	предшественник
Far-right	ультраправый
Far-left	ультралевый
Election	выборы
Constitutional monarchy	конституционная монархия
Reigning monarch	Правящий монарх
The Cabinet	Кабинет министров
The Prime Minister	премьер-министр
The Head Of Government	Глава правительства
Ministerial Advice	консультация с министрами
Plurality	большинство
Government Agencies	органы власти
Adversarial	конфронтационный, противоборствующий
Electoral District	Избирательный округ
General Elections	Всеобщие выборы
Confidence Vote	Вотум доверия
The Canada Elections Act	Канадский акт о выборах
Unicameral	однопалатный
Province	провинция
Counterpart	аналог, контрапартнёр, контрагент

**Task 9. Answer the following questions:**

1. What are the main principles of the Canadian policy?
2. Which two political parties have been dominating in Canada?
3. Does Canada have a reigning monarch?
4. Who is the Cabinet headed by?
5. What is the most powerful office in the government of Canada?
6. Who becomes the leader of Her Majesty's Loyal Opposition? What is its role in the Parliament?
7. Which two parts is the Parliament divided into?
8. How often can General elections be held according to the Constitution?
9. How many chambers do provincial legislatures have?

**Task 10. Match the words with their definitions:**

1. doctrine	a) a principle or position or the body of principles in a branch of knowledge or system of belief
2. judge	b) involving two people or two sides who oppose each other
3. equalitarianism	c) a concept for representing different political positions in relation to one another
4. current	d) a school of thought that prioritizes equality for all people
5. political spectrum	e) occurring in or existing at the present time
6. apportion	f) to divide and share out according to a plan
7. adversarial	g) a public official authorized to decide questions brought before a court

**Task 11. Order the words to make correct sentences.**

1. thousands, European, of, indigenous, before, peoples, for, Canada, years, various, colonization, inhabited.
2. United, including, is, of, Canada, international, part, several, institutions, the, Nations.
3. the, saw, an, Great, Canada, down, turn, during, economic, Depression.

4. and, social, the, through, Quebec, profound, Quiet, changes, Revolution, economic, underwent.

5. From, in, Ocean, to, Canada, in, Pacific, the, east, west, Ocean, the, Atlantic, the, stretches, the.

6. Canada, the, world, has, highest, of, Internet, levels, in, of, access, the, one.

**Task 12. Complete the gaps in the sentences with the words from the list.**

1. Canada is a country in the ..... part of North America.

2. Canada is a parliamentary democracy and a .....

3. The first ..... of North America are generally hypothesized to have migrated from Siberia.

4. The Crown and Indigenous peoples began ..... during the European colonization period,

5. The direct participation of the monarch and the governor ..... in areas of governance is limited.

6. The ..... of Canada is the supreme law of the country.

7. Canada's ..... policy is based on international peacekeeping and security.

8. Canada is a federation composed of ten ..... and three territories.

9. Canada was a founding ..... of the United Nations.

10. Constitutionally, an election may be held no more than five years after the ..... election.

*constitution, member, preceding, interactions, general, monarchy, foreign, provinces, Northern, inhabitants*

**Task 13. Read and translate the text. Use a dictionary if it is necessary.**

### **Economy**

Canada is the world's tenth-largest economy as of 2018, with a nominal GDP of approximately US\$1.73 trillion. It is one of the least corrupt countries in the world, and is one of the world's top ten trading nations, with a highly globalized economy. Canada has a mixed economy ranking above the U.S. and most western European nations on The Heritage Foundation's index of economic freedom, and experiencing a relatively low level of income disparity. The country's average household disposable income per capita is "well above" the OECD average. The **Toronto Stock Exchange** is the ninth-largest stock ex-

change in the world by market capitalization, listing over 1,500 companies with a combined market capitalization of over US\$2 trillion.

In 2018, Canadian trade in goods and services reached CA\$1.5 trillion. Canada's exports totalled over CA\$585 billion, while its imported goods were worth over CA\$607 billion, of which approximately CA\$391 billion originated from the United States, CA\$216 billion from non-U.S. sources. In 2018, Canada had a trade deficit in goods of CA\$22 billion and a trade deficit in services of CA\$25 billion.

Since the early 20th century, the growth of Canada's manufacturing, mining, and service sectors has transformed the nation from a largely rural economy to an urbanized, industrial one. Like many other developed countries, the Canadian economy is dominated by the service industry, which employs about three-quarters of the country's workforce. However, Canada is unusual among developed countries in the importance of its primary sector, in which the forestry and petroleum industries are two of the most prominent components.

Canada is one of the few developed nations that are net exporters of **energy**. Atlantic Canada possesses vast offshore deposits of natural gas, and Alberta also hosts large oil and gas resources. The vastness of the Athabasca oil sands and other assets results in Canada having a 13 percent share of global oil reserves, comprising the world's third-largest share after Venezuela and Saudi Arabia. Canada is additionally one of the world's largest suppliers of agricultural products; the Canadian Prairies are one of the most important global producers of wheat, canola, and other grains. Canada's Department of Natural Resources provides statistics regarding its major exports; the country is a leading exporter of zinc, uranium, gold, nickel, platinoids, aluminum, steel, iron ore, coking coal, lead, copper, molybdenum, cobalt, and cadmium. Many towns in northern Canada, where agriculture is difficult, are sustainable because of nearby mines or sources of timber. Canada also has a sizeable manufacturing sector centred in southern Ontario and Quebec, with automobiles and aeronautics representing particularly important industries.

Canada's economic integration with the United States has increased significantly since World War II. The **Automotive Products Trade Agreement** of 1965 opened Canada's borders to trade in the automobile manufacturing industry. In the 1970s, concerns over energy self-sufficiency and foreign ownership in the manufacturing sectors prompted Prime Minister Pierre Trudeau's Liberal government to enact the **National**

**Energy Program (NEP)** and the **Foreign Investment Review Agency (FIRA)**. In the 1980s, Prime Minister Brian Mulroney's Progressive Conservatives abolished the NEP and changed the name of FIRA to **Investment Canada**, to encourage foreign investment. The **Canada – United States Free Trade Agreement (FTA)** of 1988 eliminated tariffs between the two countries, while the **North American Free Trade Agreement (NAFTA)** expanded the free-trade zone to include Mexico in 1994. Canada has a strong cooperative banking sector, with the world's highest per-capita membership in credit unions.

The **Bank of Canada** is the central bank of the country. In addition, the minister of finance and minister of industry utilize the Statistics Canada agency for financial planning and economic policy development. The Bank of Canada is the sole authority authorized to issue currency in the form of Canadian bank notes. The bank does not issue Canadian coins; they are issued by the **Royal Canadian Mint**.

Adapted from: <https://www.worldatlas.com/articles/important-facts-related-to-the-economy-of-canada.html>

Accessed: 16.04.2020

## Glossary

the Heritage Foundation	фонд «Наследие», один из крупнейших и наиболее влиятельных аналитических центров США, стоящий на консервативных, республиканских политических позициях
the Toronto Stock Exchange	фондовая биржа Торонто (Канада)
The Athabasca oil sands	большие месторождения битуминозных и нефтеносных песков расположены на севере провинции Альберта в Канаде, которые содержат в себе сырую нефть, кварцевый песок, глинозем и воду. Из трех месторождений в Альберте, месторождение Атабаски крупнейшее; есть также месторождения в Пис-ривер и Колд-лейк.
Canada's Department of Natural Resources	Министерство природных ресурсов Канады
the Automotive Products Trade Agreement	Канадско-американский автомобильный договор — важное торговое соглашение между Канадой и США.

	Подписан премьер-министром Лестером Б. Пирсоном и президентом Линдоном Б. Джонсоном в январе 1965 года.
the National Energy Program (NEP)	Национальная энергетическая программа — энергетическая политика Правительства Канады с 1980 по 1986 год. Была разработана министром энергетики Марком Лалондом под руководством либерального правительства премьер-министра Тьера Трюдо и осуществлялась Министерством энергетики, рудников и природных ресурсов.
the Foreign Investment Review Agency	Управление регулирования иностранных инвестиций (Канада)
the Canada – United States Free Trade Agreement (FTA)	Канадско-американское соглашение о свободной торговле (ФТА)
the North American Free Trade Agreement (NAFTA)	Североамериканское соглашение о свободной торговле (НАФТА)
the Royal Canadian Mint	Королевский канадский монетный двор

**Task 14. Answer the following questions:**

1. What is Canada's nominal GDP?
2. Which factors has transformed Canada from a largely rural economy to an urbanized and industrial one since the early 20<sup>th</sup> century?
3. Which industry dominates in the Canadian economy?
4. Which two industries are the most prominent in the primary sector of Canada?
5. In which areas can Canada be listed among the world's largest producers and exporters?
6. Which two particularly important industries represent the manufacturing sector of Canada?
7. Which economic benefits has Canada acquired from the economic integration with the United States?



**Task 15. Match the words with their definitions:**

1. income disparity	a) the science and practice of caring for forests
2. market capitalization	b) money in use or circulation as a medium of exchange, especially circulating banknotes and coins
3. forestry	c) a location outside of one's national boundaries
4. ownership	d) one or more people who live in the same dwelling and share meals
5. currency	e) total personal income minus personal current taxes
6. offshore	f) inequities in the distribution of wealth and income between socio economic groups within society
7. disposable income	g) the state or fact of exclusive rights and control over property
8. household	h) the total value of a company's shares on a stock market

**Task 16. Complete the following sentences with the words and expressions from the box in the correct form:**

1. China was forced to ..... reforms after the Olympics.
  2. Foreign .....in Russia increased by 8977 million USD in the third quarter of 2019.
  3. A.....occurs when a country's imports exceed its exports during a given time period.
  4. The second part of this analysis compares data on actual working family ..... and the associated basic family budgets.
  5. In the United States slavery was ..... in 1865.
  6. The ..... of a business are money in the bank, accounts receivable, securities held in the name of the business, property or buildings, equipment, supplies and all things of value that the business owns.
  7. Offshore ..... will continue to be an important source of oil and gas for years to come.
  8. The U.S. .... experienced a serious downturn during the Great Recession.
  9. Every bank note ..... by the Bank of Canada is still redeemable at its face value.
- economy, incomes, abolish, trade, deficit, assets, deposits, enact, issue, investment*

**Task 17. Translate the following sentences from Russian into English.**

1. Фондовая биржа Торонто является девятой по величине фондовой биржей в мире по рыночной капитализации.

2. Канада имеет 13-процентную долю в мировых запасах нефти, что составляет третью по величине долю в мире после Венесуэлы и Саудовской Аравии.

3. Экономическая интеграция Канады с США значительно возросла со времен Второй мировой войны.

4. В 1970-х годах озабоченность по поводу энергетической самообеспеченности побудила либеральное правительство премьер-министра Пьера Трюдо принять Национальную энергетическую программу.

5. Банк Канады является единственным органом, уполномоченным выпускать валюту в форме канадских банкнот.

6. Это одна из наименее коррумпированных стран в мире и одно из десяти ведущих торговых государств мира с глобализированной экономикой.

**Task 18. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.**

**Education system in Canada**

Pre-school education embraces all formal and informal education before the age of five (when compulsory schooling starts). It includes **tots and toddler programmes**, play school, nursery school and kindergarten. Kindergarten is part of the public school system and is compulsory for children aged five on 1st September, when they will start at the beginning of the school year in September.

Elementary School. Children must start school on 1st September following their fifth birthday. The first years of compulsory schooling in Canada are called elementary or primary school. Elementary school is usually mixed and is usually attended until age 11 (grades 1 to 6), when students go on to a junior high school. Elementary schools provide instruction in the fundamental skills of reading, writing and maths, as well as history, geography, **crafts**, music, science, art, and physical education (phys ed. or gym).

Secondary schools may specialise in academic or **vocational** streams or the arts; all include some kind of ‘streaming’ system that’s designed to prepare students for a vocational or community college or university. **Mandatory** or ‘core’ **curriculum** subjects must be studied for a prescribed number of years or terms, as decided by each province. These generally include English (French), math, general science, health, sport (physical education) and social studies or social sciences (which may include Canadian history and government, geography, world history and social problems). In addition to mandatory subjects, students choose **optional subjects** (electives) that will benefit them in the future.

Electives usually comprise around half of a student’s work in grades 9 to 12. Counselling continues throughout the senior high school years and into college. Larger schools may offer a selection of elective courses aimed at three or more levels: academic, vocational and general. The vocational programme may provide training in four fields: agricultural education which prepares students for farm management and operation; business education which trains students for the commercial field; home economics which prepares students for home management, child care and care of the sick; and trade and industrial education which provides training for jobs in mechanical, manufacturing, building and other trades. Students interested in entering business from high school may take typing, book-keeping, computer studies or ‘business’ English or French.

Higher education in Canada is often referred to as post-secondary education, and refers to study beyond the secondary school level and usually assumes that a student has undertaken 13 years of study and has a GED.

For students who don’t go to university, post-secondary education continues at community colleges, which are low-fee colleges with one to three-year programmes in a range of practical and para-professional skills, ranging from graphic design to nursing, taught under the broad categories of Arts, Business, Health Services, and Science and Technology.

There are three main levels of higher education in Canada: undergraduate studies (**bachelor’s degree**), graduate studies (**master’s degree**) and postgraduate studies (doctorate). Canada has 77 universities and 146 community colleges, with a wide variety of admission requirements and programmes.

Adapted from: <https://www.justlanded.com/english/Canada/Canada-Guide/Education/Public-Schools>  
Accessed: 10.03.20

## Glossary

crafts	поделки
vocational	профессиональный
mandatory curriculum	обязательные предметы
optional subjects	факультативные предметы
bachelor's degree	степень бакалавра
master's degree	степень магистра
para-professional	специалист без высшего образования, работник со средним специальным образованием

### Task 19. Fill in the gaps using the words given

1. Elementary schools ..... instruction in the fundamental skills of reading, writing and maths.

2. For students who don't go to university, ..... education continues at community colleges, which are low-fee colleges with one to three-year programmes.

3. In addition to ..... subjects, students choose optional subjects (electives) that will benefit them in the future.

4. .... usually comprise around half of a student's work in grades 9 to 12.

5. .... is part of the public school system.

6. There are three main ..... of higher education in Canada.

7. Secondary schools may specialise in academic or vocational ..... or the arts.

*levels, post-secondary, provide, streams, kindergarten, electives, mandatory*

### Task 20. Give a definition for each of the following terms:

Tots and toddler programmes, crafts, vocational, mandatory curriculum, optional subjects, bachelor's degree, master's degree, para-professional, optional subjects, maths, kindergarten, commercial field

### Task 21. Read the text and make up the annotation in English.

Use Appendix 1.

## Canadian Culture

The culture of Canada has been primarily influenced by the various European cultures and traditions of its constituent nationalities, particularly

British and French culture. There are also influences from the cultures of its indigenous peoples, and from the neighbouring USA.

**Core Canadian values** include fairness, equality, inclusiveness and **social justice**. This is evidenced by the country's approach to governance, which includes **public health care**, higher taxation to promote the redistribution of wealth, the abolition of **capital punishment** and the suppression of far-right politics.

Canada generally has a very open and accepting attitude towards other cultures and religions.

### **Language in Canada**

Canada has two official languages: English and French. The majority of most Canadians speak English (60%), while almost all French-speakers live in the province of Quebec. Due to Canada's historically welcoming attitude to immigrants, the overall language mix spoken in the country is very diverse, with reasonable populations speaking Chinese, Punjabi, Spanish, German, and Italian, amongst others.

Canada is also home to a selection of **aboriginal languages**, which are spoken by the relatively small populations of indigenous peoples who reside there. Unfortunately, due to a very low number of native speakers, the majority of these languages are not expected to be able to survive for more than a few generations.

### **Religion**

The range of religions practiced in Canada is as diverse as its inhabitants, and freedom of religion is a constitutionally protected right. Christianity is the most prevalent, with around 65% of the population as adherents. Atheism has also been increasing steadily in recent decades, and around 24% of Canadians now state that they have no religious affiliation.

### **Etiquette & customs**

Canadians are generally polite, tolerant and relatively informal. As with any large country, there is a great amount of variation in customs and etiquette from one region to the next. The most obvious difference is in the province of Quebec, which has more French influence than British. As a result it is not uncommon for people to greet each other by kissing each other's cheeks, left and right, rather than the handshake popular in the rest of the country.

Canadians are generally very polite, and it is important to remember your manners if you want to get on well with people. If you are dining with locals, then table manners are fairly informal, and you need not worry about refusing particular dishes or asking questions about the food. Do

make sure to say please and thank you. If you are invited to someone's home for a meal, it is considered polite to bring a small gift such as a bottle of wine or some chocolates.

### **Clothing**

Canadian clothing is very much like that of the United States and most other western countries. The main thing to note is that it can get very cold in large parts of the country (with temperatures getting as low as -40°C in some areas), so make sure you wrap up warm.

### **Art and Literature**

Canada does not have a single national literary tradition, participating instead in the wider English world of literature. While there are many internationally known writers from Canada, in general there is no **single canon** of Canadian literature. One exception is the province of Quebec, which has a longstanding "national" literature known for its social criticism and experimentation.

Theater ranges from professional theaters, mostly in large cities, which offer mainstream entertainment such as musical theater, to small community theater companies which can be found throughout the country. Several special companies or events, such as the Stratford Shakespeare Festival and the Shaw Festival, both in Ontario, take place each year and are international.

The city of Toronto has the distinction of hosting more theater openings per year than any other city in the English-speaking world. Its theaters include large commercial venues offering mostly musical theater, several large venues for other kinds of musical performance, and a diverse range of theaters and theater companies offering both new works original to the company and works from almost every linguistic and cultural tradition.

### **Canadian holidays**

There are some uniquely Canadian celebrations:

- National Flag Day (February 15) commemorates the first time the maple leaf flag was raised above Parliament Hill in Ottawa, at the stroke of noon on February 15, 1965.

- Victoria Day (late May). This day was established in 1845 to observe the birthday of Queen Victoria and now celebrates the birthday of the British sovereign, who's still Canada's titular head of state. Victoria Day marks the official beginning of the summer season (which ends with Labour Day on the first Monday of September). Some communities hold fireworks.

- National Aboriginal Day (June 21). Created in 1996, it celebrates the contributions of Aboriginal peoples to Canada. Coinciding with the summer solstice, festivities are organized locally and may include traditional dancing, singing and drumming; storytelling; **arts and crafts shows**; canoe races; and lots more.

- Canada Day (July 1). Known as Dominion Day until 1982, Canada Day was created in 1869 to commemorate the creation of Canada two years earlier. All over the country, people celebrate with barbecues, parades, concerts and fireworks.

- Thanksgiving Day (mid-October). First celebrated in 1578 in what is now Newfoundland by explorer Martin Frobisher to give thanks for surviving his Atlantic crossing, Thanksgiving became an official Canadian holiday in 1872 to celebrate the recovery of the Prince of Wales from a long illness. These days, it's essentially a harvest festival involving a special family dinner of roast turkey and pumpkin, very much as it is practiced in the US.

Adapted from: <https://www.kwintessential.co.uk/resources/guide-to-canada-etiquette-customs-culture-business>

Accessed: 10.04.20

Adapted from: <https://www.lonelyplanet.com/canada/bonavista/practical-information/directory/public-holidays/a/nar/14eabc2e-1daa-4641-8843-8e9096de4f2a/361308>

Accessed: 10.04.20

## Glossary

core values	основные ценности
social justice	социальная справедливость
public health care	государственное здравоохранение
capital punishment	смертная казнь
aboriginal languages	языки коренных народов
single canon	единый канон
arts and crafts shows	выставки декоративно-прикладного искусства

### Task 22. Fill in the gaps using the words given.

1. Core Canadian values .... fairness, equality, inclusiveness and social justice.

2. Canadians are generally very....., and it is important to remember your manners if you want to get on well with people.

3. The city of Toronto has the distinction of hosting more theater openings per year than any other city in the English-speaking.....

4.If you are .... to someone's home for a meal, it is considered polite to bring a small gift.

5.This day was ..... in 1845 to observe the birthday of Queen Victoria.

6.Thanksgiving ..... an official Canadian holiday in 1872.

7.Victoria Day marks the official ..... of the summer season.

8.There are some .....Canadian celebrations.

*uniquely, established, world, polite, include, invited, became, beginning*

**Task 23. Match the items on the right to the items on the left.**

harvest	right
national literary	justice
public	values
constitutionally protected	shows
social	difference
obvious	performance
musical	tradition
core	festival
arts and crafts	health care
aboriginal	languages

**Task 24. Work in pairs and discuss the topics:**

1. Location of Canada
2. Canada's climate
3. Canada's plants and animals
4. Pre-Elementary Education in Canada
5. Post-Secondary Education in Canada
6. Knowledge evaluation in Canada
7. Language in Canada
8. Etiquette & customs in Canada
9. Canadian holidays
10. Political parties in Canada.
11. The Canadian Parliament
12. The principle of egalitarianism in the Canadian policy
13. Main industries in Canada
14. Globalization in the Canadian economy
15. The main financial institutions of Canada



**Task 25. Prepare a presentation on one of the topics using Appendix 3:**

1. Natural resources and deposits in Canada
2. Population of Canada
3. History of education in Canada
4. Higher education in Canada
5. Art and literature in Canada
6. Clothing in Canada
7. The system of government in Canada
8. The system of elections in Canada
9. The foreign policy of Canada
10. Energy export in Canada

**Task 26. Make a crossword puzzle on the topic “Canada” and offer your partner to do it.**

**Task 27. End-of-Module test**

1. The principal drainage systems of British Columbia and the Yukon Territory are .....
  - a. the Columbia, Fraser and Yukon rivers
  - b. the Mackenzie, Severn, St. Lawrence rivers
  - c. the Albany, Churchill and Nelson-Saskatchewan rivers
  
2. The average temperature at Fort Good Hope in January is .....
  - a.  $-2^{\circ}\text{C}$
  - b.  $-21^{\circ}\text{C}$
  - c.  $-31^{\circ}\text{C}$
  
3. ....Ocean borders Canada in the East
  - a. the Pacific
  - b. the Arctic
  - c. the Atlantic
  
4. The highest peak in Canada is .....
  - a. Mt. Vancouver
  - b. Mt. Logan
  - c. Mt. Saint Elias

5. The westernmost region of Canada, extending from western Alberta to the Pacific Ocean, includes .....
- the Appalachians Mountains
  - the Torngat Mountains
  - the Rocky Mountains
6. West of the Canadian Shield are .....
- the farmlands and ranching areas
  - a series of rich mining areas
  - deserts
7. The longest river in Canada is .....
- the Youkon river
  - the Churchill river
  - the Mackenzie river
8. On the prairies there are .....
- cool summers and mild winters
  - extreme differences in temperature between day and night and summer and winter
  - long cold winters lasting 8 to 11 months, short sunny summers, and little precipitation
9. Mt. Logan, in the St. Elias Range near the Alaska border, is..... m high
- 5,959
  - 4,895
  - 6,052
10. East of the Canadian Shield is .....
- ranching area
  - maritime area
  - deserts
11. Pre-school education in Canada includes ....
- tots and toddler programmes, nursery school and kindergarten
  - tots and toddler programmes, play school, nursery school and kindergarten
  - tots and toddler programmes, play school and nursery school

12. There are following main levels of higher education in Canada:
- a. undergraduate studies (bachelor's degree) and graduate studies (master's degree)
  - b. undergraduate studies (bachelor's degree) and postgraduate studies (doctorate).
  - c. undergraduate studies (bachelor's degree), graduate studies (master's degree) and postgraduate studies (doctorate).

13. Mandatory or 'core' curriculum subjects must be studied for a prescribed number of years or terms, as decided by each .....

- a. province
- b. school
- c. state

14. Canada has two official languages: English and .....

- a. German
- b. Spanish
- c. French

15. The city of ..... has the distinction of hosting more theater openings per year than any other city in the English-speaking world.

- a. Toronto
- b. Vancouver
- c. Montreal

16. .... marks the official beginning of the summer season.

- a. Victoria Day
- b. National Aboriginal Day
- c. Canada Day

17. Canada is a democratic state with fundamental principle of .....

- a. totalitarianism
- b. liberalism
- c. authoritarianism

18. The person who The Queen appoints to carry out most of her federal royal duties in Canada is .....

- a. The lieutenant governor
- b. the Prime Minister
- c. the governor general

19. Government responsibilities in Canada are divided between the federal government and the ..... provinces.

- a. nine
- b. ten
- c. eleven

20. The dominating industry in Canada is .....

- a. service industry
- b. fishing industry
- c. mining industry

21. Canada is one of the founding members of .....

- a. the World Trade Organization
- b. the Organisation for Economic Co-operation and Development
- c. the United Nations

22. The agency authorized to issue Canadian coins is .....

- a. the Royal Canadian Mint
- b. the Bank of Canada
- c. both of them

## UNIT 4

### AUSTRALIA



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

**Task 2. Read and translate the text.**

Australia is a country located in the Southern Hemisphere near Indonesia, New Zealand, Papua New Guinea, and Vanuatu. It is an island nation that makes up the Australian continent as well as the island of Tasmania and other small islands. It is bounded by the Pacific Ocean to the east, the Indian Ocean to the west, the Arafura Sea to the north, and the Southern Ocean to the south. The territories of Australia include the Australian Antarctic Territory, Christmas Island, the Cocos Islands, Heard Island, the McDonald Islands, Norfolk Island, the Coral Sea Islands, Ashmore Island, and Cartier Island. In total there are some 12,000 islands. The capital is Canberra.

Australia comprises a land area of almost 7.7 million square kilometres. The bulk of the Australian land mass lies between latitudes 10 degrees

41 minutes ( $10^{\circ} 41'$ ) south (Cape York, Queensland) and  $43^{\circ} 38'$  south (South East Cape, Tasmania) and between longitudes  $113^{\circ} 09'$  east (Steep Point, Western Australia) and  $153^{\circ} 38'$  east (Cape Byron, New South Wales). The most southerly point on the mainland is South Point (Wilson's Promontory, Victoria)  $39^{\circ} 08'$  south. The latitudinal distance between Cape York and South Point is about 3,180 kilometres (km), while the latitudinal distance between Cape York and South East Cape is 3,680 km. The longitudinal distance between Steep Point and Cape Byron is about 4,000 km. In a **jurisdictional** and economic sense, however, Australia extends far beyond this land mass.

Australia is the lowest, flattest and, apart from Antarctica, the driest of the continents. Nearly 20 per cent of Australia's landmass is classified as desert. Unlike Europe and North America, where some landscapes date back to around 20,000 years ago, when great **ice sheets retreated**, the age of landforms in Australia is generally measured in many millions of years. This gives Australia a very distinctive physical geography.

The most well-known river in Australia is the Murray River. The Darling River is a **tributary** of the Murray. There is also the Flinders river, the Lachlan, and the Murrumbidgee. The mountains include the Great Dividing Range, The Australian Alps, the Hamersly Range, Darling Range, MacDonnell rangers, and Ayers Rock. Major cities are Perth, Sydney, Melbourne, Adelaide, Brisbane, and Canberra. The highest point on the Australian mainland is Mount Kosciuszko, New South Wales, at 2228 metres above sea level. The lowest point is the dry bed of Lake Eyre, South Australia, which is 15 metres below sea level.

Australia is considered to be one of the driest continents on earth. However, because of its **insular position** and lack of natural features such as high mountain ranges, there are generally no extremes of climate. Climate varies because of the size of the continent. The temperature ranges from  $23^{\circ}$ - $26^{\circ}\text{C}$  above the Tropic of Capricorn to  $38^{\circ}\text{C}$  in the arid plateaus and deserts of the interior. The southern areas

are more temperate, although subject to wide variations such as high rainfall, great heat and irregular flooding and drought. El Nino usually occurs in summer. Cold **currents** flow up the Peruvian coast from Antarctica and are warmed by equatorial currents circulating across the Pacific from Australia. Warmed winds blowing across the current's surface pick up **moisture** and deposit it on the Peruvian coast. The warm winds proceed across the central Pacific and in turn deposit rain on eastern Australia. Every three to eight years the equatorial current is exceedingly strong and no-

tically warmer off the coast of Peru, resulting in strong winds bringing heavy rains and floods. At this time, waters off Australia become noticeably cooler and winds weaken and are turned towards the Pacific, reducing the rain-bearing clouds across eastern Australia, resulting in **drought**. La Nina is the opposite phenomenon, which results in **abnormally** strong winds over the western Pacific blowing across unusually warm currents off the east coast of Australia, resulting in flooding rains.

Adapted from: <https://www.thoughtco.com/geography-of-australia-1434351>  
 Accessed: 15.04.20

### Glossary

ice sheets	ледниковый покров
jurisdictional	попадающий под юрисдикцию
retreat	отступать, уходить
tributary	приток
insular position	островное положение
drought	засуха
abnormally	аномальный
current	течение
moisture	влажность

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

1. Which hemisphere is Australia located in?
2. What territories does Australia include?
3. The Darling River is a tributary of the Murray, isn't it?
4. Why is Australia considered to be one of the driest continents on earth?
5. How can you describe a phenomenon La Nina?

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

1. Australia ..... a land area of almost 7.7 million square kilometres.
2. In a jurisdictional and economic sense, however, Australia ..... far beyond this land mass.
3. Nearly 20 per cent of Australia's landmass is .....as desert.
4. Climate ..... because of the size of the continent.

5. El Nino usually ..... in summer.
  6. Cold currents ..... up the Peruvian coast from Antarctica.
  7. La Nina is the opposite phenomenon, which ..... in abnormally strong winds over the western Pacific.
  8. The temperature ..... from 23°-26°C above the Tropic of Capricorn to 38°C in the arid plateaus and deserts of the interior.
- ranges, flow, extends, occurs, results, varies, classified, comprises*

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

island	areas
latitudinal	level
economic	distance
highest	nation
equatorial	sense
sea	features
natural	current
southern	point

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

1. It, nation, makes, island, Australian, other, an, small, is, that, of, continent, and, as, Tasmania, up, island, the, islands, well, the, as.
2. Almost, kilometres, Australia, a, area, square, comprises, of, 7.7, land, million.
3. Per, as, desert, nearly, cent, landmass, Australia's, classified, twenty, is, of.
4. Gives, a, physical, this, very, geography, Australia, distinctive.
5. River, the, Murray, well-known, is, the, Australia, in, most, river.
6. One, driest, the, to, earth, considered, Australia, continents, on, is, be, of.
7. Varies, of, continent, the, of, because, climate, the, size.
8. The, pick, it, deposit, winds, moisture, coast, warmed, blowing, surface, across, on, and, current's, Peruvian, up, the.



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

- Hello, Mr. Bond, I have some questions about Australia. Could you answer them?

- Hello, Tom, I will try.

- You see, I am going to make a presentation about the geography of this nation and I need some help. I know that Australia is the smallest of the world's continents. It is also the lowest, the flattest and the driest.

- You are absolutely right. It is the world's largest island and its smallest continent. The continent is south of the Equator. Much of the land is a useless desert. Great deserts cover nearly 2,000,000 square kilometers. Most of the continent is sunny most of the year.

- Could you tell me about the water bodies?

- Absolutely unbelievable, but the Australian border - is fully ocean-front. Australia has no borders with any country in the world, and stunning beaches are washed by the Indian Ocean on the south and west and the Pacific Ocean to the east.

- OK. How can you characterize the climate of the country?

- Climatic zones range from tropical rainforests, deserts and cool temperature forests to snow covered mountains.

- Mountains? Are there any?

- Of course. The highest point on the Australian mainland is Mount Kosciuszko, New South Wales, at 2228 metres above sea level. The lowest point is the dry bed of Lake Eyre, South Australia, which is 15 metres below sea level.

- Oh, it's really interesting. I wonder what landmark is the most famous.

- In my opinion, of course the Great Barrier Reef. It is 2000 km in length. It is not only the most extensive reef system in the world, but the biggest structure made by living organisms. Most of the reef is about two million years old, but there are sections dating back 18 million years.

- It's fantastic. Thank you for your time!

- Welcome, Tom, goodbye.

**Task 8. Read and translate the text. Use a dictionary if it is necessary.**

**Government and policy**

Australia is a **federal parliamentary constitutional monarchy**. The country has maintained a stable liberal democratic political system under

its constitution, which is one of the world's oldest, since Federation in 1901. It is also one of the world's oldest federations, in which power is divided between the federal and state and territorial governments. The Australian system of government combines elements derived from the political systems of the United Kingdom (a fused executive, constitutional monarchy and strong party discipline) and the United States (federalism, a written constitution and strong bicameralism with an elected upper house), along with distinctive indigenous features.

The federal government is separated into three branches:

- **Legislature:** the bicameral Parliament, comprising the monarch (represented by the governor-general), the Senate, and the House of Representatives;
- **Executive:** the Federal Executive Council, which in practice gives legal effect to the decisions of the cabinet, comprising the prime minister and other ministers of state appointed by the governor-general on the advice of Parliament;
- **Judiciary:** the High Court of Australia and other federal courts, whose judges are appointed by the governor-general on advice of Parliament

Elizabeth II reigns as Queen of Australia and is represented in Australia by the governor-general at the federal level and by the governors at the state level, who by convention act on the advice of her ministers. Thus, in practice the governor-general acts as a legal figurehead for the actions of the prime minister and the Federal Executive Council. The governor-general does have extraordinary reserve powers which may be exercised outside the prime minister's request in rare and limited circumstances, the most notable exercise of which was the dismissal of the Whitlam Government in the constitutional crisis of 1975.

In the **Senate** (the upper house), there are 76 senators: twelve each from the states and two each from the mainland territories (the Australian Capital Territory and the Northern Territory). The **House of Representatives** (the lower house) has 151 members elected from single-member electoral divisions ("electorates" or "seats"), allocated to states on the basis of population, with each original state guaranteed a minimum of five seats. Elections for both chambers are normally held every three years simultaneously; senators have overlapping six-year terms except for those from the territories, whose terms are not fixed but are tied to the electoral cycle for the lower house; thus only 40 of the 76 places in the Senate are put to each election unless the cycle is interrupted by a double dissolution.

Australia's electoral system uses **preferential voting** for all lower house elections with the exception of Tasmania and the ACT which, along with the Senate and most state upper houses, combine it with proportional representation in a system known as the single transferable vote. Voting is compulsory for all enrolled citizens 18 years and over in every jurisdiction, as is enrolment (with the exception of South Australia). The party with majority support in the House of Representatives forms the government and its leader becomes Prime Minister. In cases where no party has majority support, the Governor-General has the constitutional power to appoint the Prime Minister and, if necessary, dismiss one that has lost the confidence of Parliament.

There are two major political groups that usually form government, federally and in the states: the **Australian Labor Party** and the **Coalition** which is a formal grouping of the Liberal Party and its minor partner, the **National Party**. Within Australian political culture, the Coalition is considered centre-right and the **Labor Party** is considered centre-left. Independent members and several minor parties have achieved representation in Australian parliaments, mostly in upper houses. The most recent federal election was held on 18 May 2019 and resulted in the Coalition, led by Prime Minister Scott Morrison, retaining government.

Australia has **six states** — New South Wales (NSW), Queensland (QLD), South Australia (SA), Tasmania (TAS), Victoria (VIC) and Western Australia (WA) — and two major mainland territories — the Australian Capital Territory (ACT) and the Northern Territory (NT). In most respects, these two territories function as states, except that the Commonwealth Parliament has the power to modify or repeal any legislation passed by the territory parliaments.

Under the constitution, the states essentially have plenary legislative power to legislate on any subject (e.g. education, criminal law and state police, health, transport, and local government), whereas the Commonwealth (federal) Parliament may legislate only within the subject areas enumerated under section 51 (e.g. Commonwealth laws prevail over state laws to the extent of the inconsistency. In addition, the Commonwealth has the power to levy income tax and the power to make grants to States).

Each state and major mainland territory has its own parliament — unicameral in the Northern Territory, the ACT and Queensland, and bicameral in the other states. The states are sovereign entities, although subject to certain powers of the Commonwealth as defined by the Constitution.

Adapted from: <https://www.coursehero.com/file/p5jlc3n9/Part-3-Political-Legal-Systems-Australia-Australias-electoral-system-uses/>  
Accessed: 15.04.2020

## Glossary

bicameralism	двухпалатная система
constitution	конституция
dismiss	распустить, отправить в отставку, разогнать, уволить
dismissal	ропуск, отставка
electorate	избиратели, избирательный округ
entity	организация, юридическое лицо
enumerate	нумеровать
federal	федеральный
figurehead	номинальный лидер/руководитель
jurisdiction	юрисдикция, подведомственность
majority support	поддержка большинства
monarch	монарх
negotiate	вести переговоры
power	власть, полномочия
privatisation	приватизация
ratification	ратификация
seat	место в парламенте, мандат
sovereign	монарх, суверен
state-owned	государственный, находящийся в государственной собственности

### Task 9. Answer the following questions:

1. What is the state system of Australia?
2. Which elements does the Australian system of government combine?
3. Which parts is the Federal government divided into?
4. Who represents the monarch in the Parliament?
5. Who appoints judges of the Federal Court?
6. Which political parties from the government?
7. How many states and territories does Australia have?
8. Are territory and state parliaments unicameral or bicameral?

**Task 10. Match the words with their definitions:**

1. interrupt	a) someone who has the position of leader in an organization but who has no real power
2. compulsory	b) extending or lying partly over each other
3. figurehead	c) to stop or hinder by breaking in
4. inconsistency	d) to officially make (a law) no longer valid
5. overlapping	e) complete in every respect, absolute
6. repeal	f) a difference or disagreement between two statements which means that both cannot be true
7. plenary	g) required by a law or rule

**Task 11. Complete the following sentences with the words and expressions from the box in the correct form:**

1. The ..... department consists of a governor, lieutenant-governor, secretary of state, auditor, treasurer and attorney-general.

2. Napoleon's ..... suppressed the ideas of the Revolution and the general temper of the age.

3. .... is a document that conveys the fundamental principles by which a nation is governed.

4. They have been already noticed in connection with the rivers by which they are formed, but may be again ..... in order of succession.

5. It is the only ..... tribe that is spread across the Great Lakes region.

6. The British ..... traces its origins from the petty kingdoms of early medieval Scotland and Anglo-Saxon England.

7. No new State shall be formed or erected within the ..... of any other State.

8. The main part of it consists of a band of five chief islands, so closely adjoining and ..... each other that they have long been known collectively as "the great Andaman."

9. The postal services and the telegraphs are administered by the ..... government.

10. The house was built in the style that ..... in the 1980s.

*constitution monarchy indigenous executive overlap power enumerate jurisdiction prevail federal*

**Task 12. Translate the following sentences from Russian into English.**

1. Австралия состоит из шести штатов, двух материковых территорий и других более мелких территорий.

2. Каждый штат и материковая территория имеет свой законодательный орган: однопалатный в Северной территории, Территории федеральной столицы и Квинсленде и двухпалатный в остальных штатах.

3. Кроме генерал-губернатора Союза, монархия также представлена в отдельных штатах губернаторами.

4. Руководителем исполнительной ветви власти в Австралии является премьер-министр.

5. Сенаторы избираются на 6 лет. Каждые три года переизбирается половина Сената.

6. На парламентских выборах 2007 года, однако, большинство в нижней палате получили лейбористы, которые в тот период имели большинство во всех штатах и территориях государства.

**Task 13. Read and translate the text. Use a dictionary if it is necessary.**

**Economy and foreign relations**

Over recent decades, Australia's foreign relations have been driven by a close association with the United States through the ANZUS pact, and by a desire to develop relationships with Asia and the Pacific, particularly through ASEAN, the Pacific Islands Forum and the Pacific Community, of which Australia is a founding member. Australia is a member of the **Commonwealth of Nations**, in which the Commonwealth Heads of Government meetings provide the main forum for co-operation. Australia has pursued the cause of international trade liberalisation. It led the formation of the Cairns Group and Asia-Pacific Economic Cooperation.

Australia is a member of the **Organisation for Economic Co-operation and Development** and the **World Trade Organization**, and has pursued several major bilateral free trade agreements, most recently the Australia–United States Free Trade Agreement and Closer Economic Relations with New Zealand, with another free trade agreement being negotiated with China — the **Australia–China Free Trade Agreement** — and Japan, South Korea in 2011, **Australia–Chile Free Trade Agree-**

**ment**, and as of November 2015 has put the Trans-Pacific Partnership before parliament for ratification.

Australia maintains a deeply integrated relationship with neighbouring New Zealand, with free mobility of citizens between the two countries under the **Trans-Tasman Travel Arrangement** and free trade under the **Australia–New Zealand Closer Economic Relations Trade Agreement**. New Zealand, Canada and the United Kingdom share a number of close diplomatic, military and cultural ties with Australia.

A founding member country of the United Nations, Australia is strongly committed to multilateralism and maintains an international aid program under which some 60 countries receive assistance.

A wealthy country, Australia has a market economy, a high GDP per capita, and a relatively low rate of poverty. In terms of average wealth, Australia ranked second in the world after Switzerland from 2013 until 2018. In 2018, Australia overtook Switzerland and became the country with the highest average wealth. It was identified by the Credit Suisse Research Institute as the nation with the highest median wealth in the world and the second-highest average wealth per adult in 2013.

The **Australian dollar** is the currency for the nation. With the 2006 merger of the Australian Stock Exchange and the Sydney Futures Exchange, the Australian Securities Exchange became the ninth largest in the world.

Ranked fifth in the Index of Economic Freedom (2017), Australia is the **world's 14th largest economy** and has the tenth highest per capita GDP (nominal) at US\$55,692. The country was ranked third in the United Nations 2017 Human Development Index. Melbourne reached top spot for the fourth year in a row on *The Economist's* 2014 list of the world's most liveable cities, followed by Adelaide, Sydney, and Perth in the fifth, seventh, and ninth places respectively. Total government debt in Australia is about A\$190. Australia has among the highest house prices and some of the highest household debt levels in the world.

An emphasis on exporting commodities rather than manufactured goods has underpinned a significant increase in Australia's terms of trade since the start of the 21st century, due to rising commodity prices.

Australia was the only advanced economy not to experience a recession due to the global financial downturn in 2008–2009. However, the economies of six of Australia's major trading partners have been in recession, which in turn has affected Australia, significantly hampering its economic growth in recent years. From 2012 to early 2013, Australia's nation-

al economy grew, but some non-mining states and Australia's non-mining economy experienced a recession.

The Hawke Government floated the Australian dollar in 1983 and partially deregulated the financial system. The Howard Government followed with a partial deregulation of the labour market and the further privatisation of state-owned businesses, most notably in the telecommunications industry. The indirect tax system was substantially changed in July 2000 with the introduction of a 10% Goods and Services Tax (GST). In Australia's tax system, **personal and company income tax** are the main sources of government revenue.

As of September 2018, there were 12,640,800 people employed (either full- or part-time), with an unemployment rate of 5.2%. Data released in mid-November 2013 showed that the number of welfare recipients had grown by 55%. In 2007 228,621 Newstart unemployment allowance recipients were registered, a total that increased to 646,414 in March 2013. According to the Graduate Careers Survey, full-time employment for newly qualified professionals from various occupations has declined since 2011 but it increases for graduates three years after graduation.

Since 2008, **inflation** has typically been 2–3% and the base interest rate 5–6%. The service sector of the economy, including tourism, education, and financial services, accounts for about 70% of GDP. Rich in natural resources, Australia is a **major exporter** of agricultural products, particularly wheat and wool, minerals such as iron-ore and gold, and energy in the forms of liquified natural gas and coal. Although agriculture and natural resources account for only 3% and 5% of GDP respectively, they contribute substantially to export performance. Australia's largest **export markets** are Japan, China, the United States, South Korea, and New Zealand. Australia is the world's fourth largest exporter of wine, and the wine industry contributes A\$5.5 billion per year to the nation's economy.

Adapted from: <https://en.academic.ru/dic.nsf/enwiki/42262>

Accessed: 20.04.2020

### Glossary

allowance	денежное пособие
average citizens	простые граждане
commodity	товар
debt	долг
inflation	инфляция
interest rate	процентная ставка



interrupt	прерывать
liquefied	жидкий, сжиженный
liveable	пригодный для проживания
manufacture	производить
mining	разработка полезных ископаемых
ore	руда
overlap	перекрывать, накладываться друг на друга
overlapping	перекрывающий, накладывающийся
poverty	бедность
recession	упадок, экономический кризис
recipient	получатель
revenue	доход
retain	сохранять, удерживать
trade	торговля
ties	связи, узы
wealth	богатство
wheat	пшеница

**Task 14. Answer the following questions:**

1. Which countries does Australia have bilateral free trade agreements?
2. Which agreement allows for the free movement of citizens of one of these countries to the other?
3. What is the currency in Australia?
4. Which city ranked first in the list of the world's most liveable cities in 2014?
5. What are the main sources of government revenue in Australia?
6. Has the level of unemployment been increasing or decreasing in Australia?
7. What does Australia mostly export?

**Task 15. Match the words with their definitions:**

1. debt	a) to discuss something formally in order to make an agreement
2. to negotiate	b) the income that a business has from its normal business activities, usually from the sale of goods and services to customers
3. stock exchange	c) a percentage of the amount that is bor-

	rowed or gained as profit.
4. commodity	d) when a government-owned business, operation, or property becomes owned by a private, non-government party
5. interest rate	e) an obligation that requires one party, the to pay money or other agreed-upon value to another party
6. inflation	f) money that is given to someone, usually on a regular basis, in order to help them pay for the things that they need.
7. recession	g) something that is sold for money
8. privatisation	h) a facility where stockbrokers and traders can buy and sell securities
9. revenue	i) a continual increase in the price of goods and services
10. allowance	j) a period when the economy of a country is doing badly

**Task 16. Order the words to make correct sentences.**

1. into, Australia, states, is, five, divided, politically.
2. urbanised, the, seaboard, population, eastern, is, of, and, concentrated, on, the, Australia, highly.
3. the, *Terra Australis*, name, *Australia*, from, pronounced, is, the, Latin, derived.
4. hunter-gatherers, most, societies, indigenous, economies, were, complex, with, Australians, and.
5. Immigration, after, mainland, Australia, from, encouraged, Europe, World War II.
6. Significantly, by, climate, of, is, ocean, influenced, currents, Australia, the.

**Task 17. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.**

### Education system in Australia

Formal education in Australia has four broad sub-sectors:  
Early childhood education

Primary and secondary schooling  
Vocational education and training (VET)  
Higher education.

Early childhood education

The role of early childhood education is to provide **care** and supervision of children, to prepare children for school, and to **ensure** that children are able to effectively participate in subsequent learning opportunities. Early childhood education programs are conducted in community programs, pre-schools and other **child-care settings**.

Primary and secondary schools

The Australian **academic year** begins in late January or early February for school students, and runs to mid-December. Most schools have three or four terms a year. English is the official language of Australia and the main language of instruction. It is compulsory for children to have **commenced** school by the time they have turned six years of age. Most children start between four-and-a-half and five-and-a-half years. Children generally attend primary school until they are 11 or 12 years of age. Primary schools offer programs from Foundation to Years 6 or 7. Since 2010, it has been mandatory in all States and Territories for students to complete Year 10 and participate full time in education, training or employment, until they are at least 17 years old.

Primary schools focus on developing essential **literacy**, numeracy and social skills, and provide foundational knowledge to children about the world around them.

In some **jurisdictions** middle schools have been introduced. Middle schools offer programs for students in Years 7 to 10 (although this varies from school to school). On leaving middle schools, students often attend high schools or colleges to complete the Years 10, 11 and 12.

In jurisdictions where there are only primary and secondary schools, students between the ages of 13 and 18 years attend high schools or secondary schools. Progressively, as students move from primary into secondary schools, subject matter becomes increasingly specialised.

Students who complete their secondary school program at Year 12 or equivalent are awarded a Senior Secondary Certificate of Education. They then leave school to undertake vocational or higher education courses and/or start work.

Vocational education and training (VET)

The primary goal of VET is to provide students with the practical skills and experiences to perform tasks effectively and safely across a wide

range of employment fields. VET can begin in secondary school and many VET institutions have formal pathways arrangements with universities whereby VET students have assured entry into university on successful completion of their VET qualification. These training organisations provide a wide range of vocational training for trade, technical, professional and para-professional occupations as well as a range of adult education, leisure and general enrichment programmes.

#### Higher education

Higher education requires intensive study over a number of years to achieve a recognised high level qualification. The Australian higher education sector offers a wide diversity of programs that lead to highly regarded and internationally recognised qualifications. There are 43 universities in Australia, of which two are international universities and one is a private specialty university.

Access to undergraduate education is through the Senior Secondary Certificate of Education. The main stage of university education leads to the Bachelor's Degree. Undergraduate studies last between three years (Arts, Science, Commerce), four years (Education, Engineering), five years (Veterinary Science, **Dentistry**, Architecture) and six years (Medicine and Surgery) full-time. Arts and Science faculties usually offer either a Bachelor Degree (Pass) obtained in three years or a Bachelor's Degree (Honours) obtained in four years; candidates for the latter undertake extra work in their speciality. An Honour Degree is normally required for access to higher degrees.

Adapted from: <https://dfat.gov.au/aid/topics/investment-priorities/education-health/education/Documents/australian-education-system-foundation.pdf>

Accessed: 23.03.20

### Glossary

dentistry	СТОМАТОЛОГИЯ
literacy	ГРАМОТНОСТЬ
jurisdiction	ОБЛАСТЬ, ТЕРРИТОРИЯ
academic year	УЧЕБНЫЙ ГОД
commence	НАЧАТЬ
care	ЗАБОТА, ПРИСМОТР, УХОД
ensure –	ОБЕСПЕЧИВАТЬ, ГАРАНТИРОВАТЬ

**Task 18. Fill in the gaps using the words given.**

1. The role of early childhood education is to provide care and ..... of children.
2. The primary goal of VET is to provide students with the practical skills and .....
3. Children generally attend primary school until they are 11 or 12 years of .....
4. Primary schools focus on developing essential literacy, ..... and social skills.
5. Most schools have three or four ..... a year.
6. On leaving ..... schools, students often attend high schools or colleges to complete the Years 10, 11 and 12.
7. VET students have assured entry into university on s..... completion of their VET qualification.

*age, numeracy, experiences, successful, terms, supervision, middle*

**Task 19. Give a definition for each of the following terms:**

Literacy, vocational education, to ensure, practical skills, childhood, leisure, qualification, full-time education, a degree, to conduct, child-care settings, to achieve.

**Task 20. Read the text and make up the annotation in English. Use Appendix 1.**

**Australian Culture**

The culture of Australia is a Western culture derived primarily from Britain but also influenced by the unique geography of the Australian continent, the diverse input of Aboriginal, Torres Strait Islander and other Oceanian people. The oldest surviving cultural traditions in Australia are those of Australia's Aboriginal and Torres Strait Islander people. Their ancestors inhabited Australia for between 40,000 and 60,000 years and they lived a **hunter-gatherer lifestyle**. The boomerang and didgeridoo, which were invented by Aborigines, are to this day iconic symbols of the country.

**Australian Language**

While English is the official language of Australia, more than 300 languages are spoken throughout the country including Mandarin, Italian, Arabic and Greek. You might also hear Aboriginal influences through

words like boomerang and kangaroo. Australians have their own unique slang and phrases. If you want to sound like an Aussie, get familiar with words like g'day (hello), 'bloke' (man) and barbie (barbeque). There are also some odd phrases and rhyming slang, where one part of a phrase is removed and replaced with a word that rhymes. For instance, "Captain Cook" means to have a look and "Bag of fruit" means a suit.

### **Religion**

While Australia has a strong tradition of secular government, religious organizations have played a significant role in public life. The Christian churches, in particular, have played an integral role in the development of education, health and welfare services. While less than a quarter of Christians attend church weekly, around a quarter of all school students attend **church-affiliated schools** and the Christian festivals of Easter and Christmas are public holidays. The Roman Catholic Church is by far the largest non-government provider of health and education services in Australia.

### **Australian Food**

Australia boasts world-standard restaurants and innovative cafes, offering a variety of cuisines such as Chinese, Thai, Japanese, French, African, Greek, Turkish, Italian and Mexican. While meat is a core part of the Australian diet, many enjoy a vegetarian or vegan lifestyle. Aussies have also broadened their healthy eating habits so increasingly **specific dietary requirements** such as Kosher, Halal, Gluten free, and Vegan are being catered for in supermarkets, restaurants and cafes. Australians also have a love of the outdoors. Picnics, family barbeques, parties, a day at the beach and gatherings at the park are all essential to the Australian way of life.

### **Clothing**

Australian local dress styles are different from Australia's fashions. Dress has been influenced by the experience of living in rugged country as well as modern leisure activities such as swimming, surfing and beach culture. This is reflected in different fabrics, such as moleskin and drill cotton, developed for more practical wear. Today, even lifesavers wear long-sleeved tops or wetsuits and sun hats, as do children, as protection from the sun. In response to the beach experience, surf board shorts, singlets, colourful shirts and thongs have been adopted as part of a national dress code by both males and females.

## **Australian Sports**

Sport is a huge part of the Australian way of life and a national fixation. Cricket, Australian Rules Football (AFL), Rugby League, Rugby Union, soccer, swimming, basketball and horse racing are among the most popular and enjoy a high level of participation at the grounds or via broadcast. Nearly every Australian suburb and town boasts top-class sporting facilities to provide an opportunity for people of all ages and abilities to be physically active and **strengthen social connections**. Australia has a rich history of hosting major international sports events and world championships.

## **Australian Etiquette**

Aussies tend to be casual and relaxed and are not very big on formal greetings. When meeting for the first time, generally Australians shake hands, smile and introduce themselves with their first names. They love their **laid-back lifestyle** and take their time with family and friends very seriously. Giving and exchanging gifts with family, friends, neighbours and workmates on birthdays and Christmas is common. If you have been invited to someone's home for a meal, it is polite to bring a bottle of wine or a box of chocolates for the hosts. Please be punctual as it is impolite if you are late by more than 15 minutes. If your delay is unavoidable, contact and inform your host ahead of time.

## **Australian holidays**

Australia Day, celebrated on January 26, is the anniversary of the arrival of Captain Arthur Phillip and 11 ships of British convicts to New South Wales- marking the "founding" of Australia. On this day every year, Australians come together, have barbeques, and set off fireworks.

Sydney Festival was established in 1977 and runs for three weeks during the month of January. It consists of tons of live music, dancing, theatre, opera, and visual arts. There are both ticketed and free events, and typically close to 500,000 people are in attendance.

Anzac Day, which takes place on April 25, is a day of remembrance for all Australians. This day **marks the anniversary** of the Australian and New Zealand Army Corps (ANZAC) first major military action in World War I. On this day each year, Australians honor all those who have served for the country.

Vivid Sydney is a festival of "light, music, and ideas." The city is essentially transformed into an outdoor art gallery. Many light installations,

projections, and ‘light art’ sculptures are set up around the city for all to see. Vivid Sydney features local and international musical artists performing at the Opera House, along with conversations and presentations featuring business leaders and social innovators. This event takes place every year for roughly three weeks in May/June.

Adapted from: <https://www.kwintessential.co.uk/resources/guide-to-australia-etiquette-customs-culture-business>

Accessed: 10.04.20

Adapted from: <https://capaworld.capa.org/top-5-cultural-celebrations-in-australia-television-for-everybody-to-enjoy>

Accessed: 10.04.20

## Glossary

hunter-gatherer lifestyle	образ жизни охотника-собиранителя
church-affiliated schools	церковные школы
specific dietary requirements	особые диетические предпочтения
strengthen social connections.	укрепить социальные связи
laid-back lifestyle	непринужденный образ жизни
mark the anniversary	знаменовать годовщину
live screening	просмотр в прямом эфире

### Task 21. Fill in the gaps using the words given.

1. While Australia has a strong tradition of secular government, religious organizations have played a .... role in public life.

2. Australia boasts .... restaurants and innovative cafes, offering a variety of cuisines.

3. Australian local .... styles are different from Australia’s fashions.

4. Sport is a .... part of the Australian way of life and a national fixation.

5. Giving and ... gifts with family, friends, neighbours and workmates on birthdays and Christmas is common.

6. On this day every year, Australians come together, have barbecues, and set off.....

7. Vivid Sydney is a .... of “light, music, and ideas.”

8. Sydney Festival was .....in 1977.

*Festival, exchanging, huge, significant, fireworks, world-standard, dress, established*



**Task 22. Match the items on the right to the items on the left.**

leisure	gifts
specific	schools
high level	activities
top-class	the anniversary
church-affiliated	of participation
mark	screening
live	social connections
strengthen	sporting facilities
exchanging	dietary requirements
laid-back	lifestyle

**Task 23. Work in pairs and discuss the topics:**

1. Location of Australia
2. Discovery of Australia
3. Australia's climate
4. Early childhood education in Australia
5. Primary and secondary education in Australia
6. Australian Curriculum
7. Australian language
8. Australian food
9. Australian clothing
10. The Parliament of Australia
11. Australia's electoral system
12. Political parties in Australia
13. Australia's economic cooperation with other countries
14. Canadian trade agreements with other countries
15. Main exports of Australia

**Task 24. Prepare a presentation on one of the topics using Appendix 3:**

1. Major cities of Australia
2. Flora and fauna of Australia
3. Education policy in Australia
4. Indigenous Australian education
5. Australian etiquette
6. Australian holidays

7. The governor-general as the representative of the Queen in Australia.
8. The Australian system of government
9. Australia's most liveable cities
10. The tax system in Australia

**Task 25. Make a crossword puzzle on the topic "Australia" and offer your partner to do it.**

**Task 26. End-of-Module test**

1. Australia is located near .....
  - a. Argentina
  - b. Indonesia
  - c. Chile
  
2. The most southerly point on the mainland is .....
  - a. Cape York
  - b. Steep Point
  - c. South Point
  
3. Nearly .....% of Australia's landmass is classified as desert.
  - a. 30
  - b. 45
  - c. 20
  
4. .... river is a tributary of the Murray.
  - a. the Missouri
  - b. the Clutha
  - c. the Darling
  
5. The capital of Australia is .....
  - a. Melbourne
  - b. Canberra
  - c. Sydney

6. The warm winds proceed across..... and in turn deposit rain on eastern Australia.

- a. the Atlantic Ocean
- b. the Indian Ocean
- c. the Pacific Ocean

7. El Nino usually occurs in .....

- a. summer
- b. autumn
- c. spring

8. Every three to eight years the equatorial current is exceedingly strong and noticeably warmer off the coast of Peru, resulting in .....bringing heavy rains and floods.

- a. strong winds
- b. warm winds
- c. Sirocco

9. In total there are .....islands.

- a. 1200
- b. 12000
- c. 8000

10. The lowest point is the dry bed of Lake Eyre, South Australia, which is .....metres below sea level.

- a. 50
- b. 25
- c. 15

11. Formal education in Australia has..... broad sub-sectors.

- a. four
- b. three
- c. five

12. In jurisdictions where there are only primary and secondary schools, students between the ages of ..... years attend high schools or secondary schools.

- a. 11 and 17
- b. 13 and 18
- c. 10 and 16

13. Higher education in Australia requires intensive study over a number of years to achieve a recognised high level .....

- a. qualification
- b. certificate
- c. literacy

14. While English is the official language of Australia, more than ..... languages are spoken throughout the country including Mandarin, Italian, Arabic and Greek.

- a. 200
- b. 250
- c. 300

15. .... is a core part of the Australian diet.

- a. Meat
- b. Fish
- c. Seafood

16. .... is the largest short film festival in the world.

- a. Tropfest
- b. Australia Day
- c. Vivid Sydney

17. What is the state system of Australia?

- a. constitutional monarchy
- b. absolute monarchy
- c. federal republic

18. Who represents Elizabeth II in Australia?

- a. the governor-general
- b. the prime minister
- c. other ministers

19. Voting is compulsory for all enrolled citizens \_\_\_\_\_ years and over in every jurisdiction.

- a. 16
- b. 17
- c. 18

20. Australia's economy is the \_\_\_\_\_ largest in the world.

- a. 13th
- b. 14th
- c. 15<sup>th</sup>

21. Coal and gold are among products that Australia is \_\_\_\_\_.

- a. importing
- b. exporting
- c. both importing and exporting

22. The main source of government revenue in Australia's tax system is \_\_\_\_\_ .

- a. personal income tax
- b. company income tax
- c. both of them

## UNIT 5

### NEW ZEALAND



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

**Task 2. Read and translate the text.**

New Zealand is an island country in the south-western Pacific Ocean comprising two main **landmasses**, called the North Island and the South Island, that are separated by Cook Strait, and countless smaller islands, most remarkable are Stewart Island or Rakiura and the Chatham Islands. The **indigenous** Māorinamed New Zealand Aotearoa, translated as The Land of the Long White Cloud. New Zealand's capital city, Wellington, is located on the southern tip of North Island. The regions of the country are North Auckland, Auckland, Waikato, Bay of Plenty, East Cape, Hawke's Bay, Taranaki, Manawatu-Wanganui, Wellington, Tasman, Nelson, Marlborough, West Coast, Canterbury, Otago, Southlandland.

New Zealand is situated in the southern hemisphere, with an absolute location of 37 degrees south longitude to 48 degrees south longitude and 167 degrees east latitude to 177 degrees east latitude. It is comprised of approximately 267,707 square kilometers of land. The North Island is over 114,000 square kilometers in size, and the South Island is 150,416 square kilometers. The remaining area is taken up by Stewart Island, the Chatham Islands, and a number of other smaller islands.

New Zealand is a long and narrow nation with over 18,252 kilometers of coastline. It administers a large portion of water around the country, with an Exclusive Economic Zone of over 4,300,000 square kilometers, an area that is nearly 15 times larger than the landmass of the country. New Zealand's waters are rich in natural and mineral resources, such as marine life and **oil reserves**. The longest river is the Waikato River, with a length of 425 kilometers. The largest waterway is the Clutha River, which has a **discharge** of 533 cubic meters per second. The plentiful rivers are also a source of energy for New Zealand, with more than half of the country's electricity being generated from hydroelectric power.

As New Zealand was formed by tectonic action, it can be **prone** to thermal activity. At least three quarters of the land on the two main islands is over 200 meters above sea level, and there are at least 223 peaks that have officially been measured at more than 2,300 meters in height. Seismic activity in New Zealand causes frequent earthquakes. Though most of these are moderate or light in magnitude (at 5.0 or lower on the Richter scale), there are periodic earthquakes of higher magnitudes.

The South Island of New Zealand is rectangular in shape. The island is dominated by the Southern Alps, a famous mountain range that runs down nearly the entire length of the island. The highest point on the South Island is Mount Cook, that reaches 3,754 meters above sea level. The island also has a number of **flatlands**, and highlands, alongside rolling hills, over 360 **glaciers**, and numerous deep **crevasse** carved by water flows coming from the snow peaked mountains.

New Zealand's **rugged terrain** and location in the world have a great effect on the national weather and climate. The country's latitude means that New Zealand is faced with westerly flowing winds, incoming troughs of low pressure and anticyclones. The shape of the land can lead to significant regional differences in weather, as mountain ranges **obstruct** weather flows. Thus, the climate in New Zealand can be highly variable from one location to the next. The climate is almost subtropical in the north but temperate and cool further south. The warmest months are January and Feb-

ruary, the coldest July and August. Mean annual rainfall ranges from around 30 cm (12 in) near Dunedin to more than 800 cm (315 in) in the Southern Alps.

Adapted from: <http://www.studfiles.ru/preview/3537276/>

Accessed: 10.04.20

### Glossary

landmass	суша
oil reserves	запасы нефти
glacier	ледник
flatland	равнина
discharge	выпуск воды, выход воды на поверхность
rugged terrain	изрезанный рельеф местности
prone	предрасположенный, имеющий тенденцию
obstruct	препятствовать, ограждать
crevasse	раскол, глубокая трещина
indigenous	природный, туземный

#### **Task 3. Answer the following questions.**

1. How was the territory of New Zealand formed?
2. What factors influence the weather and climate of the country?
3. What kind of earthquakes are there in New Zealand?
4. How many landmasses does New Zealand comprise?
5. Auckland is the name of the mountain in the country, isn't it?

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

1. The North Island and the South Island are ..... by Cook Strait.
2. New Zealand's capital city, Wellington, is ..... on the southern tip of North Island.
3. It is ..... of approximately 267,707 square kilometers of land.
4. As New Zealand was ..... by tectonic action, it can be prone to thermal activity.
5. Thus, the climate in New Zealand can be highly ..... from one location to the next.
6. Mean annual rainfall ..... from around 30



cm (12 in) near Dunedin to more than 800 cm (315 in) in the Southern Alps.

5. Large portions of New Zealand are ..... to sheep stations, for there are more sheep in New Zealand than people.

6. The chief cities, each ..... more than one hundred thousand people, are Auckland, Christchurch, Dunedin, Manukau, and Wellington.

*comprised, variable, containing, devoted, located, formed, separated, ranges*

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

subtropical	terrain
main	of energy
Southern	earthquakes
narrow	areas
source	landmasses
rugged	nation
urban	climate
frequent	hemisphere

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

1. New, rich, marine, as, Zealand's, and, such, waters, are, life, mineral, in, oil, resources, reserves, natural, and.

2. The, ones, most, of, among, livable, rank, the, cities, the, world's, country, also.

3. Southern, situated, in, Zealand, the New is hemisphere.

4. Clutha, waterway, 533, second, river, per, the, has, of, a, cubic, the meters, is, which, largest, discharge.

5. New, in, causes, frequent, Zealand, activity, earthquakes, seismic.

6. Meters, point, that, level, Cook, 3,754, South, Mount, the, sea, the, on, above, reaches, is, highest, Island.

7. The, south, almost cool, in, subtropical, and, north, climate, but, the, temperate, further, is.

8. The, cultural, its, is, geography, New, of, not geography, physical, diverse, as, Zealand, as.

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

- Hello, I know that New Zealand is situated not far from Australia.
- Well, the nearest neighbors of New Zealand are really Australia located at its northwest, separated by the Tasman Sea and Fiji and Tonga, two islands that are located to its north.
- All right. And how far is New Zealand from Australia?
- New Zealand is an island country located 1,600 km southeast of Australia in Oceania. It consists of several islands, the largest of which are the North, the South, Stewart and Chatham Islands. Aside from main islands, New Zealand is also composed of several groups of smaller islands including the islands of Antipodes, Bounty, Campbell, Auckland, Kermadec.
- What area does the nation occupy?
- Overall, the total land area of New Zealand is about 268 000 square kilometers.
- All right. What do you know about the landscape?The Southern Alps divide the South Island, the largest island in New Zealand and where the majority of the population is located. This is where Aoraki/Mount Cook, the highest peak in New Zealand can be found. Rising to a height of 3,754 meters, it is surrounded by 18 other peaks with an average height of more than 3,000 meters.
- Really? Good. And what about the other part of the country?
- Well, the eastern side of South Island has the Canterbury Plains where you can find rough coastlines on the western side of the island, where most of the area is covered by the Franz Josef and Fox glaciers as well as native bush. By the way, although less mountainous the North Island is prone to volcanism. Here Mount Ruapehu, a very active cone volcano stands tall at 2,797 meters.
- That sounds interesting. Do you know anything about the climate?
- New Zealand's climate is complex and it has a largely temperate climate. While the far north has subtropical weather during summer, and inland alpine areas of the South Island can be as cold as  $-10^{\circ}\text{C}$  in winter, most of the country lies close to the coast, which means mild temperatures, moderate rainfall, and abundant sunshine. Most places in New Zealand receive over 2000 hours of sunshine a year.
- Thank you for comprehensive information.

**Task 8. Read and translate the text. Use a dictionary if it is necessary.**

## **Government, policy and economy**

### **Government and policy**

New Zealand is a constitutional monarchy with a parliamentary democracy. Elizabeth II is the Queen of New Zealand and thus the head of state. The Queen is represented by the **governor-general**, whom she appoints on the advice of the prime minister. The governor-general can exercise the **Crown's prerogative powers**, such as reviewing cases of injustice and making appointments of ministers, ambassadors and other key public officials, and in rare situations, the **reserve powers** (e.g. the power to dissolve parliament or refuse the royal assent of a bill into law). The powers of the monarch and the governor-general are limited by constitutional constraints and they cannot normally be exercised without the advice of ministers.

The **New Zealand Parliament** holds **legislative power** and consists of the **Queen** and the **House of Representatives**. It also included an upper house, the **Legislative Council**, until this was abolished in 1950. The supremacy of parliament over the Crown and other government institutions was established in England by the **Bill of Rights** 1689 and has been ratified as law in New Zealand. The House of Representatives is democratically elected and a government is formed from the party or coalition with the majority of seats. If no majority is formed, a minority government can be formed if support from other parties during confidence and supply votes is assured. The governor-general appoints ministers under advice from the prime minister, who is by convention the parliamentary leader of the governing party or coalition. Cabinet, formed by ministers and led by the prime minister, is the highest policy-making body in government and responsible for deciding significant government actions. Members of Cabinet make major decisions collectively, and are therefore collectively responsible for the consequences of these decisions.

A **parliamentary general election** must be called no later than three years after the previous election. Since the 1996 election, a form of proportional representation called mixed-member proportional (MMP) has been used. Under the MMP system, each person has two votes; one is for a candidate standing in the voter's electorate and the other is for a party. Since the 2014 election, there have been 71 electorates (which include

seven Māori electorates in which only Māori can optionally vote), and the remaining 49 of the 120 seats are assigned so that representation in parliament reflects the party vote, with the threshold that a party must win at least one electorate or 5% of the total party vote before it is eligible for a seat.

Elections since the 1930s have been dominated by two political parties, National and Labour. Between March 2005 and August 2006, New Zealand became the first country in the world in which all the highest offices in the land—head of state, governor-general, prime minister, speaker and chief justice—were occupied simultaneously by women. The current prime minister is Jacinda Ardern, who has been in office since 26 October 2017. She is the country's third female prime minister.

New Zealand's **judiciary**, headed by the chief justice, includes the **Supreme Court**, **Court of Appeal**, the **High Court**, and **subordinate courts**. Judges and judicial officers are appointed non-politically and under strict rules regarding tenure to help maintain judicial independence. This theoretically allows the judiciary to interpret the law based solely on the legislation enacted by Parliament without other influences on their decisions.

New Zealand is identified as one of the world's most stable and well-governed states. As at 2017, the country was ranked fourth in the strength of its democratic institutions, and first in government transparency and lack of corruption.

New Zealand joined Australia and the United States in the ANZUS security treaty. The influence of the United States on New Zealand weakened following protests over the Vietnam War, the refusal of the United States to admonish France after the sinking of the *Rainbow Warrior*, disagreements over environmental and agricultural trade issues and New Zealand's nuclear-free policy. Despite the United States' suspension of ANZUS obligations the treaty remained in effect between New Zealand and Australia, whose foreign policy has followed a similar historical trend. Close political contact is maintained between the two countries, with free trade agreements and travel arrangements that allow citizens to visit, live and work in both countries without restrictions.

New Zealand has a strong presence among the Pacific Island countries. A large proportion of New Zealand's aid goes to these countries and many Pacific people migrate to New Zealand for employment. New Zealand is involved in the Pacific Islands Forum, the Pacific Community, Asia-Pacific Economic Cooperation and the Association of

Southeast Asian Nations Regional Forum. New Zealand is a member of the **United Nations**, the **Commonwealth of Nations** and the **Organisation for Economic Co-operation and Development (OECD)**.

The early European settlers divided New Zealand into provinces, which had a degree of autonomy. Because of financial pressures and the desire to consolidate railways, education, land sales and other policies, government was centralised and the provinces were abolished in 1876. The provinces are remembered in regional public holidays and sporting rivalries.

Since 1876, various councils have administered local areas under legislation determined by the central government. In 1989, the government reorganised local government into the current two-tier structure of regional councils and territorial authorities. The regional councils' role is to regulate "the natural environment with particular emphasis on resource management", while territorial authorities are responsible for sewage, water, local roads, building consents and other local matters. The territorial authorities consist of **13 city councils**, **53 district councils**, and the **Chatham Islands Council**. While officially the Chatham Islands Council is not a unitary authority, it undertakes many functions of a regional council.

The Realm of New Zealand, one of 16 Commonwealth realms, is the entire area over which the Queen of New Zealand is sovereign, and comprises New Zealand, Tokelau, the Ross Dependency, the Cook Islands and Niue. New Zealand nationality law treats all parts of the realm equally, so most people born in New Zealand, the Cook Islands, Niue, Tokelau and the Ross Dependency are New Zealand citizens.

## **Economy**

New Zealand has an **advanced market economy** ranked 16th in the 2018 Human Development Index and third in the 2018 Index of Economic Freedom. It is a high-income economy with a nominal gross domestic product (GDP) per capita of US\$36,254. The currency is the **New Zealand dollar**, informally known as the "**Kiwi dollar**"; it also circulates in the Cook Islands (see Cook Islands dollar), Niue, Tokelau, and the Pitcairn Islands.

Historically, extractive industries have contributed strongly to New Zealand's economy, focusing at different times on sealing, whaling, flax, gold, kauri gum, and native timber. The first shipment of refrigerated meat on the *Dunedin* in 1882 led to the establishment of meat and dairy exports

to Britain, a trade which provided the basis for strong economic growth in New Zealand. High demand for agricultural products from the United Kingdom and the United States helped New Zealanders achieve higher living standards than both Australia and Western Europe in the 1950s and 1960s. In 1973, New Zealand's export market was reduced when the United Kingdom joined the European Economic Community and other compounding factors, such as the 1973 oil and 1979 energy crises, led to a severe economic depression. Living standards in New Zealand fell behind those of Australia and Western Europe, and by 1982 New Zealand had the lowest per-capita income of all the developed nations surveyed by the World Bank. In the mid-1980s New Zealand deregulated its agricultural sector by phasing out subsidies over a three-year period. Since 1984, successive governments engaged in major macroeconomic restructuring, rapidly transforming New Zealand from a protected and highly regulated economy to a liberalised free-trade economy.

Unemployment peaked above 10% in 1991 and 1992, following the 1987 share market crash, but eventually fell to a record low (since 1986) of 3.7% in 2007 (ranking third from twenty-seven comparable OECD nations). However, the global financial crisis that followed had a major impact on New Zealand, with the GDP shrinking for five consecutive quarters, the longest recession in over thirty years, and unemployment rising back to 7% in late 2009. Unemployment rates for different age groups follow similar trends, but are consistently higher among youth. New Zealand has experienced a series of "**brain drains**" since the 1970s that still continue today. Nearly one quarter of highly skilled workers live overseas, mostly in Australia and Britain, which is the largest proportion from any developed nation. In recent decades, however, a "brain gain" has brought in educated professionals from Europe and less developed countries. Today New Zealand's economy benefits from a high level of **innovation**.

New Zealand is heavily dependent on international trade, particularly in agricultural products. **Exports** account for 24% of its output, making New Zealand vulnerable to international commodity prices and global economic slowdowns. Food products made up 55% of the value of all the country's exports in 2014; wood was the second largest earner (7%). New Zealand's main trading partners, as at June 2018, are China (NZ\$27.8b), Australia (\$26.2b), the European Union (\$22.9b), the United States (\$17.6b), and Japan (\$8.4b). On 7 April 2008, New Zealand and China signed the **New Zealand–China Free Trade Agreement**, the first

such agreement China has signed with a developed country. The **service sector** is the largest sector in the economy, followed by manufacturing and construction and then farming and raw material extraction. **Tourism** plays a significant role in the economy, contributing \$12.9 billion (or 5.6%) to New Zealand's total GDP and supporting 7.5% of the total workforce in 2016. International visitor arrivals are expected to increase at a rate of 5.4% annually up to 2022.

Wool was New Zealand's major agricultural export during the late 19th century. Even as late as the 1960s it made up over a third of all export revenues, but since then its price has steadily dropped relative to other commodities and wool is no longer profitable for many farmers. In contrast dairy farming increased, with the number of dairy cows doubling between 1990 and 2007, to become New Zealand's largest export earner. In the year to June 2018, dairy products accounted for 17.7% (\$14.1 billion) of total exports, and the country's largest company, Fonterra, controls almost one-third of the international dairy trade. Other exports in 2017-18 were meat (8.8%), wood and wood products (6.2%), fruit (3.6%), machinery (2.2%) and wine (2.1%). New Zealand's wine industry has followed a similar trend to dairy, the number of vineyards doubling over the same period, overtaking wool exports for the first time in 2007.

Adapted from: <https://www.newzealandnow.govt.nz/living-in-nz/history-government/central-government>

Accessed: 26.04.2020

## Glossary

prerogative powers	прерогативные полномочия, это исключительные права, которыми независимо ни от кого может распоряжаться глава государства и которые не требуют санкционирования со стороны законодательной власти
royal assent	королевская санкция, одобрение монархом, законопроекта, принятого обеими палатами парламента, после чего законопроект становится законом
Legislative Council	Законодательный совет
collectively responsible	нести солидарную (коллективную) ответственность
proportional representation	избирательная система пропорционального представительства

mixed-member proportional (MMP)	Смешанная избирательная система. В ряде стран — избирательная система, основанная на сочетании двух систем представительства: пропорциональной и мажоритарной. Её суть заключается в том, что часть депутатских мандатов распределяется с принципами мажоритарной системы, что способствует формированию устойчивого правительства, а другая часть — в соответствии с принципами пропорциональной системы, что способствует более полному учёту голосов избирателей и точнее отражает реальную картину политической ситуации в стране.
Māori	маори, коренной народ Новой Зеландии и основное население страны до прибытия европейцев. Число маори в Новой Зеландии, по переписи 2013 г., — около 600 тысяч человек, что составляет приблизительно 15 % населения страны.
the Chief Justice	Верховный судья
the High Court	Высокий суд, рассматривает в первой инстанции гражданские дела особой важности, а также гражданские и уголовные дела во второй инстанции.
the Supreme Court	Верховный суд, суд высшей инстанции
the Court of Appeal	апелляционный суд
the Rainbow Warrior	«Воин радуги», название судов организации «Гринпис». Оригинальный траулер длиной 40 метров и водоизмещением 418 т был построен в 1955 году компанией «Hall, Russell & Company, Limited», в Абердине. Первоначально принадлежал Министерству сельского хозяйства, рыбной ловли и продовольствия Великобритании. В 1978 году был куплен «Гринпис». Участвовал в ряде акций против охоты на китов и морских котиков и против испытаний ядерного оружия. Был потоплен в новозеландской бухте агентами французской разведки 10 июля 1985 года.



ANZUS pact	Тихоокеанский пакт безопасности (по первым буквам Australia, New Zealand, (the) United States; между Австралией, Новой Зеландией и США; подписан в г. Сан-Франциско, США, в сентябре 1951 и вступил в силу 22 апреля 1952)
the Pacific Islands Forum	Форум тихоокеанских островов — межправительственная организация, основной целью которой является углубление сотрудничества между независимыми государствами Тихого океана и представление их интересов.
the Pacific Community	Тихоокеанское сообщество — региональная межправительственная организация, членами которой являются 22 государства и территории Океании, а также 4 страны-инициатора (Австралия, Новая Зеландия, США, Франция). Основной целью ТС является развитие технического, профессионального, научного, исследовательского и управленческого потенциала народов Тихого океана и обеспечение их информацией и консультативной помощью с целью выработки согласованных решений в вопросах их будущего развития и благополучия.
the Commonwealth of Nations	Содружество наций, до 1946 года — Британское Содружество наций, кратко именуемое просто Содружество — добровольное объединение суверенных государств, в которое входят Великобритания и почти все её бывшие доминионы, колонии и протектораты.
the Organisation for Economic Cooperation and Development	Организация экономического сотрудничества и развития (ОЭСР), международная экономическая организация развитых стран, признающих принципы представительной демократии и свободной рыночной экономики.
Asia-Pacific Economic Cooperation	Азиатско-Тихоокеанское экономическое сотрудничество
the Association of Southeast Asian Nations Regional Forum (ASEAN)	Региональный форум Ассоциации государств Юго-Восточной Азии по безопасности

the United Nations, n	Организация объединённых наций
the Chatham Islands	острова Чатем, находятся в Тихом океане, принадлежат Новой Зеландии
Commonwealth realms	государства Содружества наций
Tokelau	острова Токелау, Тихий океан, Полинезия, владения Новой Зеландии
the Ross Dependency	Зависимая территория Росса, сектор Антарктики, на который претендует Новая Зеландия, является частью королевства Новой Зеландии
the Cook Islands	острова Кука, группа о-вов в южной части Тихого океана, самоуправляющееся государство в свободной ассоциации с Новой Зеландией
Niue	остров Ниуэ, Тихий океан, владение Новой Зеландии
the Pitcairn Islands	острова Питкэрн, Тихий океан, Полинезия, владения Новой Зеландии
the European Economic Community	Европейское экономическое сообщество (ЕЭС)
the World Bank	Всемирный банк
brain drain	«утечка мозгов», эмиграция или выезд творческих и научных работников из страны с целью получения работы на более выгодных условиях
brain gain	«приток мозгов», иммиграция или въезд творческих и научных работников в страну с целью получения работы на более выгодных условиях
prerogative powers	прерогативные полномочия, это исключительные права, которыми независимо ни от кого может распоряжаться глава государства и которые не требуют санкционирования со стороны законодательной власти
royal assent	королевская санкция, одобрение монархом, законопроекта, принятого обеими палатами парламента, после чего законопроект становится законом

**Task 9. Answer the following questions.**

1. Who is the head of state in New Zealand?
2. What are the duties of the governor-general?
3. Which election system has been used since 1996?
4. What is the difference between the High Court and Supreme Court?
5. Which lands and islands are included into the Realm of New Zealand?
6. Why is New Zealand so economically dependent of other countries?
7. Which factors have made "brain drains" possible in large quantities since the 1970s?

**Task 10. Match the words with their definitions.**

1. to obligations	a) to give someone a particular job or duty: to require someone to do a particular task
2. supremacy	b) having the character of a single thing that is a constituent of a whole
3. a bill	c) control that limits or restricts
4. assign	d) something a person must do because of the demands of a promise or contract
5. to admonish	e) agreement about an opinion or about something that will happen or be done
6. a threshold	f) to go down below the surface of water, mud, etc.
7. to abolish	g) to choose for some duty, job, or office
8. constraints	h) a draft of a law presented to a legislature for consideration
9. to appoint	i) to do away with or put an end to
10. consent	j) to speak to (someone) in a way that expresses disapproval or criticism
11. to sink	k) the point or level at which something begins or changes
12. unitary	l) the quality or state of having more power, authority, or status than anyone else

**Task 11. Complete the following sentences with the words and expressions from the text in the correct form. The first letters are already given.**

1. It is the second s \_ \_ \_ \_ \_ year in which the finalists have met in the next campaign.
2. Fewer than forty per cent voted—the t \_ \_ \_ \_ \_ for results to be valid.
3. Almost half the population are e \_ \_ \_ \_ \_ to vote in today's election.
4. Locals have been encouraged to stop fishing and taught how to build basic s \_ \_ \_ \_ \_ treatment facilities
5. They a \_ \_ \_ \_ \_ me for taking risks with my health.
6. The driver was apparently trying to o \_ \_ \_ \_ \_ two vehicles.
7. Can my child be medically examined without my c \_ \_ \_ \_ \_?
8. A fresh egg will s \_ \_ \_ and an old egg will float.

**Task 12. Complete the table with the appropriate forms of the words.**

noun	verb	adjective
refusal		
	appoint	
		compounding
	abolish	
		successive
restriction		
	assign	
obligation		
		sewage

**Task 13. Work in groups of three. Read the text, discuss and write out 10 key words and word combinations that capture the essence of the text. Make up a conversation on the text using this vocabulary. Use Appendix 2.**

### **Education system in New Zealand**

New Zealand's education system has 3 levels:

- early childhood education — from birth to school entry age
- primary and secondary education — from 5 to 19 years of age
- further education— higher and vocational education.

## **Early Childhood Education**

Early Childhood Education (ECE) isn't compulsory but around 96.8% of children attend ECE. There are different types of ECE services and all learning that children experience at an ECE service or Kōhanga Reo is guided by the Te Whāriki curriculum framework. The government subsidises all children who attend ECE for up to 6 hours a day (a total of 30 hours per week). The 20 Hours ECE is a higher funding subsidy available for all children aged 3-5 years who attend ECE.

## **Primary and secondary education**

Child's education is free between the ages of 5 and 19 at state schools (schools that are government owned and funded) if they are a New Zealand citizen or a permanent resident.

Schooling is compulsory from age 6-16. In the majority of schools, a child can start school on the day they turn 5 years old (they don't have to wait until the start of a new school year). However some schools have a policy of starting children at school together as a group at the start of each term (cohort entry). Most children stay at school until they're around 17 years old.

The education system for schools is made up of 13 Year levels. Primary education starts at Year 1 and goes to Year 8 (around 5-12 years of age). Secondary education goes from Year 9 to Year 13 (around 13-17 years of age).

## **Local schools**

Many children go to a school close to where they live. Many schools have an **enrolment** scheme called zoning. Depending on the schools in the area a family lives, they may have the choice to send a child to a single-sex or **co-educational school**.

## **State, state integrated and private schools**

Most schools in New Zealand are owned and funded by the state (state schools). They teach the national curriculum and are secular (non-religious).

State integrated schools are schools with a special character. They are funded by the government and teach the national curriculum. They'll have their own sets of aims and objectives to reflect their own particular **values**, and are set within a specific philosophy or religion. Families pay compulsory attendance dues.

Private schools get some government funding but are mostly funded through charging parents school fees. They develop their own learning programmes and don't have to follow the national curriculum.

## **Māori-medium education (Kura Kaupapa Māori)**

Māori medium education is where students are taught all or some curriculum subjects in the Māori language for at least 51% of the time (Māori Language Immersion Levels 1-2).

Māori language in English medium is where students are learning te reo Māori as a language subject, or are taught curriculum subjects in the Māori language for up to 50% of the time (Māori Language Immersion levels 3-5).

## **National curriculum**

The national curriculum covers subjects that are taught at primary and secondary schools and the A child's primary education will focus on foundation learning across a range of subjects and **competencies** but especially in literacy and numeracy. At secondary school they'll learn a broad and balanced curriculum, with some specialisation possible in Years 11-13.

Schools that teach in the English language use the New Zealand Curriculum. Schools that teach in the Māori language use Te Marautanga o Aotearoa (a curriculum based on Māori philosophies).

## **National Certificate of Educational Achievement (NCEA)**

The National Certificate of Educational Achievement (NCEA) is the national senior secondary school qualification.

A child will usually be assessed during their last 3 years at school (Years 11-13). They can achieve NCEA at 3 levels in a wide range of courses and subjects.

## **Home and distance learning**

If attending a school isn't the best option — a family might live a long way from the nearest school, travel overseas or have other reasons — a child can learn with New Zealand's correspondence school, Te Aho o Te Kura Pounamu (Te Kura).

Te Kura teaches early childhood, primary, secondary and special needs students using multimedia and online learning. A child can also study one or two courses if a subject they want to study isn't available at their school.

## **Further education**

### **Technical and vocational education**

At senior secondary school level students may begin to specialise in vocational learning. They can get help into work or further education from a number of programmes and institutions.

## **Youth Guarantee**

Youth Guarantee courses provide students aged 16–19 with an opportunity to study towards NCEA Level 1-3 or Level 1-3 certificates at tertiary providers **free of charge**. These courses are usually vocationally focused.

## **Trades academies**

Trades academies teach trades and technology programmes to students in Years 11-13 (ages 15-18). They are run through schools and other providers.

## **Institutes of technology**

Institutes of technology and polytechnics teach professional and vocational education and training from introductory studies to degrees.

Industry training organisations represent particular industries (for example, agriculture, building and construction, motor trade). They offer training and qualifications for those sectors. They funded by the government and industry.

## **Private training**

Private training establishments offer specific vocational courses at certificate and diploma level (for example, travel and tourism).

## **Wānanga**

New Zealand has 3 wānanga (state-owned Māori teaching and research institutions). They teach according to āhuatanga Māori (Māori tradition) and tikanga Māori (Māori custom). They offer certificates, diplomas and degrees. Some teach in specialised areas up to doctorate level.

## **Universities**

New Zealand has 8 state funded universities. Each university offers degrees in a large choice of subjects and has strengths in specialised professional degrees.

All of the universities are well recognised internationally. They work with universities in other countries on **research** and **teaching programmes**, and with the business community in New Zealand and **overseas** on research and development.

Adapted from: <https://www.education.govt.nz/our-work/our-role-and-our-people/education-in-nz/>  
Accessed: 10.04.20

## Glossary

research	исследование, исследовательская работа
overseas	за рубежом
teaching programmes	обучающие программы
free of charge	бесплатно
competency	компетенция
value	ценность
enrolment	зачисление

### Task 14. Fill in the gaps using the words given.

1. In the ..... of schools, a child can start school on the day they turn 5 years old.
2. Most schools in New Zealand are owned and funded by the .....
3. They are funded by the government and teach the national .....
4. A child's primary education will focus on foundation learning across a range of subjects and .....
5. A child can also study one or two ..... if a subject they want to study isn't available at their school.
6. Institutes of technology and polytechnics ..... professional and vocational education and training from introductory studies to degrees.
7. Each university offers ..... in a large choice of subjects and has strengths in specialised professional degrees.  
*courses, degrees, competencies, teach, curriculum, majority, state*

### Task 15. Give a definition for each of the following terms:

An objective, a value, research, overseas, teaching programmes, free of charge, competency, enrolment, co-educational school, a doctorate level, a family, a choice

### Task 16. Read the text and make up the annotation in English. Use Appendix 1.

## Culture of New Zealand Languages and accent

New Zealand has three official languages: English, Te Reo Māori (the Māori language) and New Zealand Sign Language. When speaking English, New Zealanders have a strong accent and speak very quickly, often using slang or words in te reo Māori (the Māori language) that can be confusing if you're new here.



Listening to New Zealand radio or watching Kiwi TV shows like *Shortland Street* (New Zealand's oldest soap opera) or *The Block* (a reality TV show about home renovation) will also help you get used to the Kiwi accent.

Te reo Māori is a very important part of the New Zealand culture. Māori are the indigenous people of New Zealand. Māori culture includes Māori food, language, and customs.

New Zealand Sign Language is the natural language of the deaf community in New Zealand. It reflects New Zealand's culture by including signs for Māori concepts that can not be found in other **sign languages** or countries.

### **Religion**

Religion in New Zealand encompasses a wide range of groups and beliefs. Christianity remains the most common religion; 37 percent of the population at the 2018 census identified as Christian. Hinduism is the second-most popular religion, claiming 2.6 percent of the population, and Sikhism is the fastest-growing faith. Around six percent of the population is affiliated with non-Christian religions, while almost half (48.6 percent) of New Zealanders stated they had no religion in the 2018 census, and 6.7 percent made no declaration.

New Zealand has no state religion or established church, although Anglicanism is required to be the religion of the monarch of New Zealand (who is styled as "Defender of The Faith"). **Freedom of religion** has been protected since the signing of the Treaty of Waitangi.

### **Arts and humanities**

*Literature.* The art of oratory is highly prized among the Maori, who speak extemporaneously but use traditional formulas and references. The Montana Book Awards are a national competition for all categories of writing. Many authors have international reputations and have been winners of overseas competitions. There is a large collection in the national and city libraries of rare European manuscripts as well as private collections. Early missionary influence was the most influential force for Maori and Pakeha literacy.

*Graphic Arts.* Cities such as Dunedin have state-of-the-art public art galleries. All forms of graphic arts are practiced, and a national style has emerged, blending Maori and European elements. Training in traditional Maori carving has been widely taken up.

*Performance Arts.* There is a National Symphony Orchestra and at least two first-class city symphony orchestras. The National Youth Orches-

tra meets once a year. The Royal New Zealand Ballet tours the country. Other national arts organizations are the New Zealand Drama School, Chamber Music New Zealand, New Zealand Choral Foundation, and the New Zealand Film Commission. Local operatic, choral, drama, and orchestral groups are numerous, and New Zealanders perform in a large number of bands. European opera and classical music are the staple fare at one end, with New Zealand composers receiving regular performances, while pop music is locally generated. European drama and ballet prevail, but New Zealand producers and choreographers produce their own versions, and there are many dramatists. Traditional Maori dancing and singing (waiata ) are presented widely. Most television programming is imported, but New Zealand produces a soap opera and **nature documentaries**.

### **Food in New Zealand**

Before 1975, the diet was based on meat, potatoes, temperate climate vegetables in season (cabbage, peas, beans, carrots, spinach, cauliflower, and broccoli), bread, fruits in season, dairy products, and fish. Chicken was a restaurant delicacy, and the favorite fast food was the meat pie. Beverages were tea and beer.

Since 1975, the cuisine has opened up to include a range of tropical and subtropical fruits, vegetables, and spices. It has taken advantage of its Mediterranean climate to produce wine. **Food items** are readily available in supermarkets. There are ubiquitous fast-food restaurants. However, there is no New Zealand cuisine. Christmas features the presentation of the turkey or ham, followed by the Christmas pudding. The Sunday roast is still served in the British tradition.

The Maori cuisine is based on seafood, wild pork or fowl, fat lamb, and kumara. The method of cooking is the earth oven ( hangi ) in which stones are heated by fire, the fire is extinguished so that the stones steam, and a large sealed basket containing the food is buried over the stones and left to cook for several hours. When Maori gather for meetings on the marae, men and women jointly help prepare the food; men dig the hole, place the stones, and bury and remove the food.

### **Etiquette**

The sacred feature of the Maori is the head and so touching it is avoided. In the marae, the hongiri (touching of noses) is the accepted greeting. Otherwise the handshake, the hug, and the cheek kiss are used, depending on the degree of intimacy. Verbal greetings include "Hello," "How are you?" "Giddyay," and, especially, in North Island, Kia

Ora ("Good health," "Are you well?"). Men enjoy "mateship," which involves close contact, but otherwise contact distance is arm's length. Behavior in public places is orderly, and good humor is expected. Depending on how recently they have arrived in the country, immigrants and refugees maintain their own customs but gradually adapt, especially in school.

### **Traditions of New Zealanders**

New Zealand may be a young country, but it's not devoid of compelling traditions. A culmination of Maori customs and European-based quirks have helped this country carve out its own set of customs.

*Gumboot Day.* Taihape is a small town in the centre of the North Island that prides itself on being 'the gumboot capital of the world'. Every year since 1985, the community celebrates Gumboot Day – a **fun-filled family event** that includes the town's famed gumboot throwing contest. The iconic festival is held on Tuesday after Easter, and its biggest ambition every year is to **break the world record** for the longest gumboot throw.

*A chocolate carnival on the world's steepest street.* Baldwin Street, in Dunedin, is renowned for being the world's steepest street. What outsiders may not know is that this is the main venue for the city's annual Cadbury Chocolate Carnival. To kick off the sweet festivities, giant Jaffa balls (that's an orange chocolate that's unique to New Zealand) race down this steep stretch of road. There are also competitions, choc-filled activities, and an iconic Crunchie Train to entertain the crowds.

*Powhiri.* Whenever you're entering a Maori house (whare), meeting place (marae) or tribe (iwi), you will participate in this traditional **welcoming ceremony**. A powhiri usually begins with three warriors challenging the guests to see if they are coming into their territory in peace, while a kaikaranga (female caller) leads the visitors towards them. Presentations, waiata (traditional songs) and speeches usually follow.

Adapted from: <https://www.everyculture.com/Ma-Ni/New-Zealand.html>  
Accessed: 10.04.20

Adapted from: <https://www.newzealandnow.govt.nz/living-in-nz/settling-in/customs-communication>  
Accessed: 10.04.20

Adapted from: <https://naumainz.studyinnewzealand.govt.nz/help-and-advice/culture-and-lifestyle/new-zealand-culture//>  
Accessed: 10.04.20

Adapted from: <https://theculturetrip.com/pacific/new-zealand/articles/7-traditions-only-new-zealanders-understand/>  
Accessed: 10.04.20

## Glossary

sign languages	языки жестов
freedom of religion	свобода вероисповедания
nature documentaries	документальные фильмы о природе
food items	продукты питания
fun-filled family event	веселое семейное мероприятие
break the world record	побить мировой рекорд
welcoming ceremony	церемония приветствия

### Task 17. Fill in the gaps using the words given.

1. New Zealanders have a strong .... and speak very quickly.
2. Religion in New Zealand .....a wide range of groups and beliefs.
3. Many authors have international ..... and have been winners of overseas competitions.
4. Cities such as Dunedin have state-of-the-art public art.....
5. However, there is no New Zealand....
6. The sacred feature of the Maori is the head and so...it is avoided.
7. Otherwise the ....., the hug, and the cheek kiss are used.
8. The Maori cuisine is based on ....., wild pork or fowl, fat lamb, and kumara.  
*seafood, cuisine, reputations, handshake, encompasses, touching, accent, galleries*

### Task 18. Match the items on the right to the items on the left.

1. gumboot	a) delicacy
2. restaurant	b) languages
3. fun-filled	c) of religion
4. break	d) family event
5. sign	e) documentaries
6. welcoming	f) a declaration
7. food	g) ceremony
8. make	h) items
9. freedom	i) the world record
10. nature	j) throwing contest

**Task 19. Work in pairs and discuss the topics:**

1. Waters of New Zealand
2. Landscape of New Zealand
3. Weather and climate in New Zealand
4. Different kinds of early childhood education
5. New Zealand Curriculum for English-medium schooling
6. History of education in New Zealand
7. Languages and religion in New Zealand
8. Food in New Zealand
9. Etiquette in New Zealand
10. Political system of New Zealand
11. Parliamentary election in New Zealand
12. Judiciary institutions in New Zealand
13. Economy of New Zealand: main industries
14. Major exports of New Zealand
15. Extractive industries in the economy of New Zealand

**Task 20. Prepare a presentation on one of the topics using Appendix 3:**

1. Explorer Captain James Cook and his discoveries
2. Natural resources of New Zealand
3. Higher education in New Zealand
4. Academic grading in New Zealand
5. Traditions of New Zealanders
6. Arts and humanities in New Zealand
7. Tourism in New Zealand as one of the most contributing industry
8. The Maori – indigenous population of New Zealand
9. The Parliament of New Zealand
10. Executive power in New Zealand
11. Liberalisation of New Zealand's economy
12. Unemployment and its rates in New Zealand

**Task 21. Make a crossword puzzle on the topic “New Zealand” and offer your partner to do it.**

**Task 22. End-of-Module test**

1. New Zealand is an island country comprising .....
  - a. the North Island and the South Island
  - b. the North Island

c. the North Island, the South Island, the West Island

2. New Zealand is .....

- a. a developing country
- b. a developed country
- c. third world country

3. The capital of New Zealand, Wellington, is situated .....

- a. on the North Island
- b. on the South Island

4. New Zealand is comprised of approximately ..... square kilometers of land

- a. 267,707
- b. 150,416
- c. 415,160

5. An area of the Exclusive Economic Zone is .....

- a. 3 times less than the landmass of the country
- b. 15 times larger than the landmass of the country
- c. 10 times larger than the landmass of the country

6. New Zealand is .....natural and mineral resources

- a. poor in
- b. rich in

7. The warmest months are .....

- a. July and August
- b. August and September
- c. January and February

8. The longest river in New Zealand is .....

- a. the Wairau
- b. the Waikato
- c. the Clutha river

9. Seismic activity in New Zealand causes ..... earthquakes.

- a. frequent
- b. occasional
- c. no

10. The South Island of New Zealand is ..... in shape

- a. oval
- b. rectangular
- c. diamond

11. Schooling is compulsory from age .....

- a. 6-18
- b. 5-15
- c. 6-16

12. Most schools in New Zealand are .....

- a. religious
- b. secular
- c. Maori

13. New Zealand has ..... state funded universities.

- a. 14
- b. 8
- c. 15

14. .... remains the most common religion in New Zealand.

- a. Christianity
- b. Hinduism
- c. Sikhism

15. The Maori cuisine is based on .....

- a. vegetables
- b. fish
- c. seafood

16. Powhiri is a .....

- a. national holiday
- b. festival
- c. welcoming ceremony

17. The governor-general is appointed by the Queen on the advice of the .....

- a. Parliament
- b. prime minister
- c. Crown

18. A parliamentary general election is called no later than ..... years after the previous election. .

- a. three
- b. four
- c. five

19. Close political between New Zealand and Australia with free trade agreements and travel arrangements allow citizens to .....in both countries without restrictions.

- a. work
- b visit
- c. live
- d. do all these things

20. Sewage, water, local roads, building are regulated by .....

- a. regional councils
- b territorial authorities
- c. both of them

21. The national currency is the New Zealand is also known as ..... dollar.

- a. colibri
- b kiwi
- c. chaffinch

22. The economy sector which contributes \$12.9 billion (or 5.6%) to New Zealand's total GDP and supports 7.5% of the total workforce and which is expected to further increase due to international visitor arrivals is

.....

- a. service
- b. tourism
- c. construction



## Appendix 1

### План аннотирования текста

<p><b>1. The title of the article.</b></p>	<p>The article is headlined... The headline of the article I have read is... As the title implies the article describes ...</p>
<p><b>2. The author of the article, where and when the article was published.</b></p>	<p>The author of the article is... The author's name is ... Unfortunately the author's name is not mentioned ... The article is written by... It was published in ... (<i>on the Internet</i>). It is a newspaper (scientific) article (published on <i>March 10, 2012 / in 2010</i>).</p>
<p><b>3. The main idea of the article.</b></p>	<p>The main idea of the article is... The article is about... The article is devoted to... The article deals (<i>is concerned</i>) with... The article touches upon the issue of... The purpose of the article is to give the reader some information on... The aim of the article is to provide the reader with some material on...</p>
<p><b>4. The contents of the article. Some facts, names, figures.</b></p>	<p>The author starts by telling (the reader) that... The author (of the article) writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i> Much attention is given to... According to the article... The article goes on to say that...</p>

	<p>It is reported (<i>shown, stressed</i>) that ... It is spoken in detail about...</p> <p>From what the author says it becomes clear that... The fact that ... is stressed.</p> <p>The article gives a detailed analysis of...</p> <p>Further the author reports (<i>writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i></p> <p>In conclusion the author writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i></p> <p>The author comes to the conclusion that... The following conclusions are drawn: ...</p>
<p><b>5. Your opinion.</b></p>	<p>I found the article (rather) interesting (important, useful) <i>as / because...</i></p> <p><i>I think / In my opinion</i> the article is (rather) interesting (important, useful) <i>as / because...</i></p> <p>I found the article too hard to understand / rather boring <i>as / because...</i></p>

## Речевые клише для аннотирования текста

### 1. Название статьи, автор, стиль.

**The article I'm going to give a review of is taken from...** — Статья, которую я сейчас хочу проанализировать из...

**The headline of the article is** — Заголовок статьи...

**The author of the article is...** — Автор статьи...

**It is written by** — Она написана ...

**The article under discussion is ...** — Статья, которую мне сейчас хочется обсудить, ....

**The headline foreshadows...** — Заголовок приоткрывает

## 2. Тема. Логические части.

**The topic of the article is...** — Тема статьи

**The key issue of the article is...** — Ключевым вопросом в статье является

**The article under discussion is devoted to the problem...** - Статью, которую мы обсуждаем, посвящена проблеме...

**The author in the article touches upon the problem of...** — В статье автор затрагивает проблему....

**I'd like to make some remarks concerning...** — Я бы хотел сделать несколько замечаний по поводу...

**I'd like to mention briefly that...** — Хотелось бы кратко отметить...

**I'd like to comment on the problem of...** — Я бы хотел прокомментировать проблему...

**The article under discussion may be divided into several logically connected parts which are...** — Статья может быть разделена на несколько логически взаимосвязанных частей, таких как...

## 3. Краткое содержание.

**The author starts by telling the reader that** — Автор начинает, рассказывая читателю, что

**At the beginning of the story the author** — В начале истории автор describes — описывает

depicts — изображает

touches upon — затрагивает

explains — объясняет introduces — знакомит

mentions — упоминает

recalls — вспоминает

makes a few critical remarks on — делает несколько критических замечаний о

**The story begins (opens) with a (the) description of** — описанием statement — заявлением

introduction of — представлением the mention of — упоминанием

the analysis of a summary of — кратким анализом

the characterization of — характеристикой

(author's) opinion of — мнением автора

author's recollections of — воспоминанием автора

the enumeration of — перечнем

**The scene is laid in ...** — Действие происходит в ...

**The opening scene shows (reveals) ...** — Первая сцена показывает (раскрывает)

**We first see (meet) ... (the name of a character) as ...** - Впервые мы встречаемся с (имя главного героя или героев)

**In conclusion the author**

dwells on — останавливается на points out — указывает на to generalizes — обобщает

reveals — показывает exposes — показывает accuses/blames — обвиняет mocks at — издевается над

gives a summary of -дает обзор

#### **4. Отношение автора к отдельным моментам.**

**The author gives full coverage to...** — Автор дает полностью охватывает...

**The author outlines...** — Автор описывает

**The article contains the following facts..../ describes in details...** — Статья содержит следующие факты .... / подробно описывает

**The author starts with the statement of the problem and then logically passes over to its possible solutions.** - Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.

**The author asserts that...** — Автор утверждает, что ...

**The author resorts to ... to underline...** — Автор прибегает к ..., чтобы подчеркнуть ...

**Let me give an example...** — Позвольте мне привести пример ...

#### **5. Вывод автора.**

**In conclusion the author says / makes it clear that.../ gives a warning that...** — В заключение автор говорит / проясняет, что ... / дает предупреждение, что ...

**At the end of the story the author sums it all up by saying ...** — В конце рассказа автор подводит итог всего этого, говоря ...

**The author concludes by saying that../ draws a conclusion that / comes to the conclusion that** — В заключение автор говорит, что .. / делает вывод, что / приходит к выводу, что

## 6. Выразительные средства, используемые в статье.

**To emphasize ... the author uses...** - Чтобы акцентировать внимание ... автор использует

**To underline ... the author uses...** Чтобы подчеркнуть ... автор использует

**To stress...** — Усиливая

**Balancing...** — Балансируя

## 7. Ваш вывод.

**Taking into consideration the fact that** — Принимая во внимание тот факт, что

**The message of the article is that /The main idea of the article is** — Основная идея статьи (послание автора)

**In addition... / Furthermore...** — Кроме того

**On the one hand..., but on the other hand...** — С одной стороны ..., но с другой стороны ...

**Back to our main topic...** - Вернемся к нашей основной теме

**To come back to what I was saying...** - Чтобы вернуться к тому, что я говорил

**In conclusion I'd like to...** — В заключение я хотел бы ...

**From my point of view...** — С моей точки зрения ...

**As far as I am able to judge...** — Насколько я могу судить ...

**My own attitude to this article is...** — Мое личное отношение к

**I fully agree with / I don't agree with** - Я полностью согласен с / Я не согласен с

**It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation.** - Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.

**I have found the article dull / important / interesting /of great value** - Я нахожу статью скучной / важной/ интересной/ имеющую большое значение (ценность)

## Exercise 1. Read the text and study the review.

**Landslide inventories for climate impacts research in the European Alps**

**J.L. Wood, S.Harrison, L.Reinhardt**

Landslides are subject to multiple triggers and processes and so classification provides a framework from which comparisons between differ-

ent types of landslide at different locations can be made. Classifying landslides by process and trigger assists with the evaluation of mitigation and remediation programmes. Precursors and trigger mechanisms vary between location and landslide class, and have been shown to influence the frequency of landsliding in certain areas due to differences in geology, lithology, topography, and terrain (Dai and Lee, 2001; Dapples et al., 2002; Soldati et al., 2004). This makes classification across a range of geologies and topographies paramount for the development of hazard mapping and landslide predictions.

While human decision making and infrastructure development are important determinants of landslide risk, landslide magnitude and velocity play a role in determining the extent of damage and risk to life. The two most commonly used methods of landslide classification take velocity, mechanism and material into consideration. The first, by Varnes (1978), is the most widely used classification and is based on process, morphology, geometry, movement and the type of material. These factors included in this classification allow for interrogation of the trigger mechanisms and antecedent conditions associated with the different landslide classes, particularly the inclusion of process, and movement. The second builds on this and additionally considers the size and rate of failure (Cruden and Varnes, 1996; Jakob, 2005). The Cruden and Varnes (1996) classification distinguishes landslides by velocity class, which ranks the risk on a scale from the low risk Class 1 (where mitigation works can reduce the risk from slow-moving slides), up to Class 7 (where there is an expectation for the loss of life). Both of these methods of classification are thus important for risk assessment and hazard evaluation.

### **Critical review. Sample.**

The text reviewed is headlined “Landslides”. It is written by a group of authors, including J.Wood, S.Harrison and L.Reinhardt. The text deals with the classification of landslides. The main idea is that classification is very important for landslide predictions and evaluation of damage, and different methods can help achieve this goal.

The text starts with the analysis of precursors and trigger mechanisms of landslides. Basically, frequency of landslides depends on geology and topography of the area. For this reason, it is important to classify landslides according to the differences in location. Further on, the authors analyze the two most frequently used methods, i.e. The Varnes classification (1978) and The Cruder and Varnes classification (1996). The former con-

siders the process and movement, while the father includes the size and rate of failure and distinguishes landslides by velocity class.

Finally, the authors point out, that both methods are significant for 'risk assessment and hazard evaluation'.

**Exercise 2. Read the following text and complete the sentences.**  
**Strange and Wonderful**  
**Christine Lindop. Australia and New Zealand**

One of the most beautiful things you can see in Australia is Uluru, also known Ayers Rock. It is an enormous rock, alone in the middle of the desert south-west of Alice Springs. It is three kilometres long and 348 metres high, but 2,100 metres under the ground. Uluru is 600 million years old, and it is the largest rock of its kind in the world. Thousands of tourists come each year to walk round it and look at it. The best time to see it is at the end of the day, when its colour changes from yellow to gold, red and then purple. Uluru is a special place for Aborigines, and it belongs to the Aboriginal Pitjantjatjara people.

Then there is the world's longest coral reef, the 2,000 kilometre long Great Barrier Reef. Parts of the reef are 15,000 years old, and 1,500 different kinds of fish live there. It is very popular with tourists, who come to visit the islands and beaches, swim in the clear warm water, and take boat rides to see the fish and the coral.

Coober Pedy, which is about 960 kilometres north-west of Adelaide, is a really extraordinary place. Opals were first found here in 1915, and now ninety per cent of the world's opals come from here. But it is very dry and hot -40° or 50° for days at a time. So most people live under the ground in houses which are dug out of the rock. Here they can stay cool, and if they want a bigger house, they just dig another room! The Aboriginal name 'Coober Pedy' actually means 'man who lives in a hole.'

Lakes are usually cool and wet - but not in Australia. The big lakes of the desert are dry most of the time.

A. The title of the text is...  
It is written by...  
It deals with

B. According to the text,  
Basically, In addition,  
Interestingly,

Next, the author speaks about... Further on, she mentions...  
For this reason...

C. Finally, Christine Lindop states that she provides the following examples,

Lake byre ...,  
and lake Mungo...

**Exercise 3. Read the following review and fill in the blanks, choose from the phrases below.**

*States, in conclusion, ect., while, is head lined, interestingly, however, is written by, deals with, main idea*

The text under review \_\_\_\_ physical properties of minerals'. If \_\_\_\_ W. Matthews and \_\_\_\_ the characteristics of minerals which are important for their recognition. The \_\_\_\_ is that each mineral has certain properties by which it may be identified.

The text starts with a brief description of such properties as color, luster, hardness, \_\_\_\_\_. Further on, Matthews gives a detailed analysis of hardness, the \_\_\_\_\_ that hardness is resistance to scratching and is measured by Mohs scale, where talc has a hardness of one, \_\_\_\_\_ diamond is given the hardness of ten. Thus, Mohs scale consists of ten minerals, \_\_\_\_\_, the steps between them are reasonably equal. \_\_\_\_\_, the step between diamond and corundum is very large. \_\_\_\_\_, hardness is an important property of a mineral and is of great value in identification.



## Appendix 2

### Фразы для дискуссии на английском языке

#### Определяем цель взаимодействия

Let's discuss pro and contra – Давайте обсудим «за» и «против»

Let's clear it up. It's the matter of great importance. - Давай разберёмся. Это дело большой важности

#### Вступаем в дискуссию, озвучиваем тему своего высказывания

I am not much of a public speaker but I'd like to add... – Я не очень хороший оратор, но мне хочется добавить (вступаем в дискуссию)

What I want to speak about is... То, о чем я хочу поговорить сейчас - это...

Let me inform you about... – Позвольте мне сообщить вам...

And now about... – А теперь о... As for... - Что касается...

My speech will be about ... – Речь пойдет о...

I will tell you about... – Я расскажу Вам о...

#### Самостоятельно оцениваем информацию, которой делимся с окружающими

At first – Во-первых

First of all – Прежде всего

As far as I remember/know... – Насколько я помню/знаю...

If I'm not mistaken... – Если я не ошибаюсь...

If I remember rightly... – Если я правильно помню... It's needless to say... – Нет нужды говорить...

It's common knowledge that... – Это общеизвестно, что...

It's well known that... – Хорошо известно, что...

Everybody knows... – Все знают, что...

No one is surprised to hear that... – Никто не удивится, услышав, что...

It's important, I think. – Я думаю, это важно.

It's also very interesting that – Также очень интересно... Frankly speaking – Честно говоря

Strictly speaking – Строго говоря

To say the truth – По правде сказать In fact – На самом деле

There is no doubt that... – Нет сомнений в том, что...

### **Озвучиваем ход мысли**

Now, where was I? – Итак, о чем я говорил?...

Where were we? – На чем мы остановились?

Getting back to the topic – Возвращаясь к теме

What are you driving at? – К чему ты клонишь?

I just say things that come into my head. – Я просто говорю то, что приходит на ум.

### **Дополняем высказывание**

In addition... – В дополнение...

I would like to add that – Я бы хотел добавить, что...

By the way – кстати, между прочим

Just for the record – для справки

### **Заполняем паузы, выигрываем время**

Let me think... – Дайте подумать...

Wait a moment / just a moment /minute... – Секундочку....

How could it slip my mind? – Как это могло выскочить у меня из головы? Oh, it's a pity, I don't remember his name – Жаль, но я не помню его имени... I'm trying to collect my thoughts. – Пытаюсь собраться с мыслями.

### **Сомневаемся в понимании услышанного, переспрашиваем, уточняем**

What do you mean? – Что Вы имеете в виду?

What does it mean? – Что это значит?

.... What is it? - ... (слово, которое не поняли) Что это?

What do you want to say? – Что Вы хотите сказать?

Could you say it again? – Скажите, пожалуйста, еще раз.

Could you repeat, please? – Не могли бы вы повторить, пожалуйста.

Excuse me, I don't understand. Could you speak not so quickly? – Простите, я не понимаю. Не могли бы вы говорить не так быстро?

I don't quite follow you. – Я не совсем улавливаю мысль.

I'm not sure I get what you mean. - Я не уверен, что понял, что Вы имели в виду.

What did you say? – Что вы сказали?

In other words... – Другими словами...

Paraphrasing we can say... – Иными словами можно сказать...

### **Подтверждаем понимание**

I see... – Я вижу (понимаю)... I understand... – Понимаю... And?  
..И?  
I got it. – Понял.

### **Реагируем на полученную информацию**

Really? – Правда?  
Are you sure? – Вы уверены?  
I was surprised. – Я удивлен.  
That's awful! – Это ужасно!  
Shame on you! – Как не стыдно!  
It doesn't matter for me. – Это не имеет значения для меня. It's a pity. – Жаль.  
It is a thousand pities. – Очень жаль.  
It could be better. – Могло бы быть лучше.  
It could have been worse! – Могло быть и хуже.  
Dear me! – Вот это да! (удивление)  
O my God! – Боже мой! (удивление)  
Things happen. – Всякое бывает.  
It's terrible! – Это ужасно! It's boring! – Это скучно!  
I didn't like it at all. – Мне это не нравится вообще.  
It is great! I like it. – Здорово! Мне нравится.  
It's really interesting. – Это действительно интересно.  
I can't say it's great. – Не могу сказать, что это здорово.  
Not bad. – Неплохо.  
I dislike it. – Мне не нравится.

### **Задаем вопрос**

May I ask you... – Можно у вас спросить...  
I wonder... – Интересно...  
I would like to know... – Мне хотелось бы знать...  
Tell me please... – Скажите мне, пожалуйста...  
My question is... – У меня такой вопрос  
I wish I knew... – Хотел бы я знать...

### **Реагируем на вопрос**

I really don't know. – Я действительно не знаю.  
It's an interesting question, thanks a lot. – Это интересный вопрос, спасибо.

### **Выражаем собственное мнение**

In my opinion – По моему мнению

I think – Я думаю

To my mind – По-моему

From my point of view – С моей точки зрения

I believe... – Я считаю...

I suppose – Я полагаю/предполагаю

As for me... – Что касается меня...

I'm sure – Я уверен...

Probably – Возможно, вероятно

Something tells me – Что-то мне подсказывает...

It was just my point of view. – Это только моя точка зрения.

I found out that... – И я выяснил, что...

I just wanted to show you... – Я просто хотел показать Вам, что...

That's my opinion! And I don't eat my words. – Это мое мнение, и я не беру своих слов обратно.

### **Поддерживаем внимание собеседника, расставляем логические акценты**

Believe it or not... – Верить или нет...

Look here... – Послушай...

You know... – Вы знаете...

Please, pay attention to the fact that... – Пожалуйста, обратить внимание на тот факт, что...

As you may know... – Как вы, наверно, знаете...

You see... – Как Вы видите...

### **Вежливо прерываем собеседника**

Excuse me... – Простите...

Pardon me... – Простите...

Sorry to interrupt... – Простите, что прерываю...

May I interrupt (for a minute)? – Можно прервать Вас (на секунду)?

Can I add something here? – Можно я добавлю здесь....

### **Выражаем несогласие с аргументами собеседника и приводим встречные аргументы**

I'm afraid you aren't quite right... – Боюсь Вы не совсем правы...

I don't understand you... – Я не понимаю Вас...

I should not say so... – Я бы так не сказал...

I doubt it... – Сомневаюсь...

It's an interesting idea but... – Интересная идея, но...

Yes, but . . . – Да, но...

Yes, you are right, but... – Да, Вы правы, но...

You may be right, but... – Возможно Вы правы, но...

I may be wrong, but... – Возможно я не прав, но...

Not bad. I just want to pay your attention... – Неплохо. Но я просто хочу обратить Ваше внимание....

But don't forget about... – Но не забывайте о...

It's true but... – Это правда, но...

It might be so, but... – Может быть и так, но...

Far from it... – Совсем не так...

Nothing of the kind. – Ничего похожего.

Nothing like that. – Ничего подобного.

I can't say I agree. – Не могу сказать, что я согласен.

I just want you to understand that... – Я только хочу, чтоб Вы поняли, что...

Most unlikely. – Непохоже, что это так.

I don't think so. – Я так не думаю.

I wish I could agree, but I really can't. – Был бы рад согласиться, но не могу.

To offence, but... – Без обид, но...

It's clear, but... – Понятно, но...

It doesn't prove your idea. – Это не доказывает Вашу мысль. You had better think about... – Вы бы лучше подумали о...

On the contrary – Наоборот

In spite of this... – Несмотря на это...

I hope you'll change your mind. – Надеюсь, Вы измените свое мнение.

Generally I like your idea, but... – В целом мне нравится Ваша идея, но...

It's a lie. – Это ложь.

It seems me to be false. – Это представляется мне неверным.

I understand your position but... – Мне понятна Ваша позиция, но...

What are you talking about? – О чём ты говоришь?

But we must take into account... – Но нам следует принимать во внимание...

But we must take into consideration... – Но нам следует учитывать...

But it is to be noted... – Но необходимо заметить...

Deep down I disagree. – В глубине души я не согласен.

But, please, don't let out of your sight the fact ... – Но, пожалуйста, не упускайте из вида тот факт...

But I dare say – Но я осмелюсь сказать...

### **Соглашаемся с собеседником**

Exactly! – Точно! Именно!

Naturally! – Естественно!

Quite so. – Именно так.

That's right. – Правильно.

I agree with you. – Я согласен.

You read my mind. – Ты читаешь мои мысли.

I dare not protest. – Не смею возражать.

Hmmm... I hadn't thought of that before. – Ммм... Не думал об этом раньше.

It's new to me. – Это новая информация для меня.

### **Предлагаем собеседнику**

Let's – Давай...

Why don't we (+ глагол в начальной форме)... – почему бы нам не (+ глагол в начальной форме)...

Maybe we will – Может быть

We could... if you like it... – Мы могли бы ... если ты хочешь...

If you don't mind, let's... – Если Вы не против, давайте...

And what about (+Ving) – А как насчет ...?

Maybe ... What do you think of it? – Может быть... Что ты думаешь об этом?

If I were you I would ... – На твоём месте я бы...

What if... – Что, если...

What do you think about ... – Что ты думаешь насчет...?

### **Реагируем на предложение**

It's worth trying/discussing... – Стоит попробовать/обсудить...

That's interesting. – Это интересно.

Great idea! – Отличная идея!

I have nothing against! – Ничего не имею против.

Why not? – Почему бы нет?  
It's fantastic! – Фантастика!  
That's great! – Отлично!  
OK. – Хорошо.  
Of course. – Конечно (разумеется, это и так все знают).  
Certainly. – Конечно.  
With great pleasure. – С удовольствием.  
As you want. – Как хочешь.  
It's all the same to me. – Мне без разницы.  
What for? – Зачем?

### **Заканчиваем дискуссию, подводим итоги**

People say tastes differ. – Говорят, что о вкусах не спорят.  
It's matter of opinion. – Это спорный вопрос.  
All in all.. – В конечном счёте, с учётом всех обстоятельств...  
Wait and see. – Поживём увидим.  
Let's drop the subject. – Давай оставим эту тему.  
I don't want to discuss this problem. – Я не хочу обсуждать эту проблему.  
In any case it was nice to speak to you. – В любом случае было приятно поговорить с Вами.  
Use your own judgement. – Решай сам.  
To sum up... – Подводя итог, суммируя все вышесказанное...  
In short / in brief / in a word – Короче ....  
In general... – В общем...  
In conclusion I would like to say... – В заключение я хотел бы сказать...  
After all... – В конце концов, в итоге....  
So the main idea is that... – Итак, основная идея заключается в том, что...

## Appendix 3

### Ключевые фразы для проведения презентаций

#### Начало презентации

Good morning / afternoon / evening ladies and gentlemen -

Доброе утро / день / вечер дамы и господа

My name is... I am ... - Меня зовут ... Я являюсь ...

Today I would like to talk with you about ... - Сегодня я хотел бы поговорить с вами о...

My aim for today's presentation is to give you information about ... - Цель моей сегодняшней презентации – проинформировать вас о...

I have been asked to comment on what I think of the way ... - Меня попросили сказать / прокомментировать, что я думаю о способе ...

Please feel free to interrupt me if there are any questions. - Пожалуйста, не стесняйтесь прерывать меня, если возникнут любые вопросы.

If you have any questions, please feel free to ask me at the end of the presentation. – Если у вас есть какие-либо вопросы, пожалуйста, задайте их по окончании презентации.

#### Сообщение о плане презентации

First of all, ... / Above all, ... Прежде всего ...

First I would like to talk about ... Сначала я хотел бы сказать о ...  
I'd like to start by saying ... Я бы хотел начать с ...

Before discussing ... Перед тем как обсуждать ...

Describing this process, it is necessary to start with ... Описывая этот процесс, необходимо начать с ...

Firstly, we must become accustomed to the terminology, which uses ... Сначала мы должны ознакомиться с терминологией, которую использует ...

I'd like to come to the right point ... Я бы хотел сразу приступить к делу ...

I am going to divide my review / report / article into 3 areas / parts ... Я собираюсь разделить свой обзор / доклад / статью на 3 части ...

I will begin with a definition of ..., then go on to a brief review ...

Я начну с определения ..., затем перейду к краткому обзору ...

Let us start by mentioning a few facts ...

Давайте начнем с упоминания некоторых фактов ...

Then I would like to take a look at... Затем я хотел бы взглянуть на ...

...



Following that we should talk about ... Вслед за этим мы должны поговорить о ...

Lastly we are going to discuss ... В заключение мы обсудим ...

I would like to talk to you today about for \_\_\_ minutes. Сегодня я хотел бы поговорить с вами о \_\_\_\_\_ в течение \_\_\_\_\_ минут.

We should be finished here today by \_\_\_\_\_ o'clock ... Мы должны закончить сегодня к \_\_\_\_\_ часам.

### **Управление презентацией**

Now we will look at ... Сейчас мы посмотрим на ...

I'd like now to discuss... Я бы хотел обсудить сейчас ...

Before moving to the next point I need to ...

Прежде чем перейти к следующему вопросу, мне необходимо ...

Let's now talk about... Давайте сейчас поговорим о ... Let's now turn to... Давайте перейдем сейчас к ...

Let's move on to... Давайте перейдем к ...

That will bring us to our next point ... Это приведет нас к нашему следующему пункту ...

Moving on to our next point ... Переходим к нашему следующему пункту ...

Let us now turn to ..., namely to ... Теперь перейдем к ..., а именно к ...

We come now to the description of ... Теперь мы подошли к описанию ...

Let's switch to another topic ... Перейдем на другую тему ...

Let us now proceed to consider how ... Давайте перейдем к рассмотрению того, как ...

Firstly ... Во-первых ...

Secondly ... Во-вторых ...

Thirdly ... В-третьих ...

I'd like to describe in detail ... Я бы хотел подробно описать ...

Let's face the fact ... Давайте обратимся к факту ...

Consider another situation. Рассмотрим другую ситуацию ... Let's go back a bit to ... Давайте немного вернемся к ...

It will take up too much time / space ... Это займет слишком много времени / места ...

This point will be discussed later / after ... Этот вопрос будет обсуждаться позднее / после ...

Lastly ... Наконец / в заключение ...

Eventually we must confess ... В конечном итоге, мы должны признаться ...

Now we come to the final phase of ... Теперь перейдем к заключительному этапу ...

One more question remains to discuss ... Остается еще один вопрос для обсуждения ...

And the last point, ... И последний вопрос / замечание, ...

A final remark. ... Последнее замечание.

### **Подведение итогов**

I would just like to sum up the main points again ... Я бы еще раз хотел подвести итоги основных пунктов ...

If I could just summarize our main points before your questions. So, in conclusion... Я хочу только подвести итоги наших главных пунктов перед тем, как вы начнете задавать вопросы. Итак, в заключение ...

Finally let me just sum up today's main topics ... В заключение, позвольте мне подвести итоги сегодняшних основных тем ...

Concluding what has been said above, I want to stress that ... Подводя итог тому, что было сказано выше, я хочу подчеркнуть, что ...

I will sum up what has been said ... Я подытожу все сказанное

...

To conclude this work ... В завершение этой работы ...

To summarize, the approach to ... described here is ... Резюмируем: подход к ..., описанный здесь, состоит в ...

We arrived at the conclusion that ... Мы пришли к заключению, что ...

We shouldn't rush to a conclusion ... Мы не должны делать поспешный вывод ...

We find the following points significant ... Мы находим важными следующие моменты ...

We can draw just one conclusion since ... Мы можем сделать лишь один вывод, поскольку ...

As a summary I would like to say that ... В качестве обобщения, я бы хотел сказать, что ...

Finally, the results are given in ... И, наконец, результаты представлены в ...

## **Уточнения**

I'm sorry, could you expand on that a little? ... Простите, можно немножко поподробнее?

Could you clarify your question for me?... Могли бы вы прояснить этот вопрос для меня?

I'm sorry I don't think I've understood your question, could you rephrase it for me? ... Извините, по-моему, я не понял вашего вопроса. Могли бы вы изложить его иначе (перефразировать) для меня?

I think what you are asking is ... Я думаю то, о чем вы спрашиваете, это ...

If I've understood you correctly you are asking about ... Если я правильно вас понял, вы спрашиваете о ...

So you are asking about ... Итак, вы спрашиваете о ...

## **Разные полезные фразы**

Thus ... Таким образом ...

Thus we see ... Таким образом, мы видим ...

In consequence ... В результате ...

In consequence of ... Вследствие ...

Turning now to possible variants ... Переходя теперь к возможным вариантам ...

We can further divide this category into two types ... В дальнейшем мы можем разделить эту категорию на два типа ...

We can now go one step further ... Теперь мы можем продвинуться на шаг вперед ...

That is why we have repeatedly suggested that ... Вот почему мы неоднократно предлагали ...

However this conclusion may turn out to be hasty, if ... Однако этот вывод может оказаться поспешным, если ...

Maybe we could get definite results at an earlier date ... Возможно, мы могли бы получить определенные результаты на более раннюю дату (раньше) ...

No definite conclusions have so far been reached in these discussions ... В ходе этих дискуссий так и не были сделаны какие-либо определенные выводы ...

Results are encouraging for ... Результаты обнадеживающие, поскольку ...

Results from such research should provide ... Результаты такого исследования должны обеспечить ...

The logical conclusion is that ... Логическим заключением является то, что ...

The result was astounding ... Результат был ошеломляющим ...

The results are not surprising ... Результаты неудивительны ...

Then eventually I came to the conclusion that ... Затем, со временем, я пришел к выводу, о том что ...

There are two important consequences of ... Есть два важных следствия ...

The first step is to develop ... Первый шаг состоит в том, чтобы разработать

The second phase of is that ... Второй этап ... в том, чтобы ...

There are two main stages in the procedure ... В данной процедуре есть два главных этапа ...

Although I think that ... Хотя я полагаю, что ...

I strongly believe that ... Я решительно полагаю, что ...

In order to understand ... Для того чтобы понять ...

It has to be said that ... Необходимо сказать, что ...

Many experts are coming to believe that only ... Многие эксперты все больше приходят к убеждению, что только ...

Some experts, however, think that ... Некоторые эксперты, однако, думают, что

Someone may say that ... Кто-то может сказать, что ...

Though we used to think ... Хотя мы привыкли полагать ... It is generally considered that ... Обычно полагают, что ...

We should realize that ... Мы должны осознавать, что ...

Now we understand why it is so hard to ... Теперь мы понимаем, почему так трудно ...

Consider how it can be done ... Рассмотрим, как это может быть сделано

At first glance it would seem that ... На первый взгляд могло бы показаться, что

It can be viewed in a different light ... Можно иначе смотреть на это ...

It has been assumed that ... Предполагалось, что ...

Let us assume for a moment that ... Предположим на минуту, что ...

Suppose, for example, that ... Предположим, например, что ...

Though it might seem paradoxical, ... Хотя это могло бы показаться парадоксальным ...

You might know that ... Вы, возможно, знаете, что ...

But it can be claimed that ... Но можно утверждать, что ...

Let us not forget that ... Давайте не будем забывать, что ...

This simplified approach ignores the importance of ... Этот упрощенный подход игнорирует важность ...

## Appendix 4

### Список сокращений

BTEC - Business & Technology Education Council

Cm - centimeter

FE - further education

Ft - feet

GCE A level - General Certificate of Education

GNVQ - General National Vocational Qualification

HE - higher education

HEIs - higher education institutions

HNC - Higher National Certificate

HND - Higher National Diploma

Km - kilometer

Mm - millimeter

M – meter

Mi – mile

Mt. – mount

NVQ - National Vocational Qualifications

SCE - Scottish Certificate of Education

SQA - Scottish Qualifications Authority Certificate

Sq.km – square kilometer

UK – the United Kingdom

US – the United States

USA - the United States of America

VET - Vocational education and training

°C – degree Celsius

°F – degree Fahrenheit

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*Учебное издание*

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**COUNTRY STUDIES OF ENGLISH-SPEAKING NATIONS:  
THE UK, THE USA, CANADA,  
AUSTRALIA, NEW ZEALAND**

**Учебное пособие**

Подписано в печать 19.11.2020.  
Бумага офсетная. Печать цифровая.  
Формат 60x84 1/16. Гарнитура «Times New Roman». Усл. печ. л. 10,11.  
Уч.-изд. л. 7,29. Тираж 100 экз. Заказ 117/11

Отпечатано с готового оригинал-макета  
в типографии Издательства Казанского университета

420008, г. Казань, ул. Профессора Нужи́на, 1/37  
Тел. (843) 233-73-59, 233-73-28