

HISTORY OF RUSSIA, THE UNITED KINGDOM AND THE USA



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ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ**
Высшая школа иностранных языков и перевода

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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 основным периодам истории России и англоговорящих стран, таких как Соединенное Королевство Великобритании и Северной Ирландии, Соединенные Штаты Америки. Пособие может быть полезно для слушателей программ повышения квалификации учителей иностранного языка и профессиональной переподготовки по дисциплинам «Лингвострановедение», «Лингвокультурология», «Английский язык в профессиональной сфере».

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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», «Английский язык в профессиональной сфере».

Учебное пособие разработано с учетом требований государственного стандарта высшего профессионального образования. Пособие состоит из трех глав и содержит аутентичные тексты на английском языке по основным периодам истории России и англоговорящих стран, таких как Соединенное Королевство Великобритании и Северной Ирландии, Соединенные Штаты Америки. 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, трех глав, приложений, списка использованной литературы. Модули в составе глав имеют одинаковую структуру. Каждый из них содержит тематические тексты с разработанным словарем и заданиями.

Задания к текстам направлены на тренировку и закрепление лексики, совершенствование навыков говорения и письма по специальности. В заданиях предлагается ответить на вопросы к тексту; заполнить пробелы; найти соответствия; восстановить порядок слов в предложении; дать определение терминам; представить аннотацию текста на английском языке; обсудить более детально подтемы модуля; подготовить презентацию по тематике модуля; пройти итоговый тест по модулю.

CHAPTER I

MAIN PERIODS OF RUSSIAN HISTORY

UNIT I

Ancient Russia, IX – XIII centuries



Task 1. What do you know about the history of Ancient Russia, IX – XIII centuries?

Task 2. Read and translate the text.

In the IX century, an Old Russian state was formed on the territory inhabited by East **Slavic** tribes - Kievan Rus, which was the largest early feudal state in Eastern Europe. The territory of the formation of Kievan Rus became a vast expanse from the Baltic (in the north) to the Black Sea (in the south) and from the Western Dvina (in the west) to the Volga and its tributaries (in the east). Initially, numerous tribes of Slavs lived on the territory of Russia - Polyans, Northerners, Drevlyans and Vyatichi, who sometimes traded, and sometimes fought with each other.

In the IX century, the tribal relations of the Eastern Slavs began to disintegrate due to the appearance of metal tools and the transition from

slash-and-burn to arable farming, since the joint efforts of all members of the genus were no longer required for farming. A separate family became the main economic unit.

History in **the "Tale of Bygone Years"** since 862, at the invitation of the Novgorodians, the Varangians — the brothers Rurik (862-879), Sineus and Truvor came to rule Russia. The establishment of the power of the Rurik dynasty was an important stage in the creation of a state among the Eastern Slavs. However, Rurik ruled only a part of the East Slavic lands. He was an invited prince, so his power was fragile. To succeed in the formation of the state, it was necessary to unite the East Slavic tribes, earn recognition in **neighboring states** and transfer power to descendants. Rurik had a son and heir Igor. At the time of Rurik's death, Igor was still a child and could not rule independently. Therefore, Rurik transferred power to his vigilante and, possibly, to a relative named Oleg, who was to rule until Igor became an adult. In 882, Prince Oleg, together with the young Igor, undertook a campaign from the Novgorod lands along the way **"from the Varangians to the Greeks"** to the south. Having captured Smolensk in the upper reaches of the Dnieper River, Oleg's army moved to Kiev. At that time, the former warriors of Rurik, the Varangians Askold and Dir, ruled in Kiev. According to legend, Askold and Dir in 860 made an unsuccessful campaign against the capital of Byzantium, Constantinople.

Princess Olga (945-964), Igor's wife, continued his policy. Olga began her reign with a campaign against the Drevlians, burned down many Drevlian settlements, suppressed their speeches and avenged her husband's death. Under Olga, the size of the tribute (lesson) was regulated, and she was taken to specially **designated** places (churchyard). Olga was the first of the princes who converted the people to Christianity. The process of Christianization of the Old Russian elite began, while the majority of the population remained pagans. In 988, **the Baptism of Russia** took place on the Greek model, but Vladimir initially considered the Muslim faith as the state religion. The son of Igor and Olga Svyatoslav (964-972) spent most of his time in conquering campaigns, in which he showed great strength

and courage. Svyatoslav always **declared war** in advance ("I'm going to you"), fought with the Pechenegs and the Byzantines. In 969 – 971 Svyatoslav fought on the territory of Bulgaria and settled at the mouth of the Danube. In 972, while returning from a campaign to Kiev, Svyatoslav was killed by the Pechenegs. The son of Svyatoslav became the unifier of all the lands of the Eastern Slavs as part of Kievan Rus - Vladimir (960-1015). The first law written in the state, "Russian Truth", was written by Yaroslav the Wise. Under Yaroslav, Russia is experiencing a **cultural flourishing** - monasteries, translations of texts and architecture appear. Prince Yaroslav the Wise, shortly before his death (1054), divided the lands between his five sons. The struggle of Yaroslav the Wise's children for power led to the fragmentation of Russia into many autonomous **principalities**.

In 1237-1241, the Mongol Empire invaded Russia - unable to resist such a powerful opponent, the princes were forced to recognize **dependence** and submit to the will of a strong opponent.

Adapted from: <https://studfile.net/preview/1839121/page:3/>
 Accessed: 01.06.23

Adapted from: <https://studfile.net/preview/1839121/page:4/>
 Accessed: 01.06.23

Adapted from: <https://foxford.ru/wiki/istoriya/obrazovanie-drevnerusskogo-gosudarstva-pervye-russkie-knyazya>

Accessed: 01.06.23

Glossary

English term	Russian equivalent
Slavic	славянин, славянский
slash-and-burn	подсечно-огневой метод земледелия
The "Tale of Bygone Years"	Повесть временных лет
a neighboring state	соседнее государство
from the Varangians to the Greeks	из варяг в греки
to disintegrate	распадаться, разрушаться

The Baptism of Russia	крещение Руси
to declare war	объявить войну
cultural flourishing	культурный расцвет
a principality	княжество
dependence	зависимость

Task 3. Answer the following questions:

- 1) When did the Baptism of Russia take place?
- 2) What was the name of the first chronicle?
- 3) What was the name of the path that ran along the rivers and led from the Baltic Sea to the Black Sea, to the shores of Byzantium?
- 4) What is the name of the first law written in the state?
- 5) When did the Mongol invasion happen?
- 6) Who was Svyatoslav killed by and when?

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

- 1) The territory of the formation of Kievan Rus became a vast expanse from the Baltic (in the north) to the (in the south) and from the Western Dvina (in the west) to the Volga and its tributaries (in the east).
- 2) Initially, numerous tribes of Slavs lived on the territory of Russia - Pol-yans, , Drevlyans and Vyatichi, who sometimes traded, and some-times fought with each other.
- 3) In the IX centuries, the tribal relations of the Slavs began to disin-tegrate due to the appearance of metal tools and the transition from slash-and-burn to arable farming, since the joint efforts of all members of the genus were no longer required for farming.
- 4) History in the "Tale of Bygone Years" since 862, at the invitation of the Novgorodians, the Varangians — the brothers Rurik (862-879), and Truvor came to rule Russia.
- 5) To succeed in the formation of the state, it was necessary to unite the East Slavic tribes, earn recognition in states and transfer power to de-scendants.
- 6) In 988, the of Russia took place on the Greek model, but Vladimir

initially considered the Muslim faith as the state religion.

7) Under Olga, the size of the tribute (lesson) was regulated, and she was taken to specially designated places .

8) In 1237-1241, the Mongol Empire invaded Russia - unable to resist such a powerful opponent, the princes were forced to recognize and submit to the will of a strong opponent.

Dependence, baptism, churchyard, neighboring, eastern, northerners, the Black Sea, Senius

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

economic	principality
independent	Yoke
the Mongolian	territory
fragmentation	truth
Russian	to the Greeks
eastern	Rus
from the Varangians	states
neighboring	tribute
size	sunrise
culture	slavs

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

1) After, the", three, brothers, in, to, power, Russia:, Rurik, Sineus, and, Truvor, "calling of the Varangians", came.

2) The, law, written, the, state, "Russian Truth", was, first, written, by, Yaroslav, the, Wise, in.

3) Under, cultural, Yaroslav, is, experiencing, a, flourishing, -, monasteries, translations, Russia, of, texts, and, architecture, appear.

4) The, many, of, Yaroslav, the, Wise's, children, power, led, to, the, fragmentation, struggle, of, Russia, into, autonomous, principalities for,.

5) In, Empire, 1237-1241, Mongol, the, invaded, Russia.

6) The, due, of, Russia ,was, due, the, cooperation, of, Scandinavians, and,

to, Slavs, foundation.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

On the territory inhabited by, to disintegrate, to succeed in smth., the process of Christianization, joint efforts, to begin to disintegrate due to, to transfer power to descendants, shortly before his death, tribal relations, to be forced to.

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

The Baptism of Russia

At the end of the 10th century, Prince Vladimir Svyatoslavovich introduced Christianity as the official religion. **Chronicles** refer this event to 988. In historical literature, it is most often called the "Baptism of Russia", but the term "religious reform of Prince Vladimir" may also occur. To a certain extent, Russia was familiar with other religions due to trade and diplomatic ties. The Khazars were followers of Judaism, the Bulgars were followers of Islam, Byzantium and European states were Christians of the Eastern and Western traditions (the final division into Catholic and **Orthodox** churches happened later, but there were already significant differences in rituals and teachings). In Russia by this time there were known cases of people accepting the Christian faith. Byzantine **sources** mention that after the march of Russia to Constantinople in 860, Patriarch Photius sent missionary priests to Kiev who baptized people. Such actions were common — Byzantium used this tactic to reduce the likelihood of military conflicts and gain some influence over former pagans. According to some sources, the Kievan princes Askold and Dir were baptized at that time. In 957, the Kievan Princess Olga was baptized in Constantinople. There was no lasting alliance with Byzantium after that, but the states became closer. Prince Vladimir's choice fell on Eastern (Greek) Christianity. Besides the fact that in Russia they were already familiar with the Christian religion, Byzantium also served as an example of combining religion with a strong

statehood. In Russia, this faith could unite various tribes and strengthen the princely power. The international authority in the case of the adoption of Christianity would also be strengthened: paganism was perceived in European countries as barbarism. This was reflected in economic and political relations: for example, pagan merchants were subjected to **harassment**, and the daughters of Christian rulers could not marry pagans. The adoption of Christianity was preceded not only by internal processes, but also by events accompanied by diplomatic negotiations and military campaigns. In 987, Emperor Basil II of Bulgaria addressed Prince Vladimir with a request for military assistance to suppress the rebellion that arose in the Byzantine troops. In response, Prince Vladimir demanded the emperor's sister Anna as his wife. From the point of view of international relations, such a marriage was very beneficial for the Kiev prince. Military assistance was provided, but the emperor was in no hurry to fulfill Vladimir's demand, apparently considering the marriage of his sister with a pagan prince humiliating. When Prince Vladimir with his army besieged and a few months later conquered the city of Korsun (Chersonese) — an outpost of Byzantium in the Crimea. The capture of Korsun allowed Vladimir to set his conditions once again. An agreement was reached, according to which Prince Vladimir was baptized here, in Korsun, and then married Princess Anna. He gave Korsun back to Byzantium as a bride price.

Vladimir returned to Kiev accompanied by Byzantine priests. First of all, Vladimir's sons and his squad were baptized. The **pagan idols** standing in the city were destroyed and thrown into the river. The priests began to preach the new **faith**. Then, by order of the prince, all the people of Kiev were gathered in one day at the Dnieper and baptized in its waters. Priests and preachers were sent from Kiev to other cities. Pagan structures were destroyed, Christian churches were erected instead. In some cities everything happened **peacefully**, in others residents resisted. Especially active resistance was in Novgorod, where an army under the command of the Kiev voivode Dobrynya was sent to restore order and fulfill the will of the prince. The residents of Rostov also resisted the introduction of Christianity: they expelled two Christian **bishops** sent to them, and a third, Leontius,

was tried by a crowd of pagans to kill.

The adoption of Christianity contributed to the internal strengthening of statehood. The Church taught people to be submissive to the authorities. The state, in turn, ensured the **prosperity** and protection of the **church**. For the construction of churches and the maintenance of the clergy, a special tax was collected in favor of the church — **tithing**.

Adapted from: <https://www.advantour.com/russia/history/christianization-of-kievan-rus.htm>

Accessed: 02.06.23

Task 9. Match the words and their definitions. Guess the translation of these words.

1. chronicles	a. a tenth of anything. This word is most commonly used in relation to the practice of collecting a tenth of a parishioner's income in favor of a religious community in Judaism, Christianity and other religious traditions
2. orthodox	b. inclined to peace, peaceful solutions; not loving enmity and quarrels
3. sources	c. historical genre, which is a weather, more or less detailed record of historical events
4. harassment	d. one of the main and oldest trends in Christianity, which developed during the first millennium in Byzantium, in the era of the seven Ecumenical Councils.
5. pagan idols	e. recognition of something as true regardless of factual or logical justification, mainly due to the very nature of

	the subject's relationship to the subject of faith; conviction, deep confidence in someone or something.
6. faith	f. this is what is worshipped instead of God, which is falsely exalted instead of spiritual and moral values. Once upon a time, in paganism, images of gods made of wood, stone, clay, cloth were called idols
7. peacefully	g. it is a success or a state of success, especially financial or material success.
8. bishops	h. the name of the clergyman of the third (highest) degrees of the priesthood, also bishop
9. prosperity	i. a religious building intended for the gathering of Christians, the performance of divine services and religious rites.
10. hurch	j. this is the use of force, coercion, offensive teasing or threats for the purpose of insulting, aggressive domination or intimidation.
11. tithing	k. this is the text from which information or ideas are extracted.

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) Early East Slavs
- 2) The vocation of the Varangians
- 3) The Rurik Dynasty
- 4) Conquering campaigns of 9-13 centuries
- 5) Mongolian invasions

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) Paganism
- 2) Prerequisites for the acceptance of Christianity
- 3) Influence of Christianity on the state
- 4) Pros and cons of accepting Christianity
- 5) Consequences of the adoption of Christianity

UNIT 2

Tatar-Mongol Yoke (XIII-XV)



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

Task 2. Read and translate the text.

After a brief attempt to revive the ancient centres of Bulgar and Crimea, the Jucids (the family of Jöchi, son of Genghis Khan, who inherited the western portion of his empire) established a new capital, Itil. (It was moved to New Sarai, near the site of Tsaritsyn, modern Volgograd, about 1260.) These towns became the commercial and administrative centres of what was later to be called the “Golden Horde” (the term is probably a Western invention). Its East Slavic territories were **tributaries** of an extensive empire, including, at its height, Crimea, the Polovtsian steppe from the Danube to the Ural River, the former territories of the Bulgar empire (including the fur-rich Mordvinian forests and parts of western Siberia), and in Asia the former kingdom of Khwārezm, including Urgench, the cultural capital of the Jucids. Control of the Slavic lands was exercised through the native princes, some of whom spent much of their time at the Mongol capital, and through agents charged with overseeing the activities of the princes and particularly the fiscal levies.

This multinational commercial empire was unstable. Early in the history of the Golden Horde, the khans of Sarai, who tended to reflect the interests of the Volga tribes, were challenged by the tribal princes of the west, whose control of the Danube, Bug, and Dnieper routes and of the access to Crimea gave them considerable political and economic power. As early as 1260, Nokhai, one of these western chieftains, showed his independence of Sarai by establishing his own foreign policy, and toward the end of the 13th century he seized control of Sarai itself. At his death the eastern tribes reestablished their control in Sarai, but, in the reign of the great Öz Beg (1313–41), the high point of Golden Horde power, the west was again ascendant. Öz Beg based his power upon firm control of Crimea and had extensive relations with the Genoese and Venetians, who controlled the main ports there. After the death of Öz Beg's son Jani Beg in 1357, however, the empire began to reveal serious internal strains. The tribes of the west paid little heed to the khans who appeared in dizzying succession in Sarai; the northern Russian princes fell to quarreling and to maneuvering for their own advantage in the **internecine** politics of the Golden Horde; the Volga Bulgar region was detached by a dissident Tatar prince; and the lands of the east were drawn into the orbit of the Turkic conqueror Timur (Tamerlane).

The Golden Horde's last cycle of integration and **dismemberment** was closely linked with events in Timur's domains. Tokhtamysh, son of a minor Tatar prince, had been unsuccessfully involved in the **skirmishes** around the throne of Sarai in the 1370s and had fled to the court of Timur, with whose aid he returned to Sarai and **vanquished** the tribal leaders who had opposed him. Having defeated and made peace with them, he now turned to defeat Mamai (1381), who had the previous year been defeated by Prince Dmitry Donskoy (grand prince of Moscow, 1359–89). Mamai's western tribal allies went over to Tokhtamysh, and, for a brief time, the major components of the tribal structure of the Golden Horde were reunited. Tokhtamysh successfully attacked Moscow (just as Mamai had hoped to do) and set about consolidating his gains. As his power grew, however,

Tokhtamysh was drawn into a struggle with Timur, who had conquered much of Iran, the south Caucasus, and eastern Anatolia. After a number of **encounters** in the northern Caucasus, Timur, who apparently was **intent** upon diversion of east-west trade through his own Transoxanian and north Iranian territories, set out to destroy Tokhtamysh and the latter's commercial centres. In 1395–96 Timur's armies systematically **annihilated** Sarai, Azov, and Kaffa. The Golden Horde never recovered; its **subsequent** history is a record of struggles among its former subjects for **supremacy** and attempts to restore political and commercial stability to the steppe.

Adapted from: <https://www.britannica.com/place/Russia/Tatar-rule>

Accessed: 02.05.23

Glossary

English term	Russian equivalent
tributary	государство, платящее дань
internecine	междоусобный
dismemberment	разделение на части
skirmish	стычка, схватка
vanquish	победить, покорить
encounter	столкновение, схватка
be intent upon	намереваться
annihilate	уничтожить, истребить
subsequent	последующий
supremacy	превосходство

Task 3. Answer the following questions.

- 1) How did Golden Horde appear?
- 2) How big was Golden Horde? Where were its borders?
- 3) What is the role of the khans of Sarai with the instability of the empire?
- 4) What is Golden Horde's dismemberment closely linked with?

- 5) Why did Tamerlane start a struggle with Tokhtamysh? What was his intention?
- 6) When did Golden Hord cease to exist?

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

1. Control of the ... was exercised through the native princes, some of whom spent much of their time at the Mongol capital.

2. The Golden Horde's last cycle of integration and dismemberment was closely linked with events in Timur's

3. In 1395–96 Timur's armies systematically ... Sarai, Azov, and Kaffa.

4. As his power grew, however, Tokhtamysh was drawn into a struggle with ... , who had conquered much of Iran, the south Caucasus, and eastern Anatolia.

5. After a brief attempt to ... the ancient centres of Bulgar and Crimea, the Jucids established a new capital, Itil.

6. After the death of Öz Beg's son ... in 1357, however, the empire began to reveal serious internal strains.

7. Tokhtamysh, son of a ... Tatar prince, had been unsuccessfully involved in the skirmishes around the throne of Sarai in the 1370s.

8. The tribes of the west paid little heed to the ...who appeared in dizzying succession in Sarai.

Revive, khans, Timur, minor, Slavic lands, annihilated, Jani Beg, domains.

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

attempts	levies
extensive	little heed
fiscal	chieftains
western	succession
internal	involved
paid	empire

dizzying	gains
unsuccessfully	to restore stability
consolidate	to revive
attempts	strains

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

1. Genoese, and, had, upon, his, Öz, power, control, Crimea, based, relations, of, with, the, and, Venetians, firm, extensive, Beg.

2. Horde, and, was, these, the, centres, of, called, what, to, commercial, the, became, towns, be, administrative, Golden, later.

3. empire, commercial, was, this, unstable, multinational.

4. them, Mamai, made, defeated, and, peace, with, he, to, having, now, defeat, turned.

5. do, had, Tokhtamysh, hoped, successfully, Moscow, just, Mamai, attacked, as, to.

6. Horde, of, tribal, were, for, a, the, brief, time, components, of, the, structure, the, major, Golden, reunited.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

Inherit, at its height, former, to reflect interests, considerable political and economic power, seize control of smth, ascendant, extensive relations, for a brief time, apparently.

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

The great stand on the Ugra river

In the spring of 1480 a khan of the Great Horde Akhmat directed his **troops** toward Moscow that refused to pay **tribute** to the Tartars. Having arrived to the mouth of the Ugra river (the left tributary of the Oka river), the Mongolian troops were stopped by the Russian host. The Russian commanders had blocked the fords and passages over the river to the Tar-

tars. The battle for the passage over the Ugra river had continued for several days. All the attacks of the Horde were **repulsed**. The Tartars **withdrew** 2 versts away from the Ugra river and stopped at the Luza river. The armies of Ivan III occupied the positions on the opposite bank. “The great stand on the Ugra river” began.

Akhmat awaited the assistance of the Polish-Lithuanian king Kazimir IV. Ivan III had concluded an agreement with his **mutinous** brothers Boris Volotsky and Andrey Bolshoy and, seeking to win the time while waiting for their armed forces, started the **negotiations** with the khan. However the Russian **embassy** had not succeeded. From time to time skirmishes took place, but neither of the sides dared for an active move.

In the end of October the prince Ivan III ordered to withdraw the Russian forces from the Ugra river to the town of Borovsk so that he could give a battle to the Horde soldiers in case they forced a crossing over the river.

On November 11, 1480 the khan Akhmat not having **obtained** the assistance of the Lithuanians and having learned that the forces of Ivan III had gained its rear, began the **retreat**. During the winter stay in the mouth of the Donets river, on January 6, 1481 the khan Akhmat was killed when his troops faced those of a Siberian khan Ibak. Soon after that the **intestine** strives began and the Horde broke up into several independent khanates which the Russian state had been struggling with during 16-18th centuries.

The great stand on the Ugra river marked the final downfall of the Tartar yoke. The Moscow state became sovereign not only practically but also formally.

During the celebration of the 500th anniversary of “The great stand on the Ugra river” in 1980, on the bank of a legendary river there was opened a monument in honor to this event.

Adapted from: <https://www.prlib.ru/en/history/619708>
Accessed: 03.05.2023

Task 9. Match the words and word combinations with their definitions. Guess the translation of these words.

1. troops	a. a large group of soldiers that is commanded by a colonel
2. tribute	b. refusing to obey the orders of a person in authority
3. repulsed	c. soldiers or armed forces
4. withdraw (withdrew)	d. internal/ domestic/ civil struggle
5. mutinous	e. a deputation or mission sent by one ruler or state to another
6. negotiation	f. (of an army) withdraw from enemy forces as a result of their superior power or after a defeat
7. embassy	g. leave or cause to leave a place or situation
8. obtain	h. payment made periodically by one state or ruler to another, especially as a sign of dependence
9. retreat	i. discussion aimed at reaching an agreement
10. intestine strife	j. get, acquire, or secure (something)

Task 10. Work in pairs and discuss the topics using Appendix 2.

1. Golden Horde as political entity.
2. Rus and Golden Horde.
3. Golden Horde: culture.
4. Economics of Golden Horde.
5. Tatar-Mongol Yoke, Golden Horde: origin of the names.

Task 11. Prepare a presentation on one of the topics using Appendix 3.

1. Jöchi
2. Nokhai
3. Öz Beg
4. Timur (Tamerlane)
5. Tokhtamysh

UNIT 3

History of Grand Duchy of Moscow (XIV-XVI)



Task 1. What do you know about the History of Grand Duchy of Moscow?

Task 2. Read and translate the text.

The Grand Duchy of Moscow was a Rus' principality of the Late Middle Ages centered on Moscow. It eventually **evolved** into the Tsardom of Russia in the early modern period. The princes of Moscow were Daniilovichi, descendants of the first prince Daniil of Moscow.

The state originated in 1263, when Daniel of Moscow inherited the territory as an **appanage** of his father Alexander Nevsky, prince of Vladimir-Suzdal. Initially, Muscovy was a vassal state to the Golden Horde, paying the khans **homage**, tribute and troops to fight in their wars. Moscow eclipsed and eventually absorbed its parent duchy and later other Russian principalities. The Great Stand on the Ugra River in

1480 marked the end of nominal Tatar suzerainty over Russia, though there were frequent uprisings and several successful military campaigns against the Mongols, such as an uprising led by Dmitri Donskoy against the ruler of the Golden Horde, Mamai, in the Battle of Kulikovo in 1380.

More important to the development of the state of Moscow, however, was its rule by a series of princes who **expanded** its borders and turned a small principality in the Moscow River Basin into the largest state in Europe of the 16th century. The first ruler of the principality of Moscow, Daniel I (d. 1303), was the youngest son of Alexander Nevsky of Vladimir-Suzdal. He started to expand his principality by seizing Kolomna and securing the bequest of Pereslavl-Zalessky to his family. Daniel's son Yury (also known as Georgiy; ruled 1303–1325) controlled the entire basin of the Moskva River and expanded westward by conquering Mozhaisk. He then allied with the overlord of the Rus' principalities, Uzbek Khan of the Golden Horde, and married the khan's sister. The Khan allowed Yuriy to claim the title of Grand Duke of Vladimir-Suzdal, a position which allowed him to interfere in the affairs of the Novgorod Republic to the north-west.

Yuriy's successor, Ivan I (ruled 1325–1340), managed to **retain** the title of Grand Duke by cooperating closely with the Mongols and by collecting tribute and taxes from other Rus' principalities on their behalf. This relationship enabled Ivan to gain regional ascendancy, particularly over Moscow's chief rival, the northern city of Tver, which **rebelled** against the Horde in 1327. The uprising was subdued by the joint forces of the Grand Duchy of Suzdal, the Grand Duchy of Moscow (which competed with Tver for the title of the Grand Duke of Vladimir), and Tatars. Ivan was reputed to be the richest person in Rus', as his **moniker** "Kalita" (literally, the "moneybag") testifies. He used his treasures to purchase land in other principalities and to finance the construction of stone churches in the Moscow Kremlin.

In the 1350s, the country and the royal family were hit by the Black Death. Dmitry Ivanovich was aged nine when his parents died

and the title of Grand Duke slipped into the hands of his distant relative, Dmitry of Suzdal. Surrounded by Lithuanians and Muslim nomads, the ruler of Moscow cultivated an alliance with the Rus' Orthodox Church, which experienced a **resurgence** in influence, due to the monastic reform of St. Sergius of Radonezh. He challenged Khan's authority and defeated his commander Mamai in the epic Battle of Kulikovo (1380). However, the victory did not bring any short-term benefits; Tokhtamysh in 1382 sacked Moscow hoping to reassert his vested authority over his vassal, the Grand Prince, and his own Mongol hegemony, killing 24,000 people.

Vasily I (1389–1425) continued the policies of his father. After the Horde was attacked by Tamerlane, he **desisted** from paying tribute to the Khan but was forced to pursue a more conciliatory policy after Edigu's incursion on Moscow in 1408. Married to the only daughter of the Grand Duke Vytautas of Lithuania, he attempted to avoid open conflicts with his powerful father-in-law, even when the latter annexed Smolensk. The peaceful years of his long reign were marked by the continuing expansion to the east and to the north. Nizhny Novgorod was given by the Khan of the Golden Horde as a reward for Muscovite help against a rival.

Ivan III ("the Great") further consolidated the state during his 43-year reign, campaigning against his major remaining **rival** power, the Grand Duchy of Lithuania, and by 1503, he had tripled the territory of his realm. Ivan's successor Vasili III also enjoyed military success, gaining Smolensk from Lithuania in 1512 and pushing Muscovy's borders to the Dnieper. Vasili's son Ivan IV ("the Terrible") was crowned tsar in 1547.

The development of the modern-day Russian state is traced from Kievan Rus' through Vladimir-Suzdal and the Grand Duchy of Moscow to the Tsardom of Russia, and then the Russian Empire. The Moscow Duchy drew people and wealth to the northeastern part of Kievan Rus'; established trade links to the Baltic Sea, White Sea, Caspian Sea, and to Siberia; and created a highly centralized

and autocratic political system. The political traditions established in Muscovy, therefore, exerted a powerful influence on the future development of Russian society.

Adapted from: https://en.m.wikipedia.org/wiki/Grand_Duchy_of_Moscow

Accessed: 02.05.23

Adapted from: W. Werth, Paul (2014). The Tsar's Foreign Faiths: Toleration and the Fate of Religious Freedom in Imperial Russia. Oxford University Press. p. 147. ISBN 9780199591770.

Accessed: 02.05.23

Glossary

English term	Russian equivalent
to evolve	княжество
appanage	удел
homage	дань
to expand	расширять
to retain	сохранять, удерживать
to revel	пировать, кутить, наслаждаться
a moniker	прозвище
resurgence	возрождение, восстановление
to desist	воздержаться, прекращать
a rival	противник

Task 3. Answer the following questions:

- 7) When did the Moscow state originate?
- 8) Who expanded the borders and turned the small state into the largest one in the 16th century?
- 9) What territories did Yury annex?
- 10) What great battle did Russia have in 1380?
- 11) Whose policy did Vasily I follow?
- 12) Who made the Moscow state consolidated?

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

- 1) The princes of Moscow were Daniilovich, of the first prince Daniil of Moscow..
- 2) Moscow eclipsed and eventually absorbed its parent duchy and later other Russian
- 3) Muscovy was a vassal state to the Golden Horde, paying the khans, tribute and troops to fight in their wars.
- 4) Yuriy's successor, Ivan I, managed to retain the title of by cooperating closely with the Mongols.
- 5) He used his treasures to land in other principalities and to finance the construction of stone churches in the Moscow Kremlin.
- 6) The peaceful years of his long reign were marked by the continuing to the east and to the north.
- 7) Ivan's successor Vasili III also enjoyed military success, gaining Smolensk from in 1512 and pushing Muscovy's borders to the Dnieper.
- 8) The development of the ... Russian state is traced from Kievan Rus' to the Tsardom of Russia, and then the Russian Empire.

*Principalities, homage, descendants, purchase, expansion,
modern-day, Grand Duke, Lithuania*

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

trade	power
consolidate	the territory
pay	links
rival	policy
triple	benefits
purchase	the state
conciliatory	system
challenge	land
short-term	homage
autocratic	authority

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

- 1) He, by, expand, Kolomna, his, seizing, to, principality, started, Kolomna.
- 2) Ivan's, also, gaining, enjoyed, successor, military, Vasili III, success, Smolensk.
- 3) The, Moscow, of, northeastern, drew, and, Duchy, wealth, to, the, part, people, Kievan Rus'.
- 4) He, to, open, attempted, with, avoid, his, powerful, conflicts, father-in-law, his.
- 5) The, family, the, in, country, the, Black, 1350s, and, royal, were, by, the, hit, Death.
- 6) He, Kulikovo, commander, and, Mamai, epic, authority, challenged, defeated, Khan's, his, in, the, Battle, of.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

To exert a powerful influence, an autocratic political system, to bring short-term benefits, to cultivate an alliance with, to be aged, to inherit the territory, to expand borders, to turn into, to mark the end of, to experience a resurgence in influence.

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

Battle of Kulikovo

The Battle of Kulikovo was fought between the armies of the Golden Horde, under the command of Mamai, and various Rus' principalities, under the united command of Prince Dmitry of Moscow. The battle took place on 8 September 1380, at the Kulikovo Field near the Don River (now Tula Oblast, Russia) and was won by Dmitry, who became known as Donskoy, 'of the Don' after the battle.

Although the victory did not end Mongol **domination** over Rus', it is widely regarded by Russian historians as the turning point at which Mongol influence began to wane and Moscow's power began to rise. This

process would eventually lead to the Grand Duchy of Moscow's independence and the formation of the modern Russian state. The Rus' victory at Kulikovo is commemorated today in Russia as the Day of Military Honour.

In August 1380 Prince Dmitri learned of the approaching army of Mamai. It is alleged that Oleg Ryazansky sent a message to him. The interpretations of such an act are different. Some believe that he did this because in fact he was not a supporter of Mamai, while others believe that he expected to intimidate Dmitri - in the past, none of the Russian princes dared to meet in battle with the Khan himself. Nevertheless, Dmitri quickly assembled an army in Kolomna. There he was visited by the ambassadors of Mamai. They demanded an increased **tribute**, "as under the Khan Jani Beg". Dmitri agreed to pay tribute, but only in the amount provided for by his previous contract with Mamai. In Kolomna, Dmitri received updated information about the Mamai itinerary and about approaching forces of Jogaila. So, after reviewing the army, on August 20 he moved west along the Oka River, crossed it at the town Lopasnya on August 24–25 and moved south towards Mamai. On September 6, the Russian army reached the Don River, where it was reorganized, taking into account the units that joined during the movement from Kolomna. At the council it was decided to cross the Don before the enemies could **combine** their forces, although this step cut off the path to retreat in case of defeat.

The early sources contain few details about the course of the battle. "The Tale of the Rout of Mamai", which dates back to the 16th century, gives a complete picture detailing the alignment of forces and the events on the field, and adds many colorful details. It is unknown whether "The Tale" is based on an unknown earlier source, or whether it reflects a retrospective attempt to describe the battle based on tactics and practices of the 16th century. Due to the absence of other sources, the course of the battle according to "The Tale" was adopted as a basis for subsequent reconstructions of the battle.

On 7 September, Prince Dmitri was told that Mamai's army was approaching. On the morning of 8 September, in a thick fog, the army

crossed the Don River. According to the Nikon Chronicle, after that the bridges were destroyed. The day of 8 September was very special, as it was the feast of the Nativity of the Theotokos, who was considered a patron Saint of Russia. According to chronology adopted in Russia it was the year 6888 Anno Mundi, which also had a **numerological** value. The army came to the "clean field" near Nepryadva mouth and assumed a battle formation. After some time, Tatars appeared and began to form their order of battle against the "Christians".

The Russian army was organized into six "regiments" - a Patrol, a Forward, two regiments of "Right" and "Left Hand," a Large **regiment** and an Ambush regiment. In turn, each of the regiments was divided into smaller tactical units - "banners" (a total of about 23). On the field the army was arranged in multiple lines, and probably, the location of the regiments did not match their names. The **terrain** did not allow for a broad front; probably, the units entered into battle gradually. The army's flanks were protected by ravines with dense thickets which excluded any chance for a surprise flank attack of a Horde.

The losses in the battle were great. A third of the commanders of 23 "banners" were killed in action. Grand Prince Dmitry himself survived, although wounded and fainted from **exhaustion**. His entire escort died or scattered and he was hardly found among the corpses. For six days the victorious army stood "on the bones".

Prince Dmitri, who became known as Donskoy (of the Don) after the battle, did not manage to become fully independent from the Golden Horde, however. In 1382, Khan Tokhtamysh launched another campaign against the Grand Duchy of Moscow. He captured and burned down Moscow, forcing Dmitri to accept him as **sovereign**. However, the victory at Kulikovo was an early sign of the decline of Mongol power. In the century that followed, Moscow's power rose, **solidifying** control over the other Russian principalities. Russian vassalage to the Golden Horde officially ended in 1480, a century after the battle, following the defeat of the Horde's **invasion** at the great stand on the Ugra River.

Adapted from:https://en.wikipedia.org/wiki/Battle_of_Kulikovo

Task 9. Match the words and their definitions. Guess the translation of these words.

1. domination	a. a large group of soldiers that is commanded by a colonel
2. numerological	b. the state of being very tired
3. regiment	c. control or power over somebody/something, especially in an unpleasant way
4. terrain	d. to come together to form a single thing or group; to join two or more things or groups together to form a single one
5. exhaustion	e. to become solid; to make something solid
6. sovereign	f. an act, a statement or a gift that is intended to show your love or respect, especially for a dead person
7. solidifying	g. used to refer to an area of land when you are mentioning its natural features, for example, if it is rough, flat, etc.
8. invasion	h. connected with the use of numbers to try to tell somebody what will happen in the future
9. tribute	i. a king or queen
10. combine	j. the act of an army entering another country by force in order to take control of it

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) The Moscow rift in the second quarter of the 15th century
- 2) The unification of lands of North-East Rus'
- 3) The reign of Vasily I
- 4) The reign of Ivan I
- 5) The reign of Ivan III

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) The struggle against the Mongols (XIV-XVI)
- 2) Grand Duchy of Moscow. (XIV-XVI)
- 3) The consolidation of of Russian lands (XIV-XVI)
- 4) Moscow tsars (XIV-XVI)
- 5) The epic battles (XIV-XVI)

UNIT 4

Russian Empire, XVIII - early XX centuries



Task 1. What do you know about the history of Russian Empire, XVIII - early XX centuries?

Task 2. Read and translate the text.

The Russian Empire was an empire and the final period of the Russian monarchy from 1721 to 1917. It consisted of most of northern Eurasia. The Empire succeeded the Tsardom of Russia following the Treaty of Nystad. The rise of the Russian Empire coincided with the decline of neighbouring rival powers: the Swedish Empire, the Polish-Lithuanian Commonwealth, Qajar Iran, the Ottoman Empire, and Qing China.

Peter I (1682–1725) fought numerous wars and expanded an already vast empire into a major power of Europe. During his rule, he moved the Russian capital from Moscow to the new model city of Saint

Petersburg, which was largely built according to designs of the Western world; he also led a cultural revolution that replaced some of the **traditionalist** and **medieval** socio-political **customs** with a modern, scientific, **rationalist**, and Western-oriented system.

From 1721 until 1762, the Russian Empire was ruled by the House of Romanov; its matrilineal branch of patrilineal German **descent**, the House of Holstein-Gottorp-Romanov, ruled from 1762 until 1917. At the beginning of the 19th century, the territory of the Russian Empire extended from the Arctic Ocean in the north to the Black Sea in the south, and from the Baltic Sea in the west to Alaska, Hawaii, and California in the east. By the end of the 19th century, it had expanded its control over most of Central Asia and parts of Northeast Asia.

Catherine the Great (1762–1796) **presided** over a golden age: she expanded the Russian state by **conquest**, colonization, and diplomacy, while continuing Peter I's policy of modernization towards a Western model.

Alexander I (1801–1825) played a major role in defeating the militaristic ambitions of Napoleon and subsequently constituting the Holy Alliance, which aimed to restrain the rise of secularism and liberalism across Europe. The Russian Empire further expanded to the west, south, and east, **strengthening its position** as a European power. Its victories in the Russo-Turkish Wars were later checked by defeat in the Crimean War (1853–1856), leading to a period of reform and intensified expansion into Central Asia.

Alexander II (1855–1881) initiated numerous reforms, most notably the 1861 emancipation of all 23 million. His official policy involved the responsibility of the Russian Empire towards the protection of Eastern Orthodox Christians residing within the Ottoman-ruled territories of Europe; this was one of the factors that later led to the Russian entry into World War I.

In 1917, mass unrest among the population and mutinies in the army resulted in Russian leaders pressuring Tsar Nicholas to **abdicate**, which he did during the February Revolution. Following his abdication,

the Russian Provisional Government was formed and continued Russia's involvement in the war, despite near universal opposition to further involvement. This decision, coupled with food **shortages**, led to mass demonstrations against the government in July. The Russian Provisional government was overthrown in the October Revolution Bolsheviks, who ended Russia's involvement in WWI with the Treaty of Brest-Litovsk. The Russian Revolution led to the end of almost two centuries of imperial rule, making Russia one of the four continental empires which collapsed after World War I, along with Germany, Austria-Hungary, and the Ottoman Empire.

Adapted from: https://en.wikipedia.org/wiki/Russian_Empire#Local_administration

Accessed: 20.05.23

Glossary

English term	Russian equivalent
a traditionalist	традиционалист
medieval	средневековый
a rationalist	рационалист
customs	таможня
descent	спуск
presided	председательствовавший
conquest	завоевание
to strengthen the position	усилить позицию
to abdicate	отказаться
shortages	дефицит

Task 3. Answer the following questions:

- 1) When did Russia receive the status of the Russian Empire?
- 2) Where was the capital of Russia during the reign of Peter the Great?
- 3) What is the name of the reign of Catherine the Great?
- 4) What was the result of the war with Napoleon?
- 5) What was the most significant reform of Alexander II?

6) What factors led Russia to World War I?

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

- 1) From 1721 until 1762, the Russian Empire was ruled by the of Romanov.
- 2) He moved the Russian from Moscow to the new model city of Saint Petersburg.
- 3) The Russian Empire further to the west, south, and east.
- 4) Wars were later checked by in the Crimean War.
- 5) The Russian Provisional was overthrown in the October Revolution Bolsheviks.
- 6) The Russian Revolution led to the end of almost two centuries of rule.
- 7) Catherine the Great over a golden age.
- 8) Peter I fought numerous..... .

Imperial, defeat, House government, presided, wars, expanded, capital

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

northern	opposition
cultural	dynasty
numerous	rule
matrilineal	shortages
Russian	age
golden	Empire
Romanov	branch
food	wars
universal	revolution
imperial	Eurasia

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

- 1) Alexander II, reforms, numerous, initiated.

- 2) It, of, northern, most, consisted, of, Eurasia.
- 3) Its, by, the, Wars, later, checked, in, defeat, the, in, Crimean, Russo-Turkish, were, victories, War.
- 4) In, and, leaders, the, 1917, mass, unrest, and, mutinies, army, in, Russian, pressuring, Tsar, the, Nicholas, to, population, among, abdicate, resulted, in.
- 5) This, coupled, the, food, led, mass, against, in, decision, government, July, to, with, shortage, demonstrations.
- 6) From, was, until, the, by, Empire, ruled, the, House, 1762, of, Romanov, Russian, 1721, House.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

By the end of, major power, according to, to rule from, to extend, checked by, aimed to restrain, to abdicate, led to the end, involvement in the war.

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

Catherine the Great (1762–1796)

Empress Catherine the Great, who reigned from 1762 to 1796, continued the empire's expansion and **modernization**. Considering herself an enlightened absolutist, she played a key role in the Russian Enlightenment (peaked in the 1780s).

Catherine the Great was a German **princess** who married Peter III, the German heir to the Russian crown. After the death of Empress Elizabeth, Catherine came to power after she effected a coup d'état against her unpopular husband.

She contributed to the **resurgence** of the Russian **nobility** that began after the death of Peter the Great, abolishing State service and granting them control of most state functions in the provinces. She also removed the **tax** on beards instituted by Peter the Great.

Catherine extended Russian political control over the lands of the Polish–Lithuanian Commonwealth, supporting the Targowica Confederation. However, the cost of these campaigns further burdened the already oppressive social **system**, under which serfs were required to spend almost all of their time laboring on their owners' land.

A major peasant uprising took place in 1773, after Catherine legalised the selling of serfs separate from land. Inspired by a Cossack named Yemelyan Pugachev and proclaiming "Hang all the landlords!", the rebels threatened to take Moscow before they were ruthlessly suppressed. Instead of imposing the traditional punishment of drawing and quartering, Catherine issued secret instructions that the executioners should execute death sentences quickly and with minimal **suffering**, as part of her effort to introduce compassion into the **law**. She furthered these efforts by ordering the public trial of Darya Nikolayevna Saltykova, a high-ranking nobleman, on charges of torturing and murdering serfs. Whilst these gestures garnered Catherine much positive attention from Europe during the Enlightenment, the specter of **revolution** and disorder continued to haunt her and her successors. Indeed, her son Paul introduced a number of increasingly erratic decrees in his short reign aimed directly against the spread of French culture in response to their revolution.

In order to ensure the continued support of the nobility, which was essential to her **reign**, Catherine was obliged to strengthen their authority and power at the expense of the serfs and other lower classes. Nevertheless, Catherine realized that serfdom must eventually be ended, going so far in her *Nakaz* ("Instruction") to say that serfs were "just as good as we are" – a comment received with disgust by the nobility.

Catherine advanced Russia's southern and western frontiers, successfully **waging** war against the Ottoman Empire for territory near the Black Sea, and incorporating territories of the Polish–Lithuanian Commonwealth during the Partitions of Poland, alongside Austria and Prussia. As part of the Treaty of Georgievsk, signed with

the Georgian Kingdom of Kartli-Kakheti, and her own **political** aspirations, Catherine waged a new war against Persia in 1796 after they had invaded eastern Georgia. Upon achieving victory, she established Russian rule over it and expelled the newly established Persian garrisons in the Caucasus.

Catherine's expansionist policy caused Russia to **develop** into a major European power, as did the Enlightenment era and the Golden age in Russia. But after Catherine died in 1796, she was succeeded by her son, Paul. He brought Russia into a major coalition war against the new-revolutionary French Republic in 1797.

Adapted from: https://en.wikipedia.org/wiki/Russian_Empire#Local_administration
 Accessed: 20.05.23

Task 9. Match the words and their definitions. Guess the translation of these words.

1. modernization	a. new increase of activity or interest in a particular subject or idea that had been forgotten for some time
2. princess	b. honesty, courage, and kindness
3. nobility	c. a set of connected things or devices that operate together
4. resurgence	d. an important female member of a royal family, especially a daughter or granddaughter of a king and queen, or the wife of a prince
5. tax	e. a particular amount of money that is paid, usually every week, to an employee, especially one who does work that needs physical skills or strength, rather than a job needing a college education

6. system	f. physical or mental pain that a person or animal is feeling
7. suffering	g. to be the king or queen
8. law	h. a change in the way a country is governed, usually to a different political system and often using violence or war
9. revolution	i. to (cause something to) grow or change into a more advanced, larger, or stronger form
10. reign	j. money paid to the government that is based on your income or the cost of goods or services you have bought
11. waging	k. relating to politics
12. political	m. a rule, usually made by a government, that is used to order the way in which a society behaves
13. develop	n. the process starting to use the most recent methods, ideas, equipment

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) Peter I (1682–1725)
- 2) Alexander I (1801–1825)
- 3) Alexander II (1855–1881)
- 4) World War I
- 5) The House of Romanov

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) The October Revolution
- 2) Foreign policy (1800–1864)
- 3) The February Revolution
- 4) Russian Empire (1727-1917)
- 5) The Crimean War (1853–1856)

UNIT 5

USSR, XX century



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

Task 2. Read and translate the text.

The Soviet Union had its origins in the Russian Revolution of 1917. Radical leftist revolutionaries overthrew Russia's Czar Nicholas II, ending centuries of Romanov rule. The Bolsheviks established a socialist state in the territory that was once the Russian Empire.

A long and bloody civil war followed. The Red Army, backed by the Bolshevik government, defeated the White Army, which represented a large group of loosely allied forces including monarchists, capitalists and supporters of other forms of socialism. In a period known as the Red Terror, Bolshevik secret police—known as Cheka—carried out a campaign of mass executions against supporters of the czarist regime and against Russia's upper classes.

A 1922 **treaty** between Russia, Ukraine, Belarus and Transcaucasia (modern Georgia, Armenia and Azerbaijan) formed the Union of Soviet Socialist Republics (USSR). The newly established Communist Party, led by Marxist revolutionary Vladimir Lenin, took control of the government.

At its peak, the USSR would grow to contain 15 Soviet Socialist Republics. Georgian-born revolutionary Joseph Stalin rose to power upon Lenin's death in 1924. During his reign – which lasted until his death in 1953 – Stalin transformed the Soviet Union from an agrarian society to an industrial and military superpower.

Stalin implemented a series of Five-Year Plans to **spur** economic growth and transformation in the Soviet Union. The first Five-Year Plan focused on collectivizing agriculture and rapid industrialization. Subsequent Five-Year Plans focused on the production of armaments and military build-up. Between 1928 and 1940, Stalin enforced the collectivization of the agricultural sector. Rural peasants were forced to join collective farms. Those that owned land or livestock were stripped of their holdings. Hundreds of thousands of higher-income farmers, called kulaks, were rounded up and executed, their property confiscated. The Communists believed that consolidating individually owned farms into a series of large state-run collective farms would increase agricultural productivity. The opposite was true.

Amid confusion and resistance to collectivization in the countryside, agricultural productivity dropped. This led to devastating food shortages. Millions died during the Great Famine of 1932-1933. For many years the USSR denied the Great **Famine**, keeping secret the results of a 1937 census that would have revealed the extent of loss. Stalin eliminated all likely opposition to his leadership by terrorizing Communist Party officials and the public through his secret police. During the height of Stalin's terror campaign, a period between 1936 and 1938 known as the Great Purge, an estimated 600,000 Soviet citizens were executed. Millions more were deported, or imprisoned in forced labor camps known as Gulags.

Following the surrender of Nazi Germany at the end of World War II, the uncomfortable wartime alliance between the Soviet Union and the United States and Great Britain began to **crumble**. The Soviet Union by 1948 had installed communist-leaning governments in Eastern European countries that the USSR had liberated from Nazi control during the war. The Americans and British feared the spread of communism into Western

Europe and worldwide. In 1949, the U.S., Canada and its European allies formed the North Atlantic Treaty Organization (NATO). The alliance between countries of the Western bloc was a political show of force against the USSR and its allies. In response to NATO, the Soviet Union in 1955 consolidated power among Eastern bloc countries under a rival alliance called the Warsaw Pact, setting off the Cold War. The Cold War power struggle—waged on political, economic and propaganda fronts between the Eastern and Western blocs—would persist in various forms until the fall of the Soviet Union in 1991.

After Stalin's death in 1953, Nikita Khrushchev rose to power. He became Communist Party secretary in 1953 and premier in 1958. Khrushchev's **tenure** spanned the tensest years of the Cold War. He **instigated** the Cuban Missile Crisis in 1962 by installing nuclear weapons just 90 miles from Florida's coast in Cuba. At home, however, Khrushchev initiated a series of political reforms that made Soviet society less repressive. During this period, later known as de-Stalinization, Khrushchev criticized Stalin for arresting and deporting opponents, took steps to raise living conditions, freed many political prisoners, loosened artistic censorship, and closed the Gulag labor camps. **Deteriorating** relations between the Soviet Union and neighboring China and food shortages across the USSR eroded Khrushchev's legitimacy in the eyes of the Communist party leadership. Members of his own political party removed Khrushchev from office in 1964.

A longtime Communist Party politician, Mikhail Gorbachev came to power in 1985. He inherited a stagnant economy and a crumbling political system. He introduced two sets of policies he hoped would reform the political system and help the USSR become a more prosperous, productive nation. These policies were called glasnost and perestroika. Gorbachev's glasnost plan called for political openness. Perestroika was Gorbachev's plan for economic restructuring. Under perestroika, the Soviet Union began to move toward a hybrid communist-capitalist system, much like modern China. The policy-making committee of the Communist Party, called the Politburo, would still control the direction of the economy. Yet

the government would allow market forces to dictate some production and development decisions.

The USSR also faced foreign attacks on the Soviet economy. In the 1980s, the United States under President Ronald Reagan isolated the Soviet economy from the rest of the world and helped drive oil prices to their lowest levels in decades. When the Soviet Union's oil and gas revenue dropped dramatically, the USSR began to lose its hold on Eastern Europe.

Meanwhile, Gorbachev's reforms were slow to bear fruit and did more to hasten the collapse of the Soviet Union than to help it. A loosening of controls over the Soviet people emboldened independence movements in the Soviet satellites of Eastern Europe. Political revolution in Poland in 1989 sparked other, mostly peaceful revolutions across Eastern European states and led to the toppling of the Berlin Wall. By the end of 1989, the USSR had come apart at the seams.

An unsuccessful **coup** by Communist Party hard-liners in August 1991 sealed the Soviet Union's fate by **diminishing** Gorbachev's power and propelling democratic forces, led by Boris Yeltsin, to the forefront of Russian politics. On December 25, Gorbachev resigned as leader of the USSR. The Soviet Union ceased to exist on December 31, 1991.

Adapted from: <https://www.history.com/topics/european-history/history-of-the-soviet-union>

Accessed: 02.05.23

Glossary

English term	Russian equivalent
treaty	ДОГОВОР
spur	СТИМУЛИРОВАТЬ
amid	среди
famine	ГОЛОД
crumble	рушиться
tenure	пребывание в должности
instigate	подстрекать
deteriorating	ухудшающийся

coup	переворот
diminishing	уменьшающийся

Task 3. Answer the following questions.

- 1) Why was the USSR formed?
- 2) How many republics did the USSR contain?
- 3) What is the policy of Joseph Stalin known for?
- 4) What was the idea of collectivization?
- 5) How can you characterize the tenure of Nikita Khrushchev?
- 6) What were foreign relations of the Soviet Union?

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

1. The newly established ... , led by Marxist revolutionary Vladimir Lenin, took control of the government.
2. Millions died during the ... of 1932-1933.
3. The alliance between countries of the Western bloc was a political show of force against the USSR and its
4. Khrushchev's tenure spanned the ... years of the Cold War.
5. Meanwhile, Gorbachev's reforms did more to ... the collapse of the Soviet Union than to help it.
6. Gorbachev's glasnost plan called for
7. In the 1980s, the United States under President Ronald Reagan ... the Soviet economy from the rest of the world.
8. An unsuccessful coup by Communist Party hard-liners in August 1991 ... the Soviet Union's fate.

Great Famine, hasten, sealed, isolated, Communist Party, tensest, allies, political openness.

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

loosely allied	policies
rise	collectivization
brutal	one's holdings

rural	food shortages
enforce	forces
strip of	living conditions
devastating	loss
raise	dramatically
drop	peasants
the extent of	to power

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

1. Union, the, 1917, Russian, the, Soviet, had, its, origins, in, Revolution, of.
2. faced, on, foreign, economy, the, Soviet, the, USSR, also, attacks.
3. shortages, to, this, food, led, devastating.
4. USSR, Gorbachev, the, 25, resigned, on, leader, December, as, of.
5. inherited, crumbling, and, he, economy, political, a, stagnant, a, system.
6. his, of, Khrushchev, 1964, party, office, Members, own, political, removed, from, in.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

Legitimacy, a longtime politician, inherit crumbling political system, prosperous, drive oil prices, lose one's hold on smth, to bear fruit, embolden, come apart at the seams, cease to exist.

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

Lenin's diplomacy

In November 1920 Lenin surprised Western observers and his fellow Bolsheviks alike by declaring that “we have entered a new period in which

we have . . . won the right to our international existence in the network of capitalist states.” By 1921, the generally accepted turning point in Soviet policy, Bolshevism had made the transition from a revolutionary movement to a functioning state. The Civil War was won, the New Economic Policy ended the brutal “War Communism” and restored a measure of free market activity to peasants, and the Soviet government was organized along traditional ministerial lines (though subject to the dictates of the Communist Party). Russia was ready – needed – to **pursue** traditional relations with foreign powers in search of capital, trade, and technology for reconstruction. The emergence of what Stalin called “Socialism in one country” therefore obliged the Soviets to invent out of whole cloth a “Communist” foreign policy.

That invention took shape as a two-track approach whereby Russia (from 1922 the U.S.S.R.) would on the one hand continue to operate as the centre of world revolution, dedicated to the overthrow of the capitalist powers, and yet conduct an apparently regular existence as a nation-state courting recognition and assistance from those same powers. The first track was the responsibility of the Comintern (Third International) under Grigory Zinovyev and Karl Radek; the second, of the Narkomindel (foreign commissariat) directed from 1920 to 1930 by the **timid** and cultured prewar nobleman, Georgy Chicherin. The Comintern enjoyed direct access to the Politburo, whereas the Narkomindel had no voice even in the Central Committee until 1925. In practice, however, the foreign policy interests of the U.S.S.R. dominated even the Comintern to such an extent that other Communist parties were not factions in their own country’s politics so much as Soviet fifth columns operating abroad. When **subversive** activity flagged, diplomacy **came to the fore**; when diplomacy was unfruitful, revolution was emphasized. The goal was not to encourage “peace” or “progressive reform” in the West, but solely to **enhance** Soviet power. Thus Lenin instructed Comintern parties “to unmask not only open social patriotism but also the falseness and hypocrisy of social pacifism”; in other words, to do all that was possible to undermine Moscow’s rivals on the left

as well as on the right through the infiltration and subversion of Western labour unions, armed forces, newspapers, and schools. Yet Moscow readily ignored or confounded the efforts of local Communists when diplomatic opportunities with foreign countries seemed promising. The scent of **betrayal** this caused made **mandatory** the secrecy, discipline, and purges demanded of Communist parties abroad.

At the third congress of the Comintern in 1921 even Trotsky, the impassioned advocate of world revolution, admitted that the struggle of the proletariat in other countries was slackening. At that time the **mutiny** of Russian sailors at Kronshtadt and widespread famine in Russia impelled the party to concentrate on consolidating its power at home and reviving the economy.

The Anglo-Russian commercial pact of March 1921 and secret contacts with German military and civilian agents were the first Soviet openings to the Great Powers. A German-Russian knot was tied in the Treaty of Rapallo, whereby the U.S.S.R. was able to take advantage of Germany's bitterness over Versailles to split the capitalist powers. Trade and recognition were not the only consequences of Rapallo; in its wake began a decade of clandestine German military research on Russian soil.

Upon the occupation of the Ruhr the Soviets declared solidarity with the Berlin government. By August 1923, however, with Stresemann seeking negotiations with France and German society disintegrating, revolutionary opportunism again took precedence. The Politburo went so far as to designate personnel for a German Communist government, and Zinovyev gave German Communists the signal to stage a putsch in Hamburg. When it proved a fiasco, the Soviets returned to their Rapallo diplomacy with Berlin. The political victories of the leftists MacDonald in Britain and Herriot in France then prompted recognition of the Soviet government by Britain (February 1, 1924), Italy (February 7), France (October 28), and most other European states. Later in 1924, however, publication during the British electoral campaign of the **infamous** (and probably forged) "Zino-

vyev letter” ordering Communists to **disrupt** the British army created a sensation. British police also suspected Communists of subversive activities during the bitter General Strike of 1926 and launched the “Arcos raid” on the Soviet trade delegation in London in May 1927. Anglo-Soviet relations did not resume until 1930.

Adapted from: <https://www.britannica.com/topic/20th-century-international-relations-2085155/The-invention-of-Soviet-foreign-policy>
 Accessed: 03.05.2023

Task 9. Match the words and word combinations with their definitions. Guess the translation of these words.

1. pursue	a. seeking or intended to subvert an established system or institution
2. timid	b. intensify, increase, or further improve the quality, value, or extent of
3. subversive	c. follow or chase (someone or something)
4. come to the fore	d. interrupt (an event, activity, or process) by causing a disturbance or problem
5. enhance	e. required by law; compulsory
6. betrayal	f. well known for some bad quality or deed
7. mandatory	g. make oneself visible; take action
8. mutiny	h. showing a lack of courage or confidence; easily frightened
9. infamous	i. the action of betraying one's country, a group, or a person; dis-

	loyalty
10. disrupt	j. an open rebellion against the proper authorities, especially by soldiers or sailors against their officers

Task 10. Work in pairs and discuss the topics using Appendix 2.

1. The role of USSR in Cuban missile crisis.
2. The efficiency of five-year plans of USSR.
3. Great Purge and Gulags.
4. De-Stalinization.
5. Gorbachev's policy: perestroika and glasnost.

Task 11. Prepare a presentation on one of the topics using Appendix 3.

1. Vladimir Lenin
2. Joseph Stalin
3. Nikita Khrushchev
4. Leonid Brezhnev
5. Mikhail Gorbachev

UNIT 6

Russian Federation (1991-present days)



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

Task 2. Read and translate the text.

Although Yeltsin came to power on a wave of optimism, he never recovered his popularity after **endorsing** Yegor Gaidar's "shock therapy" of ending Soviet-era price controls, **drastic cuts** in state spending, and an open foreign trade regime in early 1992. The reforms immediately devastated the living standards of much of the population. In the 1990s Russia suffered an economic downturn that was, in some ways, more severe than the United States or Germany had undergone six decades earlier in the Great Depression. Hyperinflation hit the ruble, due to monetary **overhang** from the days of the planned economy.

Meanwhile, the **profusion** of small parties and their **aversion** to **coherent** alliances left the legislature chaotic. During 1993, Yeltsin's rift with the parliamentary leadership led to the September–October 1993 constitutional crisis. The crisis climaxed on 3 October, when Yeltsin chose a radical solution to settle his dispute with parliament: he called up tanks to shell the Russian White House, blasting out his opponents. As Yeltsin was taking the unconstitutional step of dissolving the legislature, Russia came close to a serious civil conflict. Yeltsin was then free to impose the current Russian constitution with strong presidential powers, which was approved

by referendum in December 1993. The cohesion of the Russian Federation was also threatened when the republic of Chechnya attempted to break away, leading to the First and Second Chechen Wars.

Advised by Western governments, the World Bank, and the International Monetary Fund, Russia embarked on the largest and fastest privatization ever to reform the fully nationalized Soviet economy. By mid-decade, retail, trade, services, and small industry was in private hands.

By the mid-1990s Russia had a system of multiparty electoral politics. But it was harder to establish a representative government because of the struggle between president and parliament and the anarchic party system. Meanwhile, the central government had lost control of the localities, bureaucracy, and economic **fiefdoms**, and tax **revenues** had collapsed. Still in a deep depression, Russia's economy was hit further by the financial crash of 1998. At the end of 1999, Yeltsin made a surprise announcement of his resignation, leaving the government in the hands of the Prime Minister Vladimir Putin.

In 2000, the new acting president won the presidential election on 26 March and won in a **landslide** four years later. The Second Chechen war ended with the victory of Russia. In 2008, Dmitri Medvedev, Putin's head of staff, was elected President. In 2012, Putin became president again.

Russia's long-term problems included a shrinking workforce, rampant corruption, and underinvestment in infrastructure. Nevertheless, reversion to a socialist command economy seemed almost impossible. The economic problems were aggravated by massive capital outflows, as well as extremely difficult conditions for doing business.

Due to high oil prices, from 2000 to 2008, Russia's **GDP** at PPP doubled. Although high oil prices and a relatively cheap ruble initially drove this growth, since 2003 consumer demand and, more recently, investment have played a significant role. Russia is well ahead of most other resource-rich countries in its economic development, with a long tradition of education, science, and industry.

In 2014, following the referendum, in which separation was favored by a large majority of voters according to official results, the Russian lead-

ership announced the accession of Crimea into the Russian Federation.

On 4 December 2011, elections to the State Duma were held, as a result of which United Russia won for the third time in a row. In 2012, Vladimir Putin again became president and Dmitry Medvedev took over as chairman of the government. In 2018, Vladimir Putin was re-elected for a fourth presidential term.

Adapted from: https://en.wikipedia.org/wiki/History_of_the_Russian_Federation

Accessed: 02.05.23

Glossary

English term	Russian equivalent
endorse	одобрять
drastic cuts	радикальные сокращения
monetary overhang	излишек денег, "нависающий" над рынком (в условиях инфляции деньги не могут быть использованы на покупку товаров)
profusion	изобилие
aversion	антипатия
coherent	последовательный
fiefdom	вотчина
revenues	доход
landslide	внушительная победа
GDP (gross domestic product)	ВВП (валовой внутренний продукт)

Task 3. Answer the following questions.

- 1) How can you characterize economic situation in Russian Federation of early 90s?
- 2) What can you tell about political situation in Russia of early 90s?
- 3) What was the role of privatization in Russian history?
- 4) What were the consequences of the financial crisis of 1998?

- 5) When was Vladimir Putin elected as a president for the first time?
- 6) What historical event took place in 2014?

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

1. The reforms immediately ... the living standards of much of the population.

2. Hyperinflation hit the ruble, due to ... overhang from the days of the planned economy.

3. Still in a deep depression, Russia's economy was hit further by the financial ... of 1998.

4. The economic problems were ... by massive capital outflows, as well as extremely difficult conditions for doing business.

5. Russia is ... of most other resource-rich countries in its economic development, with a long tradition of education, science, and industry.

6. At the end of 1999, Yeltsin made a surprise announcement of his... , leaving the government in the hands of the Prime Minister Vladimir Putin.

7. The ... of the Russian Federation was also threatened when the republic of Chechnya attempted to break away, leading to the First and Second Chechen Wars.

8. On 4 December 2011, elections to the ... were held, as a result of which United Russia won for the third time in a row.

State Duma, monetary, resignation, well ahead, cohesion, aggravated, crash, devastated.

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

recover	an economic downturn
state	of resignation
suffer	workforce
attempt	demand
embark on	popularity
announcement	by majority

shrinking	outflows
capital	spending
consumer	privatization
favoured	to break away

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

1. Putin, term, for, Vladimir, fourth, in, re-elected, 2018, was, a, presidential.

2. to, Russia's, 2000, due, prices, to, doubled, from, high, GDP, oil, 2008, at, PPP.

3. Dmitri, Putin's, in, head, elected, 2008, Medvedev, of, staff, was, President.

4. the, electoral, had, system, by, multiparty, Russia, mid-1990s, a, of, politics.

5. left, alliances, the, legislature, aversion, profusion, chaotic, small, meanwhile, of, parties, their, to, coherent, the, and.

6. impossible, economy, command, to, socialist, reversion, seemed, nevertheless, a, almost.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

Severe, cohesion, meanwhile, impose, devastate, dissolve, aggravate, reversion, significant, chairman.

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

Coat of arms of Russia

The **coat of arms** of Russia **derives** from the earlier coat of arms of the Russian Empire. Though modified more than once since the reign of Ivan III (1462–1505), the current coat of arms is directly derived from its medieval original, with the double-headed eagle having Byzantine and ear-

lier **antecedents**. The general tincture **corresponds to** the fifteenth-century standard.

The two main elements of Russian state symbols (the two-headed eagle and Saint George slaying the dragon) predate Peter the Great.

The current coat of arms was designed by artist Yevgeny Ukhnyalov; it was **adopted** on 30 November 1993 by a presidential decree, and then by a federal law signed by President Vladimir Putin on December 20, 2000.

Today, the imperial crowns on each head stand for the unity and sovereignty of Russia, both as a whole and in its constituent republics and regions. The **orb** and scepter grasped in the eagle's **talons** are traditional heraldic symbols of sovereign power and authority. Of note is that the scepter shows the Droste effect, as it is topped by a miniature image of the coat-of-arms itself. They have been **retained** in the modern Russian arms despite the fact that the Russian Federation is not a monarchy, which led to objections by the Communists even though both the blue ribbon and the collar of the Order of St. Andrew (which in the imperial arms supported the three crowns and surrounded the central **shield**) have been removed from the current coat of arms.

It appears on the federal buildings and is on the cover of the national passport.

The standard of the president of Russia is a squared Russian tricolour defaced with the coat of arms of Russia, the banner of the Russian Armed Forces also has the coat of arms centered on the **obverse** side. Some state awards of Russia are also designed based on the coat of arms, including the State Prize. Russian ruble coins depict the coat of arms on the obverse side since 2016.

Adapted from: https://en.wikipedia.org/wiki/Coat_of_arms_of_Russia

Accessed: 03.05.2023

Task 9. Match the words and word combinations with their definitions. Guess the translation of these words.

1. coat of arms	a. a thing that existed before or logically precedes another
2. derive	b. choose to take up, follow, or use
3. antecedent	c. the distinctive heraldic bearings or shield of a person, family, corporation, or country
4. shield	d. the side of a coin or medal bearing the head or principal design
5. adopt	e. have a close similarity; match or agree almost exactly
6. retain	f. a claw, especially one belonging to a bird of prey
7. correspond	g. a broad piece of metal or another suitable material, held by straps or a handle attached on one side, used as a protection against blows or missiles
8. orb	h. obtain something from (a specified source)
9. talon	i. continue to have (something); keep possession of
10. obverse	j. a spherical object or shape

Task 10. Work in pairs and discuss the topics using Appendix 2.

1. Yegor Gaidar's 'shock therapy'.
2. Constitutional crisis of 1993.
3. Chechen wars in Russian history.
4. Domestic policy of Russian Federation.
5. Economic reforms of modern Russia.

Task 11. Prepare a presentation on one of the topics using Appendix 3.

1. Boris Yeltsin
2. Vladimir Putin
3. Dmitry Medvedev
4. International relations of Russian Federation
5. Russia and former Soviet countries

Task 12 . End-of-Module test. Choose the right variant.

1. The vocation of the Varangians was in
 - a) 988
 - b) 862
 - c) 1050
2. Pagan Russia was baptized in
 - a) 986
 - b) 988
 - c) 862
3. When was the Tale of bygone years written?
 - a) 1050
 - b) 988
 - c) 1117

4. What were the names of Rurik's brothers?
 - a) Askold and Dir
 - b) Oleg and Svyatoslav
 - c) Sineus and Truvor

5. Which of the following were not tributaries of Golden Horde empire?
 - a) Crimea
 - b) Japan
 - c) Urgench

6. Who tended to reflect the interests of the Volga tribes?
 - a) the khans of Sarai
 - b) native princes
 - c) Grand Dukes

7. When did the empire begin to reveal serious internal strains?
 - a) in 1357
 - b) in 1347
 - c) in 1367

8. Who defeated Mamai in 1381?
 - a) Timur
 - b) Prince Dmitry Donskkoy
 - c) Tokhtamysh

9. When did Timur's armies annihilate centers of Golden Horde?
 - a) In 1380-1381
 - b) In 1395-1396
 - c) In 1400-1410

10. When did Russian vassalage to the Golden Horde officially end?
- a) 1380
 - b) 1480
 - c) 1482
11. The Moscow state originated in
- a) 1303
 - b) 1263
 - c) 1247
12. Who took part in the battle of Kulikovo?
- a) Dmitry Donskoy
 - b) Ivan III
 - c) Vasily I
13. The greatest achievement of Ivan III is that he...
- a) did not pay homage
 - b) expanded territories to the north
 - c) consolidated and centralised the state
14. What is the name of the Khan who took part in the battle of Kulikovo?
- a) Batu
 - b) Mamai
 - c) Girey
15. When did Russian vassalage to the Golden Horde officially end?
- a) 1380

- b) 1480
 - c) 1482
16. Catherine waged a war against Persia in
- a) 1805
 - b) 1716
 - c) 1796
17. The Russian Empire was an empire and the final period of the Russian monarchy from 1721 to 1917.
- a) 1721—1980
 - b) 1700-1925
 - c) 1721-1917
18. Alexander I played a major role in defeating the militaristic ambitions of Napoleon and subsequently constituting the Holy Alliance, which aimed to ...
- a) to acquire control of the Baltic Sea
 - b) to restrain the rise of secularism and liberalism across Europe
 - c) increase of international prestige
19. Peter I moved the Russian capital to the new model city of
- a) Kazan
 - b) Saint Petersburg
 - c) Moscow
20. Catherine the Great presided over the ... age.
- a) Golden
 - b) Silver
 - c) Steel
21. When was USSR formed?

- a) In 1917
 - b) In 1922
 - c) In 1923
22. The USSR included
- a) Russia, Ukraine, Belarus and Transcaucasia
 - b) Russia and Transcaucasia
 - c) Russia, Ukraine and Belarus
23. What is period of 1932-33 known for?
- a) Great Famine
 - b) Great Purge
 - c) De-Stalinization
24. When did Mikhail Gorbachev came to power?
- a) in 1985
 - b) in 1984
 - c) in 1983
25. When did Unsuccessful coup by Communist Party hard-liners take place?
- a) In September 1991
 - b) In August 1990
 - c) In August 1991
26. When did the Soviet Union cease to exist?
- a) On December 25, 1991
 - b) On December 31, 1991
 - c) On August 30, 1991
27. Boris Yeltsin was a president of Russian Federation
- a) From 1990 to 1999
 - b) From 1991 to 1999

- c) From 1991 to 1998
28. For which presidential term was Vladimir Putin re-elected in 2018?
- a) for a fourth presidential term
 - b) for a third presidential term
 - c) for a second presidential term
29. Where does Russian coat of arms appear?
- a) On the federal buildings and on the cover of the national passport.
 - b) On the local buildings and on the cover of the international passport.
 - c) On the buildings of schools and hospitals.
30. Why did Russia's GDP at PPP double from 2000 to 2008?
- a) Due to high oil prices.
 - b) Due to a long tradition of education and science, and industry
 - c) Due to a long tradition of education and industry.
31. The two main elements of Russian state symbols predate ...
- a) Ivan the Terrible
 - b) Catherine the Great
 - c) Peter the Great
32. The Russian leadership announced the accession of Crimea into the Russian Federation ...
- a) In 2018
 - b) In 2014
 - c) In 2016

CHAPTER II MAIN PERIODS OF BRITISH HISTORY

UNIT I Ancient Britain



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

Task 2. Read and translate the text.

England has been inhabited by representatives of the genus *Homo* for hundreds of thousands of years, and *Homo sapiens* for tens of thousands of years. DNA analysis has shown that modern man arrived in the British Isles before the last Ice Age, but retreated to Southern Europe when most of England was covered by a glacier and the rest by tundra.

The first significant written information about Britain and its inhabitants was the information of the Greek navigator Pytheas, who explored the coastal areas of Britain around 325 BC. The ancient British had trade and cultural ties with continental Europe since the Neolithic period. First of all, they exported **tin**, which was available in abundance on the islands.

The earliest known human settlement of Britain took place during the Paleolithic period. During this huge period of time, there have been many changes in the environment, covering several **glacial** and **interglacial** periods, which seriously affected the human habitat. The inhabitants of the region at that time were hunter-gatherers and fishermen.

Finds at Boxgrove in Sussex indicate the arrival of the Heidelberg man about 480 thousand years ago. These hominids made Acheulean **flint tools** (hand axes) and hunted large local mammals. They drove elephants, rhinos and hippos to the tops of rocks or into swamps to make it easier to kill them.

Evidence of Neanderthal settlement of the territories of Britain is very limited. Starting from 30,000 A.D., the first findings of Homo sapiens activity appear — the Aurignacian culture. The most famous example of this period is the burial of the "Red Lady from Paveland" (it has now been established that it was a man) on the territory of the modern coast of South Wales ($26,350 \pm 550$ years before the present). The last glacial maximum occurred between 22,000 and 13,000 years AGO, it is called the Dimlington stage. The cold snap may have forced people to leave Britain and follow the emerging land to the south, to today's France and Iberia. The environment during the ice Age was largely treeless tundra, warming to $17\text{ }^{\circ}\text{C}$ led to the spread of birch, shrubs and grass.

About 10,000 years ago, the ice age ended and the Holocene epoch began. The temperature has probably risen to the current level, and the territory occupied by forests has expanded. About 9500 years ago, due to rising sea levels caused by melting glaciers, Britain was separated from Ireland, and about 6500 - 6000 BC, Britain was separated from continental Europe. The warm climate changed the environment to **pine**, birch and **alder** forests; this less open landscape was less favorable for large **herds** of deer and wild horses that had previously avoided humans. Pigs and other herd animals such as moose, deer, roe deer, wild boars and bison were added to the diet of the population. The dog was domesticated with its advantages during hunting among wetlands. People migrated and settled lands in the far north of Scotland at this time. The earliest Mesolithic Brit-

ons were nomads who were later displaced by a semi-settled and **sedentary population**.

In the British Isles, the permanent population has been completely replaced by a population with mixed ancestry from farmers and hunter-gatherers. Neolithic Britain was a time of domestication of plants and animals. During the Neolithic period, monumental architecture was developed. The Neolithic revolution introduced a sedentary lifestyle, which eventually led to the stratification of society into various groups of farmers, artisans and leaders. Forests were destroyed for the sake of clearing the area for grain cultivation and animal **husbandry**. The inhabitants of Britain at that time kept cattle and pigs, while sheep and goats, as well as wheat and barley were imported later from the continent. The British Neolithic was still dominated by **cave settlements**. The British during the Early Bronze Age buried their dead in **mounds**. Later cremation became widespread, and daggers are found in urns with the **ashes** of the deceased. People of this period also created Stonehenge (only the last stage of construction) and Seahenge. A large cromlech (stone composition) was found in Dartmoor.

People of the Bronze Age lived in round houses. Their diet consisted of cattle, sheep, pigs and deer, as well as shellfish and birds. Salt was extracted. Wetlands were a source of game and reeds. Around 750 BC, iron processing technology from Southern Europe came to Britain. Iron is stronger than bronze and more widespread, its use marked the beginning of the Iron Age. Iron processing has changed many aspects of life, mainly in agriculture. **Plows** with iron tips could plow the earth much faster and deeper than with wooden or bronze ones, and an iron axe cut down the forest for agriculture much more efficiently. The existing landscape consisted of arable land, pastures and managed forests. Many settlements were closed, so land management was important. By 600 BC, most of the people inhabiting the western part of the British Isles spoke various dialects of Celtic languages. Among them were experienced artisans who, in addition to weapons and tools made of bronze, began to produce jewelry made of gold with complex patterns. In the Iron Age, the British lived in organized

tribal groups under the leadership of chiefs. As the population became more numerous, intertribal wars broke out from time to time. This is the main explanation for the reasons for the construction of fortified settlements — settlements.

Adapted from: <https://www.britannica.com/place/United-Kingdom/Ancient-Britain>

Accessed: 15.05.2023

Adapted from: https://en.wikipedia.org/wiki/Prehistoric_Britain

Accessed: 15.05.2023

Glossary

English term	Russian equivalent
tin	олово
glacial/ interglacial	ледниковый/межледниковый
a flint tool	кремниевое орудие
a pine	сосна
an alder	ольха
a herd	стадо
sedentary population	оседлое население
husbandry	земледелие
cave settlements	пещерные поселения
mounds	курганы
ashes	пепел
a plow	плуг

Task 3. Answer the following questions:

1. What was the first significant written information about Britain and its inhabitants?
2. When was the earliest known human settlement in Britain?
3. When did the Heidelberg man arrive in Britain?
4. What was the name of the culture that testifies to the activity of Homo sapiens?
5. What did the diet of Bronze Age people consist of?
6. The appearance of which metal has changed many aspects of people's lives?

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

1. The first significant written information about Britain and its was the information of the Greek navigator Pytheas.
2. They exported , which was available in abundance on the islands.
3. During this huge period of time, there have been many changes in the
4. The inhabitants of the region at that time were and fishermen.
5. The most famous example of this period is the of the "Red Lady from Paveland".
6. The climate changed the environment to pine, birch and alder forests
7. During the Neolithic period, architecture was developed.
8. In the Iron Age, the British lived in organized tribal groups under the of chiefs.

Tin, hunter-gatherers, leadership, inhabitants, monumental, burial, environment, warm

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

Homo	land
Greek	population
flint	groups
local	tools
sedentary	houses
British	sapiens
monumental	mammals
round	navigator
arable	architecture
tribal	Isles

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

1. First, in, exported, was, islands, abundance, of, on, all, they, tin, which, available, the.
2. The, the, were, that, inhabitants, of, fishermen, region, at, hunter-gatherers, time, and.
3. These, Acheulean, tools, made, local, mammals, hunted, hominids, flint, and, large.
4. Britain, is, limited, Neanderthal, of, Evidence, of, the, settlement, territories, of, very.
5. The, by, Neolithic, cave, dominated, still, British, was, settlements.
6. Neolithic, of, domestication, was, and, plants, Britain, a, time, of, animals.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

To be covered by, to take place, to make it easier, to leave, to be occupied by, to avoid, to be completely replaced, semi-settled, to change many aspects of life, to become more numerous.

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

Ancient Ireland

The island of Ireland was formed about 10 thousand years BC, when the polar ice cap melted and the sea level rose. The resulting narrow channel cut off Ireland from the southwest of Scotland. Ireland was isolated from mainland Europe for about 6 thousand years before Britain became an island (until the Mesolithic Britain was connected to the mainland by a piece of land known as Doggerland).

During the Pleistocene Ice Age, Ireland was covered by an ice sheet up to 300 meters thick, which crushed stones and bones under its weight and destroyed all possible traces of early **hominid** or human settlements. Human remains dating back to the time before the last **glaciation** were found only in the extreme south of Britain, a significant part of which re-

mained uncovered by the glacier.

During the Last glacial maximum in the Upper Paleolithic, about 16 thousand years BC, Ireland was a **tundra**. The total central glaciation covered about two-thirds of Ireland with a drifting ice sheet. The climate was unfavorable for most European plants and animals, and human habitation at that time is considered unlikely.

In the period 15500 — 10000 BC, warming occurred, as a result of which **nomadic** hunter-gatherers begin to penetrate into the northern parts of Europe. As can be seen from the data of **genetics** and the remains of fauna, the wave of immigrants came from southwestern Europe, probably from the Franco-Cantabrian region. Of the animals in the preboreal period, the reindeer, the tur and the like were the first to enter the north. As can be seen from a number of sites dating back more than 10,000 years ago, discovered, for example, in Sweden, people could use the edges of glaciers as places from where they could hunt migrating game.

These factors and environmental changes led to the fact that people began to populate the northernmost ice-free territories of Europe with the onset of the Holocene, including the territories closest to Ireland.

There is no **evidence** of the presence of people in Ireland during this period, with the exception of one site dated 11 thousand years BC, discovered on the east coast of the Irish Sea, whose inhabitants ate marine food, including shellfish. Perhaps people really penetrated into Ireland, but its resources seemed to them **scarce**, except for what could be obtained on the coast, as well as acorns, so they did not inhabit it permanently.

As the northern glaciers retreated, the sea level rose, and water penetrated into the inland sea, which was located on the site of the modern Irish Sea. The outflow of fresh water and the associated rise in sea level between the Irish and Celtic Seas delayed, although they did not stop the penetration of flora and fauna into Ireland from continental Europe through Britain.

On the territory of Ireland, the last glaciation ended about 10 thousand years BC.

The earliest monuments of the presence of people in Ireland after the

retreat of the glaciers date back to between 8000 and 7000 BC. It is assumed that the settlers originally colonized the northeast of the country, having got there from Scotland. Although at that time the sea level was lower than it is now, Ireland may have already been an island by that time, and the settlers got there by boat. The hypothesis of arrival by boat looks quite likely in light of the fact that most of the Mesolithic settlements in Ireland were located on the coast. Obviously, the Mesolithic inhabitants of Ireland led a **marine** lifestyle and depended on marine food sources.

The diet of Mesolithic hunter-gatherers was diverse and consisted of seafood, poultry, wild pigs, hazelnuts, etc. People hunted with spears, arrows and harpoons with small flint tips-microlites and supplemented their diet with the collection of nuts, fruits and berries. They lived in seasonal **dwelling**s, which they constructed by stretching animal skins on wooden frames. The cooking centers were located outside the dwellings. The total population of Ireland in the Mesolithic era, presumably, did not exceed several thousand people.

Since 4500, a set of characteristic Neolithic features has penetrated into Ireland, including the **cultivation** of cereals, the culture of building permanent houses (similar to those that existed at the same time in Scotland) and stone monuments. Sheep, goats, cattle and cereals were imported from the southwest of continental Europe, and this stimulated a sharp increase in the population. The most significant characteristic of the Neolithic in Ireland was the sudden appearance and dramatic spread of megalithic monuments. Human remains have been found in most megaliths — usually, though not always, cremated, as well as funeral offerings — ceramics, arrowheads, beads, pendants, axes, etc. There are currently about 1,200 megalithic tombs known in Ireland. Pastoral communities existed in a number of regions of Ireland, which suggests that some Neolithic inhabitants of Ireland, as in the Mesolithic, continued to lead a migratory rather than sedentary lifestyle. Apparently, there was a regional specialization: in some regions sedentary agriculture prevailed, in the rest pastoralism.

At the peak of the Neolithic, the population of Ireland could be from 100 to 200 thousand people. Around the XXV century BC, an economic

collapse occurs, and the population decreases for a while.

Adapted from: <https://about-history.com/prehistoric-ireland-formation-of-an-island/>

Accessed: 15.05.2023

Task 9. Match the words and their definitions. Guess the translation of these words.

1.hominid	a. a member of a group of people who move from one place to another rather than living in one place all of the time
2.glaciation	b. a house or place to live in
3. tundra	c. the forming, existence, or movement of glaciers over the surface of the earth
4. nomadic	d. one or more reasons for believing that something is or is not true
5. genetics	e. not easy to find or get
6. evidence	f. a member of a group that consists of humans, chimpanzees, gorillas, and orangutangs, or an early form of one of these
7. scarce	g. (part of) the very large area of land in North Asia, North America, and northern Europe where, because it is cold, trees do not grow and ground below the surface is permanently frozen
8. marine	h. the act of preparing land and growing crops on it, or the act of growing a particular crop
9. dwelling	i. the study of how, in all living things, the characteristics and qualities of parents are given to their

	children by their genes
10. cultivation	j. related to the sea or sea transport

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) Thornborough Henges.
- 2) Wormy Hillock Henge
- 3) Pentre Ifan
- 4) King Arthur's Round Table
- 5) Sweet Track

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) Peoples of the ancient British Isles
- 2) Julius Caesar's Invasion of Britain (54-55 BC)
- 3) Roman Britain (43-409)
- 4) Anglo-Saxon period (V-XI centuries)
- 5) Roman Wales (48-383)

UNIT 2

The Middle Ages



Task 1. What do you know about the history of Great Britain in the Middle Ages?

Task 2. Read and translate the text.

After the departure of the Romans, most of the island was conquered in the 5th century by the tribes of Angles, Saxons and Jutes. At that time, the Anglo-Saxons were still **pagans**, and Christianity, which had managed to penetrate the country before their arrival, completely disappeared. Only at the end of the VI century the Anglo-Saxons adopted Christianity, and the new church was directly subordinated to the Pope.

Since the end of the VIII century, Vikings began to attack England and even temporarily captured some of its northern and eastern regions. Part of the first half of the XI century, England was ruled by the Danes after the defeat of Alfred.

In the Anglo-Saxon states, which merged in 827 into a single England thanks to King Alfred the Great of Wessex, more than in any other

barbaric state within the former Roman Empire, the old German institutions have been preserved. The best kings of England tried to support these institutions, but could not stop the process of strengthening the landed **nobility** and enslaving the peasants. This process led to the weakening of the state, and for centuries England was mostly powerless in the fight against the Scandinavians, mainly the Danes and Norwegians, who even conquered it for a while.

In 1042, the throne returned to the Saxon Edward the Confessor, but after his death, the Normans under the leadership of William the Conqueror successfully invaded England, defeating the Saxons in the Battle of Hastings on October 14, 1066, after which he became the new king of England. He introduced feudalism into the country, taking care to create a strong royal power and preserve some of the old Anglo-Saxon institutions. His **successors** acted in the same direction, preventing feudalism from developing to the same extent as it did in France.

By their despotic politics, kings Richard I the Lionheart and John Lackland armed the clergy, barons with knights, and citizens against themselves, which resulted in the XIII century **restriction** of the royal power in England by the **Magna Carta** in 1215 and the creation of parliament in 1265. The Parliament, consisting of two chambers, acquired in the XIV and the first half of the XV century a number of very important rights, then using the voluntary concessions of kings, then forcing them to have these rights by force. At that time there were even two cases of the **deposition** of kings by parliament.

The Lancaster dynasty, which owed its elevation to the throne to it, was particularly **compliant** with parliament. Only the upper classes of society were represented in parliament, while the masses of the people were oppressed, which at the end of the XIV century caused the terrible **peasant uprising** of Wat Tyler.

In 1337, due to a dispute over the succession between Edward III and the Valois dynasty, the Hundred Years' War began.

The shameful outcome of the wars, the weak character of Henry VI caused a rebellion led by John Cade, **reminiscent** of the times of Tyler.

In the middle of the XV century in England, a **dynastic feud** broke out between two branches of the Plantagenet: Lancaster and York. In this conflict, called War of the Roses, during which the English aristocracy, the main pillar of parliament, died, Parliament itself turned into a tool used by the winning parties for their own purposes. This weakened parliament, which led to the rise of a new Tudor dynasty.

Adapted from: https://en.wikipedia.org/wiki/History_of_England

Accessed: 28.05.23

Adapted from: <http://rushist.com/index.php/west/6184-istoriya-anglii-v-srednie-veka-kratko>

Accessed: 28.05.23

Glossary

English term	Russian equivalent
a pagan	язычник
nobility	знать
a successor	преемник
a restriction	ограничение
Magna Carta	Великая Хартия вольностей
deposition	смещение
compliant	уступчивый
peasant uprising	крестьянское восстание
reminiscent	напоминающий
dynastic feud	династическая вражда

Task 3. Answer the following questions:

- 1) Who conquered the island after the Romans?
- 2) Who founded the English kingdom?
- 3) When William the Conqueror became the new King of England?
- 4) Whose despotism caused the appearance of the Magna Carta?
- 5) Which dynasty did Wat Tyler start peasant uprising?
- 6) Which families participated in the War of the Roses?

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

1. Only at the end of the VI century the adopted Christianity.
2. Since the end of the VIII century, began to attack England and even temporarily captured some of its northern and eastern regions
3. In the Anglo-Saxon states, which in 827 into a single England thanks to King Alfred the Great of Wessex, more than in any other barbaric state within the former Empire, the old German institutions have been preserved..
4. The Normans under the leadership of William the Conqueror successfully England.
5. His successors acted in the same , preventing feudalism from developing to the same extent as it did in France.
6. Kings Richard I the Lionheart and John the Landless the clergy, barons with knights, and citizens against themselves.
7. The Lancaster dynasty, which owed its to the throne to it, was particularly compliant with parliament.
8. In the middle of the XV century in England, a dynastic feud between two branches of the Plantagenet: Lancaster and York.

Merged, invaded, direction, Anglo-Saxons, Vikings, armed, elevation, broke out

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

barbaric	of the royal power
enslaving	concessions
introduced	states
despotic	of kings
restriction	feudalism
voluntary	uprising
deposition	over the succession
peasant	the peasants
dispute	into a tool
turned	politics

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

1. Angles, of, by, island, and, was, The, in, the, V century, Jutes, of, most, the, tribes, Saxons, conquered, the.
2. Christianity, the, of, the, VI century, end, the, Anglo-Saxons, only, at, adopted.
3. Feudalism, country, taking, royal, and, some, of, the, institutions, care, introduced, the, to, strong, power, He, old, Anglo-Saxon, into, create, a, preserve.
4. that, parliament, time, two, the, of, kings, At, there, even, deposition, cases, of, were, by.
5. dynasty, elevation, to, it, was, with, The, compliant, its, to, Lancaster, owed, which, particularly, the, parliament, throne.
6. weakened, to, parliament, rise, of, dynasty, This, which, the, led, Tudor, new, a.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

To be subordinated to, the Pope, to merge, extent, a barbarian state, feudalism, upper classes of the society, dynasty, winning parties, elevation to the throne.

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

John Lackland – King of England

John Lackland of the Plantagenet Dynasty, the son of Henry II and Eleanor of Aquitaine, was born on December 24, 1166 in Oxford. In 1171, John was **betroted** to the daughter of Humbert III, Count of Savoy. Unlike his older brothers, John, although he was Henry's favorite son, did not receive from his father any of the extensive land holdings in France, for which he was nicknamed "Lackland ". However, John inherited **considerable possessions** in England and was granted possession of Ireland in 1177.

He went to Ireland in 1185, strengthening the English administration

there and establishing several castles, but returned to England a few months later, not having enough money. After the rebellion of his older brothers against his father at the end of his reign and the struggle that followed, he supported his brother, Richard the Lionheart, who **ascended** the throne in 1189. John received confirmation of ownership of his lands and married Isabella, the heiress of the county of Gloucester. They had no children, and shortly after his coronation, their marriage was **dissolved** on the basis of consanguinity.

In response to Richard's announcement in 1190 of the son of his deceased brother Geoffrey as his successor, John broke his word not to enter England while Richard was on crusade.

After noticed that Richard had been captured in Germany by Emperor Henry VI upon his return from the campaign, John asked Henry not to release Richard for as long as possible, made an alliance with the French king Philip II Augustus and tried to seize control of England.

In 1193, he was forced to **conclude** a truce, but he did not interrupt relations with Philip and was preparing a rebellion. Richard's response was to expel John and confiscate his lands. Only in 1195 John was partially forgiven and received back part of his possessions, and even later he was declared heir.

John ascended the throne after Richard's death in 1199. The barons, realizing their weak position, turned to the French King Philip II Augustus for help.

In 1202, Philip called John to appear at court and, when he refused, invaded Normandy.

In the future, the war was unsuccessful for the British. John was experiencing financial problems. As a result of the **hostilities** of 1202-1204, John lost a significant part of the English possessions on the continent.

In 1207, Pope Innocent III appointed Stephen Langton, the new Archbishop of Canterbury. Trying to strengthen his power, John refused to recognize him, after which the pope **imposed an interdict** on England in 1208, and John began to confiscate church lands. In 1209, the pope **excommunicated** John from the church, and in 1212 he released the English

from the oath to the king, that is, theoretically deposed him. In 1213, Philip II agreed with the pope to invade England in order to overthrow John and had already assembled a fleet. However, by this time John had already decided to stop his struggle under the pressure of the papal legate Pandulf. The king submitted to the pope and recognized himself as his vassal. Only in 1214 the interdict was lifted.

Unsuccessful foreign and domestic policy caused a rebellion of barons in 1215, which was supported by the clergy, knights and townspeople. Under pressure from the rebels, John the Landless signed the Magna Carta on June 15, 1215. Not intending to fulfill the promises contained in it, John soon attracted **mercenaries** from the continent and began to attack the barons with renewed vigor. The pope supported his vassal John, revoked the charter and threatened to excommunicate the rebellious barons.

John attacked the castles of the rebellious barons one by one. Out of impotence, they called the French Crown Prince Louis VIII to the throne, who soon landed in Kent and was proclaimed king in London (although not crowned).

John, retreating, lost all the gold and jewels. He could not bear such a blow and died in October in Newark.

John's heir was his nine-year-old son Henry. The barons recognized him, and Louis' claims to the English throne ended in nothing.

Adapted from: https://en.wikipedia.org/wiki/John,_King_of_England

Accessed: 28.05.23

Task 9. Match the words and their definitions. Guess the translation of these words.

1. betrothed	a. to make someone do or believe something
2. possessions	b. to be absorbed by a liquid
3. ascended	c. it refuses to give that person communion and does not allow them to be involved in the Church.

4. dissolved	d. the fact that you have or own something
5. persuade	e. an official instruction telling someone that they are not allowed to do something
6. conclude	f. to move up or climb something:
7. hostilities	g. interested only in the amount of money that you can get from a situation
8. interdict	h. a person that someone has promised to marry
9. excommunicated	i. fighting in a war
10. mercenaries	j. to end a speech, meeting, or piece of writing

Task 10. Work in pairs and discuss the topics using Appendix 2.

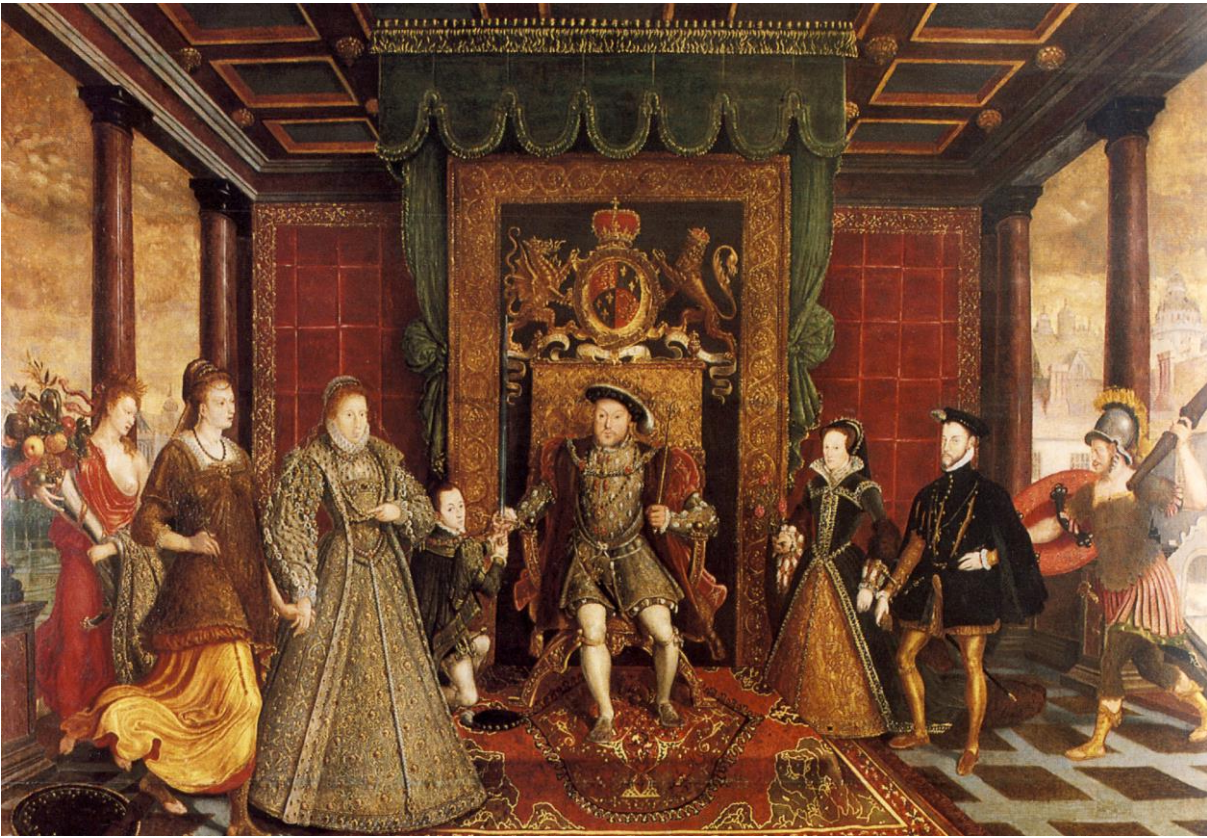
- 1) John Lackland – King of England. His role in the life of the country
- 2) Wars of the Anglo-Saxon states in 8-9 century
- 3) The foundation of Parliament in England in 13th century
- 4) The conquer of William the Norman. Its role in the history of the country
- 5) Magna Carta and its role in the history of Parliament in England

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) Peasant uprising in England in Middle ages
- 2) England and crusades
- 3) The Hundred Years' War
- 4) Alfred the Great and the Heptarchs
- 5) War of the Roses

UNIT 3

The Tudors



Task 1. What do you know about the Tudors period?

Task 2. Read and translate the text.

Before the Tudor dynasty came to power, England was ruled by the House of Plantagenet. This was a royal house that originated in Anjou, France. The House of Plantagenet held the English throne from 1154, with Henry II's **accession** to the throne, to 22 August 1485. That was when Henry VII killed Richard III, the Plantagenet's last king, in battle. This marked the end of the Plantagenet dynasty and the beginning of the Tudor dynasty. The Tudor era saw **unprecedented upheaval** in England. Between them the five Tudor kings and queens introduced huge changes that are still with us today.

The years between the crowning of Henry VII in 1485 and the death of Elizabeth I in 1603 saw the old religious order swept away, the estab-

lishment of the American colonies, the foundation of the Royal Navy and the power of Europe challenged.

Henry Tudor is crowned King of England on the battlefield at Bosworth after his army **defeats** and kills Richard III. Henry VII presents himself as the **unifier** of the warring Lancaster and York dynasties – symbolized by his adoption of the red and white Tudor Rose. His reign brings 85 years of civil war to an end. He marries Elizabeth, daughter of the Yorkist king Edward IV. Within a year they have a son, Arthur, later followed by another, Henry. Henry wants to keep his kingdom **secure** and creates several foreign alliances to try to avoid wars. The 17-year-old Henry succeeds to the throne on the death of his father, Henry VII. His older brother Arthur had died seven years earlier. Henry VIII ordered the creation of the first national postal service for royal mail. Henry requests an **annulment** of his marriage with Catherine from the Pope in order to marry Anne Boleyn. The request is refused. In response, Henry breaks from the authority of the Pope and is declared head of the English Church by Parliament.

Henry dies and his son Edward, aged nine, becomes king. Edward's uncle Edward Seymour seizes power by establishing himself as protector. In order to make England a truly Protestant state, the Book of Common Prayer is introduced and religious imagery in churches is destroyed. The king dies aged fifteen, never ruling in his own right. The cause of his death is not certain.

Edward's half-sister Mary takes the throne, after a power struggle with Edward's advisers who want his cousin Lady Jane Grey to be queen. At first Mary I enjoyed widespread popular support. But many oppose her decision to marry Catholic Phillip II of Spain and reconcile with Rome. She attempts to take England back to Catholicism. During her reign nearly 300 Protestants were burned for refusing to **reconvert**, earning her the nickname 'Bloody Mary'.

When Mary dies, her Protestant half-sister Elizabeth, daughter of Anne Boleyn, becomes queen.

Elizabeth returns England to Protestantism, but she does not enforce

strict religious **conformity** and declares she does not want to 'make windows into men's souls'.

Queen Elizabeth I faces numerous plots against her and pays Sir Francis Walsingham to set up a European network of spies across Europe. The Elizabethan Poor Law of 1601 requires each **parish** to provide for the 'lame, impotent, old and blind'.

Elizabeth I died aged 69. The Virgin Queen never married or had children. James VI of Scotland was her closest royal relative as they were both direct **descendants** of Henry VII. He is named King James I on the day of Elizabeth's death. One of Britain's greatest and most influential dynasties finally reaches its conclusion. Culturally and socially, the Tudor period saw many changes. The Tudor court played a prominent part in the cultural Renaissance taking place in Europe, nurturing all-round individuals such as William Shakespeare, Edmund Spenser and Cardinal Wolsey.

The Tudor period also saw the turbulence of three changes of official religion, resulting in the martyrdom of many innocent believers of both Protestantism and Roman Catholicism. The fear of Roman Catholicism induced by the Reformation was to last for several centuries and to play an influential role in the history of the Succession.

Adapted from : <https://www.bbc.co.uk/teach/how-the-tudor-dynasty-shaped-modern-britain/zrhdbdm>

Accessed: 21.05.23

Glossary

English term	Russian equivalent
accession	присоединение
unprecedented upheaval	беспрецедентный переворот
defeat	поражение
a unifier	объединитель

secure	безопасный
annulment	аннулирование
to reconvert	повторно преобразовать
conformity	соответствие
parish	прихожане
a descendant	потомок

Task 3. Answer the following questions:

- 1) When did The House of Plantagenet hold the English throne?
- 2) Where was Henry Tudor crowned King of England?
- 3) What did Henry Tudor do when the Pop refused him to marry Anne Boleyn?
- 4) Why did Mary I get a nickname 'Bloody Mary'?
- 5) Did Elizabeth I have children and a husband?
- 6) What was the attitude of Mary towards Catholicism and Protestantism?

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

- 1) England was by the House of Plantagenet.
- 2) The years between the crowning of Henry VII in 1485 and the death of Elizabeth I in 1603 saw the old religious swept away.
- 3) Henry Tudor is crowned King of England on the at Bosworth after his army defeats and kills Richard III.
- 4) The 17-year-old Henry succeeds to the on the death of his father, Henry VII.
- 5) Henry breaks from the of the Pope and is declared head of the Eng-

lish Church by Parliament.

6) Elizabeth England to Protestantism, but she does not enforce strict religious conformity.

7) Culturally and socially, the Tudor period saw many

8) The Tudor period also saw the turbulence of three changes of official religion, resulting in the martyrdom of many ... believers of both Protestantism and Roman Catholicism.

Battlefield, throne, ruled, authority, changes, order, innocent, returns

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

royal	changes
unprecedented	alliances
huge	war
religious	house
civil	order
foreign	postal service
avoid	dynasty
national	believers
influential	wars
innocent	upheaval

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

1. That, house, Anjou, royal, in, originated, a, was, this, France.
2. And, dynasty, the, this, the, beginning, Plantagenet, Tudor, marked, dynasty, of, the, the, of, end.
3. Of, challenged, and, the, Navy, the, foundation, Royal, the, of, power, Europe.
4. At, first, Mary I, enjoyed, support, popular, widespread.
5. He, of, King, death, day, is, James I, on, named, Elizabeth's, the.
6. Saw, socially, Tudor, the, culturally, changes, many, period, and.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

To come to power, to hold the throne, this marked the end of, to keep one's kingdom, royal mail, to break from the authority, in order to, in smb's own right, to reach conclusion, to take place, on the day of smb's death.

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

English Reformation.

The Reformation transformed English religion during the Tudor period. The five sovereigns, Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I had entirely different approaches, with Henry VIII replacing the pope as the head of the Church of England but maintaining Catholic doctrines, Edward imposing a very strict Protestantism, Mary attempting to reinstate Catholicism, and Elizabeth arriving at a compromise position that defined the not-quite-Protestant Church of England. It began with the insistent demands of Henry VIII for an annulment of his marriage that

Pope Clement VII refused to grant.

Historians agreed that the great theme of Tudor history was the Reformation, the transformation of England from Catholicism to Protestantism. The main events, constitutional changes, and players at the national level have long been known, and the major controversies about them largely resolved. Historians until the late 20th century thought that the causes were: a widespread dissatisfaction or even disgust with the evils, corruptions, failures, and contradictions of the established religion, setting up an undertone of anti-clericalism that indicated a rightness for reform. A secondary influence was the intellectual impact of certain English reformers, such as the long-term impact of John Wycliffe (1328–1384) and his "Lollardy" reform movement, together with a stream of Reformation treatises and pamphlets from Martin Luther, John Calvin, and other reformers on the continent. The interpretation by Geoffrey Elton in 1960 is representative of the orthodox interpretation.

Social historians after 1960 investigated English religion at the local level, and discovered the dissatisfaction had not been so widespread. The Lollards movement had largely expired, and the pamphleteering of continental reformers hardly reached beyond a few scholars at the University of Cambridge – King Henry VIII had vigorously and publicly denounced Luther's heresies. More importantly, the Catholic Church was in a strong condition in 1500. England was devoutly Catholic, it was loyal to the pope, local parishes attracted strong local financial support, religious services were quite popular both at Sunday Mass and at family devotions. Complaints about the monasteries and the bishops were uncommon. The kings backed the popes and by the time Luther appeared on the scene, England was among the strongest supporters of orthodox Catholicism, and seemed a most unlikely place for a religious revolution. In Scotland the Reformation is associated with the name of John Knox, who declared that one celebration of the mass is worse than a cup of poison. He faced the very real threat that Mary, Queen of Scots, would do for Scotland what Mary Tudor had done for England. Therefore, Knox defied

her in person on matters of religion and, though a commoner, addressed her as if he were all Scotland. He very nearly was, because in the period prior to 1560 many an obscure evangelist had converted much of the Lowlands to the religion of John Calvin. The church had been given a Presbyterian structure, culminating in a General Assembly, which had actually as great and perhaps a greater influence than the Parliament. Because of her follies, and very probably her crimes (complicity in the murder of her husband), Mary had to seek asylum in England. There she became the focus of plots on the life of Elizabeth until Parliament decreed her execution. Presbyterianism was established in Scotland, making possible the union of Scotland with England.

Knox is frequently reproached for his intolerance regarding the celebration of mass, but one must remember that the year 1560 marked the peak of polarization between the confessions. Similar intolerance had been mounting in Rome. Paul III, after an abortive attempt at reform, had introduced the Roman Inquisition in 1542. His successor, Paul IV, placed everything that Erasmus had ever written on the Index. The Council of Trent began sitting in 1545, introducing rigidity in dogma and austerity in morals. The Protestant views of justification by faith alone, the Lord's Supper, and the propriety of clerical marriage were sharply rejected. Knox and Pope Pius V represent the acme of divergence between the confessions.

Adopted from: https://en.wikipedia.org/wiki/Tudor_period

Accessed: 27.05.23

Task 9. Match the words and their definitions. Guess the translation of these words.

1. reinstate	a difficult economic situation caused by a government reducing the amount of money it spends
2. annulment	b. the best or most perfect thing that

	can exist or be achieved
3.undertone	c. water that flows naturally along a fixed route formed by a channel cut into rock or ground, usually at ground level
4.stream	d. to give someone back their previous job or position, or to cause something to exist again
5.vigorously	e. a priest of high rank who is in charge of the priests of lower rank in a particular area
6.devoutly	f. an official announcement that something such as a law, agreement, or marriage no longer exists, or the process of making this announcement
7.bishop	g. very forceful or energetic
8.commoner	h. a particular but not obvious characteristic that a piece of writing or speech, an event, or a situation has
9.austerity	i. a person who is not born into a position of high social rank
10.acme	j. sincerely and strongly

Task 10. Work in pairs and discuss the topics using Appendix 2.

1. Pamphlets from Martin Luther
2. John Calvin

3. Mary Tudor
4. Paul IV
5. John Knox

Task 11. Prepare a presentation on one of the topics using Appendix 3.

1. House of Tudor and its connection with the Game of Thrones.
2. The wars of the Roses
3. Edward VI: Protestant zeal
4. Jane: The nine day's queen
5. Elizabeth I: Age of intrigues and plots

UNIT 4

The Stuarts



Task 1. What do you know about the Stuart period?

Task 2. Read and translate the text.

The House of Stewart (or ‘Stuart’ as it later became) was **established** by Robert II of Scotland during the late 14th century and the Stuart rule spanned from 1371 to 1714. Initially rulers of Scotland only, the dynasty also went on to **inherit** the Kingdoms of England and Ireland. However, despite the **longevity** of the Stuart reign and Scotland’s prosperity and modernization during the beginning of the Renaissance, the monarchs of the House were not without their failings. These led to a number of murders, beheadings and forcible removal.

The first of the Stewart kings, Robert II, was born to Walter, 6th High Steward of Scotland and Marjorie Bruce, daughter of Robert the Bruce. He was 55 years old when he inherited the throne from his uncle David II in 1371. He was a very passive person with no love of war, so he let his son John, Earl of Carrick (later known as Robert III) rule instead.

He died in 1390 of infirmity.

The second of the Stewart kings, Robert III was considered **illegitimate** by the Church as his parents were so closely related but was legitimised in 1347 by papal dispensation. He was considered a feeble or weak king and allowed his advisor the Duke of Albany to take control. His sons both suffered horrible fates as one, David, was starved to death in a prison at Falkland Palace (some say on the orders of Albany) and the other, James I, was captured by pirates and given to Henry IV of England. Robert died supposedly of grief, saying “I am the worst of kings and the most miserable of men.” He suggested that he should be buried in a rubbish heap, but was actually buried in Paisley Abbey!

James I was born on 25 July 1394 in Dunfermline and became king at the age of 12. In an attempt to keep James away from his uncle, the Duke of Albany, James was sent to France on his accession in 1406. Unfortunately his ship was captured by the English and James was taken prisoner and handed over to Henry IV. He was held prisoner for 18 years before finally taking control of Scotland in 1424. The Duke of Albany remained in charge of Scotland as Governor until his death in 1420 when he was succeeded by his son Murdoch. Upon his return to Scotland, James had Murdoch and several other powerful nobles **beheaded**. Subsequent laws restricted the power of the **nobles**. This did not please the nobles, especially the Earl of Athol and Sir Robert Graham, and in 1437 they broke into a party the King was hosting in Blackfriars, Perth, and murdered him.

James II was only 6 years old when crowned king at Holyrood Abbey in 1437. James was known as the ‘king of the fiery face’ because of a birthmark but perhaps the ‘fiery king’ would have been more appropriate, given the king’s temper. William, Earl of Douglas, one of the most powerful nobles in Scotland but also a troublemaker and **dissenter**, refused the king’s command to ‘toe the line’, and was murdered by James with a **dagger** in a fit of rage! James was particularly keen on the new weapon of war, the cannon, and at the Siege of Roxburgh Castle where cannons were used for the first time it was ironic that one of them blew him up as he stood close by watching.

James III was only 9 years old when his father met his untimely death. Unfortunately, James had a weakness that was ultimately to lead to his own death: he had favourites upon whom he would **lavish** money, land and gifts. This incensed the nobles: they even imprisoned James at Edinburgh Castle. The nobles succeeded in setting father against son and at the beginning of the battle of Sauchieburn on 11 June 1488, James III, not a good rider, was thrown from his horse and injured. Taken to the nearest building, a priest was called to the king: however the man claiming to be the priest stabbed the king through the heart and then fled before he could be identified.

James IV was racked with guilt about his father's death at Sauchieburn and did penance every year on the anniversary of the battle. He was a very clever, learned man, if not so lucky in love. James was in love with Margaret Drummond of Stobshall when it was proposed to him that a marriage to Margaret Tudor, daughter of Henry VII would improve Anglo-English relations. The untimely death of Margaret Drummond and her two beautiful sisters by poison just after the marriage was proposed, opened the way to the alliance some 18 months later. However the marriage did not bring lasting peace. James was personally annoyed with Henry VIII, now king of England, because he had refused to send on jewellery that was part of Margaret's marriage dowry. Publicly he was also angered because Henry had seized two Scottish ships without reason. When Henry then invaded France in 1513, the Auld Alliance was reintroduced with Louis XII of France. James invaded northern England and The Battle of Flodden was fought on 9 September 1513. James made a fatal error by choosing to advance down a steep slippery slope towards the English forces. His troops slid down the slope in total disarray and were picked off almost at will by the English. James himself was also killed.

James V was just 17 months old when James IV was killed. His mother Margaret ruled as Regent, followed by the Duke of Albany who took over as Guardian of the Realm, ruling wisely until his return to France in 1524 when fighting broke out between the Scottish nobles. James spent the first 14 years of his life being passed around from place to

place until in 1526 he was imprisoned in Falkland Palace, finally escaping in 1528 to begin his rule at the age of 16. He ruled well to begin with but became tyrannical and obsessed with wealth in later years. His second wife Mary of Guise gave him two sons who died in infancy. She gave birth to Mary in the very same week as James lay dying in Falkland Palace, following a nervous collapse after defeat at the battle of Solway Moss.

Mary Queen of Scots was just 6 days old when her father died. Her mother Mary of Guise acted as Regent for her daughter during the turbulent years after her father's death. At the age of 5, Mary was **betrothed** to Francis, son of Henry II of France, and sent away to live in France. She is said to have changed the spelling of "Stewart" to "Stuart" during her time in France.

A detailed account of her life can be found here. Suffice to say that her tragic life came to an end when she was accused of treason and beheaded by her cousin, Elizabeth I of England, in 1587.

With the death of Queen Elizabeth I the Union of Crowns was introduced and Mary's son James VI of Scotland became James I of England.

Adapted from: <https://www.historic-uk.com/HistoryUK/HistoryofScotland/The-Stewart-Stuart-Monarchy-of-Scotland/>
 Accessed: 21.05.23

Glossary

English term	Russian equivalent
to establish	установить
to inherit	наследовать
longevity	долговечность
illegitimate	незаконный
to behead	обезглавить
nobles	дворяне
a dagger	кинжал
dissenter	несогласный
lavish	обильный

to be betrothed	быть обрученной
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Task 3. Answer the following question:

- 1) Who established the House of Stewart and during which period did it rule?
- 2) Which other kingdoms did the Stewart dynasty inherit beside Scotland?
- 3) What were some of the failings of the monarchs of the House of Stewart during their rule?
- 4) Who was Robert II, and how did he become king of Scotland?
- 5) What was the fate of Robert III's sons, David and James I?
- 6) Why did the nobles murder James III?

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

1. These led to a number of murders, beheadings and forcible from the throne.
2. He was 55 years old when he inherited the from his uncle David II in 1371.
3. He was considered a feeble or weak king and allowed his advisor the Duke of Albany to take
4. The Duke of Albany remained in of Scotland as Governor until his death in 1420 when he was succeeded by his son Murdoch.
5. James was particularly on the new weapon of war, the cannon.
6. This incensed the nobles: they even James at Edinburgh Castle.
7. Publicly he was also angered because Henry had seized two Scottish ships without
8. His slid down the slope in total disarray and were picked off almost at will by the English.

Troops, control, keen, imprisoned, reason, charge, removal, throne.

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

Crowned	of Albany
Duke	of war
weapon	king
nobles	of Sauchieburn
Battle	Palace
Papal	to the throne
Falkland	king
heir	Church
Feeble	dispensation
Catholic	in Scotland

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

1. Abbey in was actually buried Robert III rubbish heap! a his should but suggested be Paisley
2. James sent his France accession was to in 1406 on.
3. Not horse thrown good injured from a James III, and was rider.
4. The of without monarchy were not the failings their House.
5. II closely parents illegitimate related the Church as III a Robert was by considered.
6. James had upon favourites whom gifts and land money, he lavished would.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

Forcible removal, no love of war, to suffer horrible fate, to be captured, to restrict the power of smb., miserable, ultimately dead, toe the line, an anniversary of the battle, tragic life, the defeat of the battle.

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

Mary Queen of Scotts

Mary, Queen of Scots is perhaps the best known figure in Scotland's

royal history. Her life **provided** tragedy and romance, more dramatic than any legend.

It was initially **arranged** for Mary to marry the English King Henry VIII's son Prince Edward; however the Scots refused to **ratify** the agreement. None too pleased by this, Henry sought to change their mind through a show of **force**, a war between Scotland and England... the so called 'Rough Wooing'. In the middle of this, Mary was sent to France in 1548 to be the bride of the Dauphin, the young French prince, in order to secure a Catholic alliance against Protestant England. In 1561, after the Dauphin, still in his teens, died, Mary reluctantly returned to Scotland, a young and beautiful **widow**.

Scotland at this time was in the throes of the Reformation and a widening Protestant – Catholic **split**. A Protestant husband for Mary seemed the best chance for stability. Mary fell passionately in love with Henry, Lord Darnley, but it was not a success. Darnley was a weak man and soon became a drunkard as Mary ruled entirely alone and gave him no real authority in the country.

Darnley became **jealous** of Mary's secretary and favourite, David Riccio. He, together with others, murdered Riccio in front of Mary in Holyrood House. She was six months pregnant at the time.

Her son, the future King James VI of Scotland and I of England, was baptised in the Catholic faith in Stirling Castle. This caused alarm amongst the Protestants.

Lord Darnley, Mary's husband, later died in mysterious **circumstances** in Edinburgh, when the house he was lodging in was blown up one night in February 1567. His body was found in the garden of the house after the explosion, but he had been strangled!

Mary had now become attracted to James Hepburn, Earl of Bothwell, and rumours **abounded** at Court that she was pregnant by him. Bothwell was accused of Darnley's murder but was found not guilty. Shortly after he was acquitted, Mary and Bothwell were married. The Lords of Congregation did not approve of Mary's liaison with Bothwell and she was imprisoned in Leven Castle where she gave birth to still-born twins.

Bothwell meanwhile had bid Mary goodbye and fled to Dunbar. She never saw him again. He died in Denmark, insane, in 1578.

In May 1568 Mary escaped from Leven Castle. She gathered together a small army but was defeated at Langside by the Protestant faction. Mary then fled to England.

In England she became a political pawn in the hands of Queen Elizabeth I and was imprisoned for 19 years in various castles in England. Mary was found to be plotting against Elizabeth; letters in code, from her to others, were found and she was deemed guilty of **treason**.

She was taken to Fotheringhay Castle and executed in 1587. It is said that after her execution, when the executioner raised the head for the crowd to see, it fell and he was left holding only Mary's wig.

Mary's request to be buried in France was refused by Elizabeth. Her body was embalmed and left in a secure lead coffin until her burial in a Protestant service at Peterborough Cathedral in late July 1587. Her entrails, removed as part of the embalming process, were buried secretly within Fotheringhay Castle. Her body was exhumed in 1612 when her son, King James VI and I, ordered that she be reinterred in Westminster Abbey in a chapel opposite the tomb of Elizabeth. In 1867, her tomb was opened in an attempt to ascertain the resting place of her son, James I of England. He was ultimately found with Henry VII. Many of her other descendants, including Elizabeth of Bohemia, Prince Rupert of the Rhine and the children of Anne, Queen of Great Britain, were interred in her vault.

Mary's son became James I of England and VI of Scotland after Elizabeth's death in 1603. Although James would have had no personal memories of his mother, in 1612 he had Mary's body exhumed from Peterborough and reburied in a place of honour at Westminster Abbey. At the same time he rehoused Queen Elizabeth to a rather less prominent tomb nearby.

Adapted from: <https://www.historic-uk.com/HistoryUK/HistoryofScotland/Mary-Queen-of-Scots/>

Accessed: 21.05.2023

Task 9. Match the words and their definitions. Guess the translation of these words.

1. provide	a. physical, especially violent, strength, or power
2. arrange	b. upset and angry because someone that you love seems interested in another person
3. ratify	c. to give someone something that they need
4. force	d. a woman whose husband has died and who has not married again
5. widow	e. (the crime of) showing no loyalty to your country, especially by helping its enemies or trying to defeat its government
6. split	f. a fact or event that makes a situation the way it is
7. jealous	g. to plan, prepare for, or organize something
8. treason	h. to exist in large numbers
9. circumstances	i. to make an agreement official
10. abound	j. to (cause to) divide into two or more parts, especially along a particular line

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) English Civil War (1642-1651)
- 2) Glorious Revolution (1688-1689)
- 3) Jacobite risings (1688-1746)
- 4) Restoration of the monarchy (1660)
- 5) Union of the Crowns (1603)

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) The Gunpowder Plot (1605)
- 2) The Witch Hunts (16th-17th century)
- 3) The Act of Toleration (1689)
- 4) The Great Fire of London (1666)
- 5) The Navigation Acts (1651-1696)

UNIT 5

Britain in the XVIII century



Task 1. What do you know about Britain of the XVIII century?

Task 2. Read and translate the text.

England in the 18th and 19th centuries turned into an advanced state, which developed by leaps and bounds, becoming an example for the whole of Europe.

Queen Anne, who became the last monarch of the Stuart dynasty, died in London in 1714. It was originally planned that the son of King James 2 would **inherit** the throne, but for certain reasons he did not want to rule and refused to accept the Anglican faith. As a result, George of the Hanoverian dynasty becomes the ruler of Great Britain. Soon, a conflict ensues between the new king and the **heir** of James 2, who renounced the Anglican faith, which turned into a **short-term war**. However, George was able to defeat the troops of the Jacobites, who are supporters of the Stuart dynasty.

Simultaneously with the establishment of the power of the new king, parliament and the government are becoming increasingly important. In fact, the first Prime Minister of Great Britain was Robert Walpole, who was a representative of an ancient British family. The head of the Cabinet of the Government also headed the Privy Council.

At the same time, there is a significant **limitation** of the power of the king, who in his actions has become accountable to the government and parliament. For example, according to the accepted position, a Catholic could not become the monarch of Great Britain, finances and the army depended on the Prime minister, his functions included changing and repealing laws. The King of England in 1707 received only a **representative role**, while the real powers were exclusively with the government.

In the middle of the XVIII century, Great Britain begins a war with France. Its main cause was trade and economic differences. Also, England tried by all means to enter the new markets of the Far East, where France, Portugal and Spain were traditionally strong. In the war that broke out, most of the fighting was conducted not on the European continent, but in the New World.

The economic power and **prosperity** of Great Britain was largely due to the unique form of government and the industrial revolution that took place here. In England, these processes began first of all on the European continent, making the country one of the most advanced and developed. At the beginning of the XVIII century, primitive machines were already used for mass production in England, which significantly increased labor productivity.

In the UK, coal production is sharply increasing, huge steel mills appear, which produced iron and other **metal alloys**. Industries were connected to each other, the appearance of any innovations in one area had a positive impact on the overall economy of the country. In 1785, the loom was invented, which greatly simplified the production of clothing and fabrics. This period in history is commonly called the age of technology.

Due to the division of labor and the introduction of modern equipment at that time, the cost of goods was significantly reduced, and an im-

proved transport system made it possible to successfully trade with the whole world. The negative side of the **industrial revolution** was the automation of production, which led to unemployment. Local riots periodically arose, the participants of which smashed machines and machines that replaced a person at the factory. This problem was solved by the adoption of a new law, according to which the damage of industrial equipment was punishable by death.

At the end of the 19th century, England was considered an agricultural country, but due to the acceleration of the industrial revolution, urbanization was already noted in the middle of this century, when thousands of people from the provinces moved to work in large cities. Unfortunately, the sanitary situation in megacities remained terrible.

Many cities have become **hotbeds** of dangerous diseases, life expectancy has decreased, especially for the poorest segments of the population. It was only in the XIX century that certain attempts were made to improve the health of the city. Urban lighting appeared, sewerage was arranged, major streets were rebuilt, which somewhat improved the overall situation in megacities.

Life in the province has also changed dramatically. If at the beginning of the XVIII century. many communities adhered to the old ways of cultivating the land, then in the XIX century. multifunctional machines began to be widely used. This made it possible to improve the productivity of agricultural land. However, due to the rapid population growth, British farmers could no longer provide food to the enlarged cities.

England began to actively import products, including investing huge amounts of money in the development of agriculture in its overseas provinces. This applied to Australia, India and a number of African countries, which became the overseas **granaries** of Great Britain. The problem was solved only in the XX century, when modern agricultural equipment appeared, and environmentally friendly and safe-to-use fertilizers were developed.

Adapted from: <https://nauka.club/istoriya/angliya-v-18-19-ekakh.html?ysclid=lg1a02qpih452624576>

Accessed: 02.06.20

Glossary

English term	Russian equivalent
to inherit	наследовать
simultaneously	одновременно
limitation	ограничение
representative	представительный
prosperity	процветание
alloy	сплав
hotbed	очаг
a granary	зернохранилище
an heir	наследник
short-term	кратковременный

Task 3. Answer the following questions:

1. Who inherited power in the UK after the death of Anne Stewart?
2. Which dynasty was the new ruler?
3. Who headed the Privy Council?
4. When was the loom invented?
5. With which country does Great Britain start a war in the middle of the XVIII century?
6. What was the name of the first Prime Minister of Great Britain?

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

1. Queen Anne, who became the last of the Stuart dynasty, died in London in 1714.
2. However, George was able to defeat the of the Jacobites, who are supporters of the Stuart dynasty
3. The head of the Cabinet of the Government also the Privy Council.

4. In the of the XVIII century, Great Britain begins a war with France.
5. This period in history is commonly called the of technology.
6. This made it possible to improve the productivity of land.
7. However, due to the population growth, British farmers could no longer provide food to the enlarged cities.
8. In, these processes began first of all on the European continent, making the country one of the most advanced and developed.

Age, troops, England, monarch, headed, rapid, middle, agricultural

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

industrial	World
overseas	growth
British	role
short-term	granaries
European	of the Government
New	revolution
sanitary	war
population	situation
representative	continent
the Cabinet	farmers

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

1. In, representative, England, a, received, of, 1707, king, only, role, the
2. Situation, in, unfortunately, terrible, the, remained, sanitary, megacities, the
3. Age, in, history, is, of, this, called, period, the, of, technology, history, commonly

4. A, the, George, of, Hanoverian, Britain, the, dynasty, as, becomes, ruler, result, of, Great
5. Has, province, also, life, changed, in, dramatically, the
6. Land, of, made, possible, improve, the, made, productivity, this, to, agricultural, it

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

For certain reasons, to renounce, to change and repeal laws, trade and economic differences, a unique form of government, to increase labour productivity, life expectancy, to adopt a new law, production of clothing, overseas provinces.

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

George I – King of Great Britain

George I – King of Great Britain since August 1, 1714, the first representative of the Hanoverian dynasty on the royal throne of Great Britain. George of Hanover, having ascended to the British throne, devoted little time to state affairs, so power was concentrated in the hands of the Cabinet of Ministers.

Georg Ludwig of Hanover was born on May 28, 1660 in Hanover on the territory of the Holy Roman Empire.

As the son of Ernst August, the first Elector of Brunswick, Prince George Ludwig received the rights to the British crown thanks to his mother, Princess Sophia of Hanover, the **granddaughter** of James I, as well as the Act of Succession adopted by the English Parliament in 1701. According to this Act, the thrones of England and Scotland could not be occupied by Catholics; Princess Sophia turned out to be the closest Protestant **relative** of the House of Stuart.

In 1682, Georg married his cousin, Princess Sophia Dorothea of Zell. Two children were born from this marriage — a son George (the future

English King George II) and a daughter Sophia Dorothea (the future mother of the Prussian King Frederick the Great). But the union did not last long – In 1687, the prince separated from his wife.

In 1698, after the death of his father, Georg Ludwig inherited the **Electorate** of Brunswick. Such **luminaries** of culture and science as mathematician Gottfried von Leibniz and composer Georg Handel worked at his court. The latter in 1714 went to England with his patron.

George's mother, Sophia, the heir to the English throne, died a few weeks before the death of the British Queen Anne, which followed on August 1, 1714. George initially did not want to occupy the British throne, but Hanoverian advisers **persuaded** him to accept the crown. He arrived in London on September 18 and was crowned in Westminster Abbey.

In 1715, a Jacobite uprising broke out in England, who wanted to see the late Anne's brother, the Catholic James, on the throne Stuart. The ruling circles of Britain did not like the German king, but still did not want a pro-French Stuart **to occupy** the throne. Soon the uprising was suppressed.

When Jacob's bride Maria Clementina was on her way to a wedding in Rome via Germany, the Holy Roman Emperor arrested her. He did this to appease King George I, who feared that the **descendants** of James, who might be born in this marriage, would continue the Stuart claims to the British throne in the future.

In 1717, George actively participated in the creation of the anti-Spanish Triple Alliance of Britain, France and the Netherlands. George of Hanover was little interested in the internal affairs of Great Britain – all power was concentrated in the hands of the Cabinet of Ministers, which since 1721 was headed by Robert Walpole; Walpole, the most **powerful** man of his time, is considered in historiography to be the first Prime minister of Great Britain.

In the future, he visited his native Germany more and more often, which always remained closer to his soul than Great Britain. On the way to Hanover, he died. He was also buried there in the Princely Tomb of the Lane Palace, in 1957 the ashes were transferred to the Mausoleum of the Welfs. He was **succeeded** by his eldest son, George II.

King George I, for a long time considered an ignorant and stupid man, knew Latin, understood Dutch and Italian. Some sources also mention that he spoke French, which is questioned by a number of researchers. This attitude towards him was formed due to the fact that George of Hanover did not like the country of which he became king after the death of Anne Stuart.

For a long time it was believed that King George I could not speak English. However, some historical **sources** mention that the sovereign could speak English perfectly, as well as write in this language.

George, the King of Great Britain, did not like public events. He liked spending time in the company of close friends, playing cards with them.

In 1715, a Jacobite uprising broke out in England, who wanted to see the late Anne's brother, the Catholic James, on the throne Stuart. The ruling circles of Britain did not like the German king, but still did not want a pro-French Stuart to occupy the throne. Soon the uprising was suppressed.

Adapted from: [https://ru.wikipedia.org/wiki/Георг_I_\(король_Великобритании\)](https://ru.wikipedia.org/wiki/Георг_I_(король_Великобритании))

Accessed: 03.07.21

Adapted from: <https://newsroyal.ru/georg-i-korol-ne-liubivshii-svoiu-stranu/?ysclid=lg1cx14fn0453921008>

Accessed: 16.04.17

Task 9. Match the words and their definitions. Guess the translation of these words.

1.granddaughter	a. all the people who are allowed to vote
2.relative	b.to fill, exist in, or use a place or period of time
3.lectorate	c. having a lot of power to control people and events
4.iuminary	d.the place something comes from or starts at, or the cause of something
5.persuade	e. a member of your family

6.occupy	f. if you succeed, you achieve something that you have been aiming for, and if a plan or piece of work succeeds, it has the results that you wanted
7.descendant	g.to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it
8.powerful	h.a person who is famous and important in a particular area of activity
9.source	i.a person who is related to you and who lives after you, such as your child or grandchild
10.succeed	j.the daughter of your son or daughter

Task 10. Work in pairs and discuss the topics using Appendix

2.

1. George I – King of Great Britain. His role in the life of the country
2. The Industrial Revolution in Britain in the 18th century
3. Creation of the first loom. Consequences for the country
4. Changes in the country's urban life
5. Industrial successes

Task 11. Prepare a presentation on one of the topics using Appendix 3.

1. The end of the reign of Anna Stewart
2. The foreign policy of George I
3. The internal politics of George I
4. Great Britain's War with France in the 18th century
5. Loss of colonies by Great Britain in the 18th century

UNIT 6

Victorian Britain



Task 1. What facts about Victorian era do you know?

Task 2. Read and translate the text.

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

During the Victorian period, Britain was a powerful nation with a rich culture. It had a stable government, a growing state, and an expanding franchise. It also controlled a large empire, and it was wealthy, in part because of its degree of industrialization and its imperial holdings and in spite of the fact that three-fourths or more of its population was working-class. Late in the period, Britain began to decline as a global political and economic power relative to other major powers, particular-

ly the United States, but this **decline** was not acutely **noticeable** until after World War II.

Class was both economic and cultural and encompassed income, occupation, education, family structure, politics, and leisure activities. The working class, about 70 to 80 percent of the population, got its income from wages, with family incomes usually under £100 per annum. Many middle-class observers thought that working-class people imitated middle-class people as much as they could, but they were mistaken; working-class cultures (which varied by locality and other factors) were strong, specific, and **premised** on their own values. The middle class, which got its income (of £100 to £1,000 per annum) from salaries and **profit**, grew rapidly during the 19th century, from 15 to over 25 percent of the population. During the 19th century, members of the middle class were the moral leaders of society (they also achieved some political power). The very small and very wealthy upper class got its income (of £1,000 per annum or often much more) from property, rent, and interest. The upper class had titles, wealth, land, or all three; owned most of the land in Britain; and controlled local, national, and imperial politics.

Most Victorian Britons were Christian. The Anglican churches of England, Wales, and Ireland were the state churches (of which the monarch was the nominal head) and dominated the religious **landscape** (even though the majority of Welsh and Irish people were members of other churches). The Church of Scotland was **Presbyterian**. There was some religious **diversity**, as Britain also was home to other non-Anglican Protestants (notably Methodists), Roman Catholics, Jews, Muslims, Hindus, and others (at the end of the period there were even a few atheists).

Alongside their faith, Victorians made and appreciated developments in science. The best-known Victorian scientific development is that of the theory of evolution. It is typically credited to Charles Darwin, but versions of it were developed by earlier thinkers as well, and the **pseudoscience** of eugenics was an ugly outgrowth of Victorian evolu-

tionary theory. Victorians were also fascinated by the emerging discipline of psychology and by the physics of energy.

The formal political system was a constitutional monarchy. It was in practice dominated by aristocratic men. The British constitution was (and is) unwritten and consists of a combination of written laws and unwritten conventions. At the national level, government consisted of the monarch and the two houses of Parliament, the House of Lords and the House of Commons. The monarchs during this period were Queen Victoria (1837–1901), preceded by King George IV (1820–30) and King William IV (1830–37) and followed by King Edward VII (1901–10) and King George V (1910–36). During the Victorian period, the House of Commons became the center of government, the House of Lords lost power (though it remained influential until the Parliament Act of 1911), and the monarchy transformed into a symbol of the nation. The House of Commons consisted of about 600 men called members of Parliament (MPs), who were elected to represent the counties and boroughs of England, Scotland, Wales, and Ireland. England had many more representatives than the other three nations, by virtue of its status as first among these four equals, the product of tradition as well as its greater political power and wealth. The upper house, the House of Lords, was populated principally by several hundred noblemen who had life tenures. Members of both houses were wealthy men. Formal national politics was dominated by two major parties, the Liberal Party and the Conservative (or Tory) Party.

Britain's status as a world political power was **bolstered** by a strong economy, which grew rapidly between 1820 and 1873. This half-century of growth was followed by an economic depression and from 1896 until 1914 by a modest recovery. With the earliest phases of industrialization over by about 1840, the British economy expanded. Britain became the richest country in the world, but many people worked long hours in harsh conditions. Yet, overall, standards of living were rising.

More access made British cultural products more important. Not only did they reveal much about the society from which they emerged,

but during the Victorian period Britain was the cultural capital of the English-speaking world (including the United States, Canada, Australia, and New Zealand). Victorian performance and print culture were rich and varied, a blend of melodrama, spectacle, and morality.

Theatre thrived. Melodrama – which featured evil villains, virtuous heroines, and intricate plots – was the most important and most popular genre early on; later, sensation drama became popular. Even more popular were music halls, which featured varied programs of singing, dancing, sketches, and more; these emerged in the 1850s, and by the 1870s there were hundreds across Britain, some seating thousands of people. Music halls attracted people of all classes.

Print culture was large and diverse, aided by relatively high literacy rates. There were hundreds of magazines and newspapers available at ever cheaper prices. The 1880s saw the emergence of “the New Journalism,” which drew in readers with pieces on violent crimes and scandals in high society. Novels were another key feature of Victorian print culture. By mid-century, Britons of all classes could afford and read novels. Some were aimed at highly educated and well-off people, others at less-educated readers looking for appealing and exciting stories. Penny dreadfuls and sensation novels, seen at their best in the work of Wilkie Collins, **thrilled** their readers. Victorian novels were often quite long, with complicated plots (often centered on marriages) and many characters. Many, especially those by Charles Dickens, are still read today.

Adapted from: <https://www.britannica.com/event/Victorian-era/images-videos>

Accessed: 21.05.23

Glossary

English term	Russian equivalent
decline	упадок
noticeable	заметный
premised	предпосылка
profit	прибыль

landscape	ландшафт
Presbyterian	пресвитерианская
diversity	разнообразие
pseudoscience	псевдонаука
bolstered	подкреплённый
thrilled	взволнованный

Task 3. Answer the following questions:

- 1) What was the British government like in the Victorian era?
- 2) What percentage of the population was working class?
- 3) Who were the moral leaders in the 19th century?
- 4) What did the upper class have?
- 5) When was the Parliament Act passed?
- 6) How many people were in the House of Commons?

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

1. Britain began to decline as a global political and economic power relative to other powers
2. Class was both economic and cultural and encompassed income, occupation, education, family structure, , and leisure activities.
3. Britain was a powerful with a rich culture.
4. During the 19th century, members of the class were the moral leaders of society
5. More access made British cultural more important.
6. Victorians made and developments in science.
7. During the Victorian, the House of Commons became the centre of government.
8. There were of magazines and newspapers available at ever cheaper prices.

Middle, products, nation, appreciated, major, hundreds, period, politics

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

stable	people
constitutional	leaders
middle-class	state
percent	monarchy
moral	power
formal national	written laws
combination of	culture
economic	government
growing	politics
print	of the population

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

1. Mistaken, were, working-class, thought, that, as, many, much, but, imitated, middle-class, they, they, people, people, observers, as, could, middle-class.
2. Best-known, that, of, the, the, scientific, Victorian, theory, is, of, development, evolution.
3. Formal, system, a, political, constitutional, the, was, monarchy.
4. 600, Commons, called, of, about, consisted, the, men, of, of, House, Parliament, members.
5. Hundreds, at, cheaper, ever, magazines, there, newspapers, available, were, prices, and, of.
6. Scotland, Presbyterian, Church, The, of, was.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

The centre of government, two major parties, a stable government, acutely noticeable, pseudoscience of eugenics, imperial holdings, major parties, print culture, working-class cultures, symbol of the nation.

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

Victoria - Queen of the United Kingdom

Victoria (Alexandrina Victoria) – Queen of the United Kingdom of Great Britain and Ireland from June 20, 1837 until her death. Empress of India since May 1, 1876 (proclamation in India – January 1, 1877).

Victoria was the daughter of Edward, Duke of Kent, the fourth son of George III. Both of them died in 1820, and Victoria grew up under the control of her German mother Victoria of Saxe-Coburg-Saalfeld. She inherited the throne at the age of 18 after the deaths of her uncles who left no legitimate descendants: Duke Frederick of York, Kings George IV and William IV. By this time, the United Kingdom represented an established constitutional monarchy, where the king had virtually no political power; nevertheless, Victoria influenced **government** policy and ministerial appointments. For the people, she became a national **symbol** and was considered a person of strict morality.

In 1840 Victoria married Albert of Saxe-Coburg-Gotha. The marriages of their nine children with representatives of royal and noble families strengthened the ties between the dynasties of Europe and brought Victoria the nickname "Grandmother of Europe". When Albert died in 1861, Victoria went into **mourning** and stopped appearing in public. As a result, republicanism gained strength, but later the queen's popularity recovered. The golden and diamond anniversaries of Queen Victoria were celebrated throughout the empire.

Victoria remained on the throne for 63 years, 7 months and 2 days, which at that time was the longest **reign** among the British monarchs, later Elizabeth II surpassed her in terms of the length of her reign. The Victorian era was a period of industrial, cultural, political, scientific and military **development** of Great Britain and the time of the greatest flourishing of the British Empire. She was the last monarch of Great Britain from the Hanoverian dynasty. Her son and heir Edward VII belonged on his father's side to the Saxe-Coburg-Gotha dynasty.

Victoria turned 18 on May 24, 1837, which made the need for a re-

gency disappear by itself. On June 20, 1837, William IV died, and Victoria became Queen of Great Britain. She wrote in her diary: "At 6 o'clock I was woken up by my mother, who told me that the Archbishop of Canterbury and Lord Coningham were here and wanted to see me. I got out of bed and went into my living room (in one bathrobe) and alone and saw them. Lord Coningham then told me that my poor uncle, the king, is no longer with us, and left at 12 minutes of the 3rd this morning, and therefore I am the queen." In official documents prepared on the first day of her reign, she is called by her full name – Alexandrina Victoria, but at her request, the first name was removed and has not been used since.

Victoria went down the aisle with her cousin Albert of Saxe-Coburg-Gotha. Her family life was not going well: Victoria madly adored her husband, but Albert could not get used to his **status**. He always followed half a step behind his wife and could dance with her at balls no more than three times. Albert was upset by the uncertainty of his position at court. After the death of her beloved husband, Victoria wore mourning for the rest of her days. Also, her servants were required to wear black clothes. Even smiles were forbidden at the Queen's **court**. The maids until Victoria's death, on her orders, changed towels in her late husband's room, prepared the prince's wardrobe for every day. There was an unspoken cult of Albert's memory at court: the queen everywhere erected **monuments** and busts of her deceased husband. Victoria granted the title of knight to those patrons who erected monuments in his honor.

The death of the Queen's beloved spouse in 1861 was in many ways a turning point in the life of the country. Victoria paid less and less time and attention to public administration **issues**. But she still signed royal papers and made speeches to her subjects. Her duty to England was above all for her. For a long time, she lived in Scotland, in her beloved city of Baltimore. A well-functioning state apparatus allowed her such departures: only occasionally she came to London and admired the **achievements** of her country.

She died on January 22, 1901. Queen Victoria left a will that perfectly characterized her personality. Before her death, she asked to put her

husband's nightgown, favorite jewelry, an engagement ring and photographs with Albert in the grave. In the Queen's left hand, according to the will, a photograph of her humble **servant** John Brown and a lock of his hair were placed.

The death of Queen Victoria was perceived by contemporaries as a tragic finale of the entire XIX century. It was the sunset of the most brilliant and most stable era in the history of England.

Adapted from:

[https://ru.wikipedia.org/wiki/%D0%92%D0%B8%D0%BA%D1%82%D0%BE%D1%80%D0%B8%D1%8F_\(%D0%BA%D0%BE%D1%80%D0%BE%D0%BB%D0%B5%D0%B2%D0%B0_%D0%92%D0%B5%D0%BB%D0%B8%D0%BA%D0%BE%D0%B1%D1%80%D0%B8%D1%82%D0%B0%D0%BD%D0%B8%D0%B8\)](https://ru.wikipedia.org/wiki/%D0%92%D0%B8%D0%BA%D1%82%D0%BE%D1%80%D0%B8%D1%8F_(%D0%BA%D0%BE%D1%80%D0%BE%D0%BB%D0%B5%D0%B2%D0%B0_%D0%92%D0%B5%D0%BB%D0%B8%D0%BA%D0%BE%D0%B1%D1%80%D0%B8%D1%82%D0%B0%D0%BD%D0%B8%D0%B8))

Accessed: 21.05.23

Adapted from: <https://histrf.ru/read/articles/koroleva-viktoriya-lichnost-kak-otrazhenie-epohi>

Accessed: 21.05.23

Task 9. Match the words and their definitions. Guess the translation of these words.

1. mourning	a. The state of mourning for the deceased (as well as about some disasters, catastrophes), expressed in wearing special clothes, usually dark in color, in the cancellation of entertainments, etc.
2. reign	b. a structure that supports memories of something
3. government	c. those who perform various jobs
4. monuments	d. it is called the process of exercising supreme, authoritative control over someone's activities, the process of leadership, management
5. development	e. a difficult question, a task that requires resolution, research
6. servant	f. an object or an action that serves as a conditional sign of some con-

	cept, something abstract
7. symbol	g. a positive result of some efforts, success
8. issue	h. the circle of persons who served the monarch and his family in private life and in his personal home
9. court	i. the supreme collegial executive body of public administration and state power, formed from the heads of the country's public administration bodies and other civil servants, or the general system of public administration
10. achievements	j. the process of transition from one state to another, more perfect, the transition from an old qualitative state to a new qualitative state, from simple to complex, from lower to higher

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) Late Victorian period
- 2) Chartism in the Victorian Period
- 3) British participation in the Crimean War
- 4) Introduction of secret voting in parliamentary elections
- 5) The anti-English uprising in India

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) Victorian Art and Literature
- 2) Domestic and Foreign policy in the Victorian Era

- 3) Queen Victoria (1819-1901)
- 4) The Dynastic Question in the Victorian Era
- 5) Victorian fashion and design

UNIT 7

Britain in the XX century



Task 1. What do you know about Britain of the XX century?

Task 2. Read and translate the text.

Queen Victoria died in January 1901, and Edward VII, the son of Queen Victoria **ascended** the throne. Edwardian Britain was a powerful and rich country, much of its wealth coming from business abroad. By that time, British money had been invested in many countries, and British banks and insurance companies had **customers** and did business all over the world, and, as the result, much of the policy and affairs concerning the Edwardian Britain at that time were the international ones.

In 1902, when Germany, supported by the Triple Alliance, became extremely powerful and the ambitions of the Kaiser became evident, Britain entered the Anglo-Japanese alliance to **avoid** political isolation. The war of 1904-1905 between Russia and Japan made the first one and Britain nearly enemies, with the end of the war political situation changed. In 1907 the Triple Entente of Great Britain, Russia and France was achieved as a countermeasure to the expansion of the Triple Alliance of Germany,

Austria and Italy in Balkans.

Still, while the reign of King Edward VII was taking place, many of the British were concerned with domestic matters. Some important changes in the way that people lived and were governed happened.

In 1900 the Labour Representation Committee, which soon became the Labour Party, was formed. Its aim was to see working people represented in Parliament, with the powerful support of **trade unions**.

The Education Act of 1902 met the demand for national system of secondary education. The government began providing such kind of education, although only a small number of schoolchildren could pay for the secondary school, and the rest had to be clever enough to pass the scholarship exams.

The general election of 1906 gave the Liberal Party an overwhelming majority in Parliament, with the programme including old-age pensions, government employment offices, such as Employment Exchanges, **unemployment** insurance, a contributory programme of national medical insurance for most workers, and a board to fix minimum wages for **miners** and others; but women still were not given the right to vote.

The years 1911 to 1914 were marked with strikes by miners, dock workers, and transport workers, as wages scarcely kept up with rising prices; suffragists carried out numerous demonstrations in favour of the **enfranchisement** of women.

World War I broke out. The peace among Germany and Britain was signed in 1918. World War I created more opportunities for women to work outside domestic service. The immediate post-war years were marked by economic boom, rapid demobilization, and much labour **strife**.

In 1936 King Edward VIII ascended the throne. And in 1939 World War II broke out. When World War II ended, the British government launched a number of important programmes in an effort to restore the country's economy.

The National Insurance Act of 1946 was a consolidation of benefit laws involving **maternity**, disability, old age, and death, as well as assistance if unemployed. In 1948 the National Health Service was set up. The

general election of 1945 gave the Labour party the majority in Parliament, and the party launched a programme of nationalization of private industries to improve the economical situation.

In 1949 Britain joined other Western powers in the North Atlantic Treaty Organisation (NATO), which was created as a counterweight to the Warsaw Block countries, leaded by USSR. Also, the late 1940's in the British Empire were marked with the beginning of decolonization.

In 1953, Queen Elizabeth II inherited the throne from George VI. The early 1950's brought economic recovery with flourishing of trade and the boom of housing construction, and since that time Britain has been **steadily** developing in economical, political, social and scientific aspects, becoming one of the leading countries in the world.

Adapted from: <https://www.english-history.org/2011/04/britain-in-the-twentieth-century-summary/>
 Accessed: 20.04.2011

Glossary

English term	Russian equivalent
to ascend	восходить, подниматься
a customer	клиент
to avoid	избежать
a trade union	профсоюз
unemployment	безработица
a miner	шахтер
enfranchisement	предоставление избирательных прав
strife	раздор
maternity	материнство
steadily	неуклонно

Task 3. Answer the following questions:

- 1) What was the purpose of the Labour Representation Committee?
- 2) In what year did the Second World War break out?
- 3) What marked the immediate post-war years?

- 4) What was the name of the king who ascended the throne after the death of Queen Victoria?
- 5) What opportunity did women get after the First World War?
- 6) By what treaty did Great Britain join other powers in 1949?

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

- 1) Edwardian Britain was a powerful and rich country, much of its coming from business abroad.
- 2) Still, while the reign of King Edward VII was taking place, many of the British were concerned with matters.
- 3) Its aim was to see working people in Parliament, with the powerful support of trade unions.
- 4) The post-war years were marked by economic boom, rapid demobilization, and much labour strife.
- 5) Also, the late 1940's in the British Empire were marked with the beginning of
- 6) In 1953, Queen Elizabeth II the throne from George VI.
- 7) The among Germany and Britain was signed in 1918.
- 8) Queen Victoria died in January 1901, and Edward VII, the son of Queen Victoria the throne.

Ascended, wealth, represented, domestic, peace, decolonization, inherited, immediate

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

enfranchisement	trade unions
important	political isolation
unemployment	strife
support of	insurance
ascended	Alliance
to avoid	of trade
labour	recovery
economic	the throne

flourishing	of women
Triple	programmes

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

- 1) Important, in, some, people, lived, way, happened, and, changes, the, were, governed, that.
- 2) 1936, in, throne, the, Edward VIII, King, ascended.
- 3) 1902, Act, of, demand, the, Education, met, the, national, secondary, for, system, education, of.
- 4) Signed, Britain, among, peace, the, Germany, 1918, in, was, and.
- 5) Set up, 1948, in, was, National, Service, the, Health.
- 6) Opportunities, domestic, World War I, more, women, created, for, work, to, service, outside.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

To invest money, to do business all over the world, political isolation, general elections, in favour of, post-war years, unemployed, decolonization, economic recovery, scientific.

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

Elizabeth II - queen of United Kingdom

Elizabeth II, in full Elizabeth Alexandra Mary, officially Elizabeth II, by the Grace of God, of the United Kingdom of Great Britain and Northern Ireland and of her other realms and territories Queen, Head of the Commonwealth, Defender of the Faith, (born April 21, 1926, London, England—died September 8, 2022, Balmoral Castle, Aberdeenshire, Scotland), queen of the United Kingdom of Great Britain and Northern Ireland from February 6, 1952, to September 8, 2022. In 2015 she **surpassed** Victoria to become the longest-reigning monarch in British history.

Elizabeth was the elder daughter of Prince Albert, duke of York, and

his wife, Lady Elizabeth Bowes-Lyon. As the child of a younger son of King George V, the young Elizabeth had little prospect of acceding to the throne until her uncle, Edward VIII (afterward duke of Windsor), **abdicated** in her father's favour on December 11, 1936, at which time her father became King George VI and she became heir **presumptive**. The princess's education was supervised by her mother, who entrusted her daughters to a governess, Marion Crawford; the princess was also grounded in history by C.H.K. Marten, afterward provost of Eton College, and had instruction from visiting teachers in music and languages. During World War II she and her sister, Princess Margaret Rose, perforce spent much of their time safely away from the London blitz and separated from their parents, living mostly at Balmoral Castle in Scotland and at the Royal Lodge, Windsor, and Windsor Castle.

Early in 1947 Princess Elizabeth went with the king and queen to South Africa. After her return there was an **announcement** of her betrothal to her distant cousin Lieutenant Philip Mountbatten of the Royal Navy, formerly Prince Philip of Greece and Denmark. The marriage took place in Westminster Abbey on November 20, 1947. On the eve of the wedding her father, the king, conferred upon the **bridegroom** the titles of duke of Edinburgh, earl of Merioneth, and Baron Greenwich. They took residence at Clarence House in London. Their first child, Prince Charles (Charles Philip Arthur George), was born November 14, 1948, at Buckingham Palace.

In the summer of 1951 the health of King George VI entered into a serious decline, and Princess Elizabeth represented him at the Trooping the Colour and on various other state occasions. On October 7 she and her husband set out on a highly successful tour of Canada and Washington, D.C. After Christmas in England she and the duke set out in January 1952 for a tour of Australia and New Zealand, but en route, at Sagana, Kenya, news reached them of the king's death on February 6, 1952. Elizabeth, now queen, at once flew back to England. The first three months of her reign, the period of full mourning for her father, were passed in comparative **seclusion**. But in the summer, after she had moved from Clarence House to Buckingham Palace, she undertook the routine duties of the sov-

ereign and carried out her first state opening of Parliament on November 4, 1952. Her **coronation** was held at Westminster Abbey on June 2, 1953.

Beginning in November 1953 the queen and the duke of Edinburgh made a six-month round-the-world tour of the Commonwealth, which included the first visit to Australia and New Zealand by a reigning British monarch. In 1957, after state visits to various European nations, she and the duke visited Canada and the United States. In 1961 she made the first royal British tour of the Indian subcontinent in 50 years, and she was also the first reigning British monarch to visit South America (in 1968) and the Persian Gulf countries (in 1979). During her “Silver Jubilee” in 1977, she presided at a London **banquet** attended by the leaders of the 36 members of the Commonwealth, traveled all over Britain and Northern Ireland, and toured overseas in the South Pacific and Australia, in Canada, and in the Caribbean.

On the accession of Queen Elizabeth, her son Prince Charles became **heir** apparent; he was named prince of Wales on July 26, 1958, and was so invested on July 1, 1969. The queen’s other children were Princess Anne (Anne Elizabeth Alice Louise), born August 15, 1950, and created princess royal in 1987; Prince Andrew (Andrew Albert Christian Edward), born February 19, 1960, and created duke of York in 1986; and Prince Edward (Edward Anthony Richard Louis), born March 10, 1964, and created earl of Wessex and Viscount Severn in 1999. All these children have the surname “of Windsor,” but in 1960 Elizabeth decided to create the hyphenated name Mountbatten-Windsor for other **descendants** not styled prince or princess and royal highness. Elizabeth’s first grandchild (Princess Anne’s son) was born on November 15, 1977.

Adapted from: <https://www.britannica.com/biography/Elizabeth-II>

Accessed: 26.05.2023

Task 9. Match the words and their definitions. Guess the translation of these words.

1.descendants	a. a solemn church ceremony of
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	laying the crown on the monarch who ascends the throne
2.banquet	b. representatives of future generations, young, new generation
3.heir	c. being alone, without communication with anyone
4.announcement	d. the son of the monarch or some other person to whom the throne, power in a monarchical state should pass
5.bridegroom	e. existing in the assumption
6.abdicated	f. a solemn dinner party or dinner, arranged in honor of someone, something
7.coronation	g. a message, a notice about something, brought to the public, placed somewhere for general acquaintance
8.surpassed	h. a man getting married is one of the two central characters of the wedding ceremony, along with the bride
9.presumptive	i. to discover superiority over someone, something in any respect
10.seclusion	j. renounce your right to the throne

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) World War I
- 2) Russian - Japanese war
- 3) Civil War

- 4) World War II
- 5) Easter Rising

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) Great Britain in the 1st half of the 20th century
- 2) Great Britain in the 2nd half of the 20th century
- 3) Domestic and Foreign policy (1945-1964)
- 4) The Irish (Ulster) problem and ways to solve it.
- 5) The Triple Alliance

Task 12 . End-of-Module test. Choose the right variant.

1. The Greek navigator Pytheas explored the coastal areas of Britain around ...

- a) 325 BC
- b) 335 BC
- c) 321 BC

2. The inhabitants of Britain in the Paleolithic period were ...

- a) farmers
- b) hunter-gatherers and fishermen
- c) fishermen

3. People of the Bronze Age lived in ...

- a) round houses
- b) mounds
- c) cave settlements

4. During the Last glacial maximum in the Upper Paleolithic Ireland was a ...

- a) plain

- b) taiga
- c) tundra

5. The earliest monuments of the presence of people in Ireland after the retreat of the glaciers date back to between ...

- a) 7000 and 8000 BC
- b) 8000 and 7000 BC
- c) 9000 and 8000 BC

6. Which tribe conquered Britain in 5 century?

- a) Saxons
- b) Goths
- c) Vandals
- d) Francs

7. Which kingdom merged other Anglo-Saxons countries in 9 century?

- a) Essex
- b) Wessex
- c) Sussex
- d) Kent

8. Who was founder of Magna Carta

- a) a)William the Conquer
- b) John Lockland
- c) c)Richard I
- d) d)Henry II

9. Who headed peasant uprising against the Lancaster dynasty at the end of the XIV century?

- a) John Cabot

- b) John Cade
- c) Edward York
- d) Wat Tayer

10. When was War of the Roses?

- a) XII century
- b) XIII century
- c) XIV century
- d) XV century

11. The crowning of Henry VII was in ...

- a) 1567
- b) 1485
- c) 1481

12. During the reign of Mary I nearly 300 Protestants were burned for refusing to reconvert, earning her the nickname ...

- a) "Little prankster"
- b) "Queen of hearts"
- c) "Bloody Mary"

13. In Scotland the Reformation is associated with the name of ...

- a) John Knox
- b) Mary, Queen of Scots
- c) Martin Luther

14. The Roman Inquisition was in ...

- a) 1524
- b) 1542
- c) 1498

15. Knox and Pope ... represent the acme of divergence between the confessions

- a) Pius V
- b) Francis II
- c) Joan VI

16. Who was the first of the Stewart kings?

- a) Robert III
- b) James I
- c) Robert II

17. Which of Robert III's sons was starved to death in a prison at Falkland Palace?

- a) David
- b) James
- c) Robert

18. How long was James I held prisoner?

- a) 18 years
- b) 12 years
- c) 6 years

19. What killed James II?

- a) a sword wound
- b) a cannon
- c) he was poisoned

20. Which of James III's weaknesses ultimately led to his death?

- a) he had favourites whom he would lavish money, land and gifts
- b) he refused to bow before the nobility
- c) he was a poor military commander

21. Who headed the Privy Council?

- a) Prime-minister
- b) Monarc
- c) Consul
- d) Minister

22. Who inherited power in the UK after the death of Anne Stewart?

- a) George II
- b) George I
- c) William IV
- d) Edward VII

23. Which dynasty was the new ruler?

- a) the Norman Dynasty
- b) the Stuart dynasty
- c) the Hanoverian dynasty
- d) the Bruce Dynasty

24. Who played a representative role in 1707?

- a) Prime-minister
- b) King
- c) Consul
- d) Minister

25. When was the loom invented?

- a) 1786
- b) 1753
- c) 1787
- d) 1785

26. Who ruled in England before Queen Victoria?

- a) William II
- b) William I
- c) William IV

27. How is the reign of Queen Victoria dated?

- a) 1837-1901
- b) 1847-1900
- c) 1874-1902

28. The Victorian period in the history of England can be considered one of the most

- a) unprofitable
- b) significant
- c) unsuccessful

29. How many percent of society was the working class?

- a) 30-45
- b) 80-90
- c) 70-80

30. What another name did Queen Victoria have?

- a) Josephine
- b) Alexandrina
- c) Antoinette

31. From which country in the post-war period did the UK become dependent both financially and economically?

- a) France
- b) the USA
- c) Canada
- d) Russia

32. What are the reasons for the victory of the Labour Party in the post-war parliamentary elections.

- a) dissatisfaction with the policy of conservatives during the war years
- b) the fall of W. Churchill's personal authority
- c) labor slogans about the need to revise the results of the war
- d) the popularity of Labour's social reform program

33. Prime Minister of Great Britain in 1979-1990.

- a) E. Blair
- b) M. Thatcher
- c) K. Attlee
- d) W. Churchill

34. The transfer by the UK government of part of its powers to local authorities in Wales and Scotland is called

- a) nationalization
- b) separatism
- c) devolution
- d) Thatcherism

35. As a result of the policy of Thatcherism

- a) the influence of trade unions on the government has increased
- b) the gap between the UK and other countries has increased
- c) the pace of development of the UK economy has accelerated
- d) the country has returned to the policy of "brilliant isolation"

CHAPTER III MAIN PERIODS OF THE USA

UNIT 3

The colonial period in the history of the USA



Task 1: What do you know about the colonial period of the history of the USA?

Task 2. Read and translate the text.

The colonial period in the history of the United States of America spans from the early 17th century to the late 18th century. During this pe-

riod, European powers, mainly England, France, and Spain, established colonies in what later became the United States. The colonial period played an important role in **shaping the foundations** of the nation, its culture, economy, and political system. This period is divided into some the most important aspects which have a great significance in forming of new nation and country.

Early settlements: In the early 17th century, English colonists established the first settlements in North America. One of the most famous is the Jamestown Colony, founded in 1607 in the modern state of Virginia. The colonists faced difficulties such as food shortages and conflicts with local Indians.

13 Colonies: Colonization continued, and by the end of the 17th century, 13 colonies had formed on the east coast of North America. They were divided into three regions: New England (Massachusetts, Rhode Island, Connecticut, New Hampshire), the Middle Colonies (New York, Pennsylvania, New Jersey, Delaware) and the Southern Colonies (Maryland, Virginia, North Carolina, Georgia).

Economic activities: The colonies developed based on various economic activities. New England was dominated by fishing, shipbuilding, and **small-scale industry**. The Middle Colonies developed agriculture, **crafts**, and trade. In the southern colonies, the main industry was plantation farming, with cultivation of tobacco, cotton and rice, as well as the use of slave **labour**.

Cultural diversity: The colonial period was also characterized by cultural diversity. For example, New England was dominated by Puritan values and way of life, the Middle Colonies had great religious and ethnic diversity, and in the Southern colonies, a plantation culture was formed, strongly dependent on the **slave system**.

Conflicts and Interactions with Indigenous Peoples: Colonists have encountered Native Americans, such as Indian tribes. Interaction with local tribes ranged from peaceful **coexistence** and trade to conflicts and wars. Colonists seized indigenous lands and established new rules and laws.

British influence and protests: The colonies were directly influenced

by the British Empire, which imposed several restrictions and taxes on the colonists. This led to discontent and protests, such as the 1773 Boston Tea Party, which eventually led to the American Revolution.

Formation of Ideals and Principles: During the colonial period, the ideas of freedom, human rights, **self-government**, and the Republican form of government were born. It was these ideals and principles that then became the basis for the formation of the United States of America.

Inter-colonial trade: An important component of the colonial period was trade between the colonies. The colonists traded in goods such as **raw materials**, food, **handicrafts**, and labour. Trade had helped to develop the economy and strengthen ties between the colonies.

Cultural Exchange: The colonial period was a time of cultural exchange between Europe and America. European culture, technology, and ideas entered colonial society, while the colonists also brought with them their traditions and customs. This cultural exchange became the basis for the formation of American culture and identity.

Role of women: During the colonial period, women played an important role in society, although their rights and opportunities were limited. They contributed to economic activities, the education of children and support for social and religious organizations. Some women have even been nominated as leaders and actively involved in political activities.

The influence of the Enlightenment philosophy: During the colonial period, the ideas of the **Enlightenment**, such as belief in reason, science, education, and individual rights, strongly influenced the thinking of the colonists. Enlightenment philosophers such as John Locke and Voltaire have become a source of inspiration for American revolutionaries and independence ideology.

Colonial Resistance: Disagreement with British Empire policies and the violation of colonial rights led to resistance movements such as the Seven Colonies Alliance and Correspondence Committees. These organizations coordinated protests and helped to create a united front.

In conclusion, the colonial period in the history of the United States was a significant era that laid the foundation for the development of

the nation. It was characterized by the establishment of the original thirteen colonies, the interaction between European settlers and indigenous peoples, economic activities such as agriculture, trade, and industry, as well as the emergence of cultural diversity and the exchange of ideas.

The colonial period witnessed the growth of British influence, the imposition of taxes and restrictions, and subsequent resistance from the colonists, which eventually led to the American Revolution and the quest for independence. It was during this time that fundamental principles of freedom, individual rights, and self-governance began to take shape, influencing the course of American history.

The colonial period also showcased the contributions of diverse groups, including women, whose roles extended beyond domestic spheres and encompassed economic, social, and cultural realms.

Furthermore, the intellectual and philosophical currents of the Enlightenment had a profound impact on the thinking of colonial Americans, inspiring them to question traditional authority and assert their rights.

The colonial period set the stage for the birth of the United States as a sovereign nation, founded upon principles of liberty, equality, and democracy. Its legacy can be seen in the shaping of American institutions, legal systems, and cultural identity.

Overall, the colonial period serves as a crucial chapter in American history, marking a period of transformation, struggle, and the pursuit of independence that would shape the nation's future trajectory.

Adapted from: <https://american-history.net/colonial-period-2/colonial-period-timeline/>

Accessed: 20.05.2023

Adapted from: https://en.wikipedia.org/wiki/Colonial_history_of_the_United_States

Accessed: 19.05.2023

Glossary

English term	Russian equivalent
shaping the foundations of	формирование основ
small-scale industry	мелкая промышленность
craft	ремесло
labour	труд, работа

slave system	рабовладельческий строй
coexistence	сожитительство, сосуществование
self-government	самоуправление
raw materials	сырьё
handicrafts	изделия ручной работы
enlightenment	просвещение

Task 3. Answer the following questions:

- 1) Name the most famous settlement in North America which was established by the first colonists
- 2) How many colonies were on the bank of North America by the end of 17 century?
- 3) What European countries were the most involved in the colonization?
- 4) What did the colonies trade with each other?
- 5) What event led eventually to the American Revolution?
- 6) What was the cultural difference?

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

- 1) It was these ideals and that then became the basis for the formation of the United States of America.
- 2) Disagreement with British Empire policies and the violation of colonial rights led to movements such as the Seven Colonies Alliance and Correspondence Committees.
- 3) In the southern colonies, the main industry was plantation farming, with cultivation of tobacco, cotton and rice, as well as the use of slaveThe colonies were directly influenced by the British Empire, which imposed several restrictions and on the colonists.
- 4) The colonial period set the stage for the of the United States as a sovereign nation, founded upon principles of liberty, equality, and democracy.
- 5) They contributed to economic activities, the of children and support for social and religious organizations.

6) This cultural exchange became the for the formation of American culture and identity.

7) seized indigenous lands and established new rules and laws.

Birth, resistance, taxes, labour, principles, education, basis, colonists

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

colonial	coexistence
peaceful	exchange
plantation	lands
slave	Colony
ethnic	colonies
European	farming
Jamestown	resistance
indigenous	powers
cultural	system
thirteen	diversity

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

1. The colonial, culture, its, and, political system, the, foundations, economy, of, the, nation, in shaping, an, period, role, important, played.
2. The colonial, Europe, was, a, time, period, cultural, American, exchange, of, between, and.
3. These, coordinated, organizations, and, to, create, front, protests, a, helped, united.
4. women, Some, even, been, have, as in, nominated, leaders, involved, and, actively, system, political.
5. Trade, economy, had, to, the, develop, ties, between, and, the, strengthen, colonies, helped.
6. Indians, conflicts, local, difficulties, such, colonists, food, shortages, as, faced, with, and, the.
7. On, colonies, developed, the, activities, various, economic, based.

8. Colonists, seized, and, new, established, laws, lands, and, rules, indigenous.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

Colonial period, to be divided into, founded upon principles of, ethnic diversity, the pursuit of independence, inter-colonial trade, food shortages, shipbuilding, furthermore, religious organizations.

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

Jamestown: First English settlement in the New World

Jamestown is a historic site that plays an important role in shaping North American history. Founded in 1607, Jamestown was the first permanent English settlement in the New World and the beginning of the colonial era in North America.

After many failed attempts to establish a stable colony, Jamestown **proved** to be a key point in the history of North American colonization. Under the direction of the Virginia London Company, a group of explorers and pioneers set out on a long and dangerous journey across the Atlantic Ocean to gain freedom and wealth in a new land.

The colonists faced many difficulties. Food **shortages**, Native American attacks, harsh climatic conditions, and disease crushed their power. However, thanks to John Smith's outstanding leadership and new partnerships with local Native American tribes, Jamestown was able to survive and **prosper**.

One of the key reasons for Jamestown's success was the development of tobacco **cultivation**, which became the colony's main economic sector. Tobacco cultivation attracted new colonists, and trade in this product became a source of income and prosperity.

Jamestown also played an important role in shaping the political and social institutions of the future United States. In 1619, the first

Legislative Assembly of America, known as the Jamestown Community, was convened here. This was the first step towards self-government and representation in colonial America.

However, the history of Jamestown is not without its contradictions and problems. Relations between colonists and Native Americans were often strained and eventually led to conflicts. Nevertheless, Jamestown left an **indelible** mark on history and was the beginning of the process that led to the creation of the United States of America.

Today, Jamestown is a national historic park and a popular tourist destination attracting thousands of visitors who want to learn more about the first English settlement in North America and its important role in the country's history.

The Jamestown Colony represents the high value of the historical **heritage** of the United States and serves as a reminder of the spirit and determination of the first explorers and pioneers who boldly **set out** on unknown lands, seeking to create new life and freedom on a new continent.

Some historical facts about Jamestown:

- **Role of John Rolfe:** In 1614, John Rolfe introduced from Spain a new type of tobacco, known as «orinoco», which proved **suitable** for cultivation in the climatic conditions of Jamestown. This led to a dramatic increase in the colony's economic wealth and attracted more colonists.
- **The Fate of the Missing Colonists:** In 1609, the Jamestown colony experienced a series of tragic events known as the «time of famine» or the «time of terrible years». During this period, many Native Americans died of starvation, disease and attacks. Initially 500 people, only about 60 survivors remained. It was also known about the missing colonists, who were called «Lost in the Land of Roanoke».
- **The arrival of African slaves:** In 1619, the first 20 African slaves were brought to Jamestown. This marked the beginning of the institution of slavery in the colonies and had a

profound impact on the future development and history of North America.

- **Pocahontas:** Pocahontas, daughter of the Powhatan **chieftain** and later wife of John Rolfe, was instrumental in establishing peaceful relations between the colonists and Native Americans. Her association with John Rolfe became a symbol of cooperation and friendship between the two cultures.

- **Relocation:** In 1699, the capital of the colony of Virginia was moved from Jamestown to the newly formed city of Williamsburg. This was due to improved access to trade routes and a desire to create a more convenient political and administrative central location.

- **Archaeological research:** Since 1994, the site of historic Jamestown has been the site of extensive archaeological research. They reveal unique finds such as buildings, weapons, **household** items and the remains of buried colonists, expanding our understanding of the life and history of the early American colony.

Jamestown has become an important symbol of the history of the United States and continues to inspire and teach us about the complexities, **resilience**, and determination of the first American settlers who overcame difficulties and turned their dream into reality, leaving us with a rich legacy.

Adapted from: https://en.wikipedia.org/wiki/Jamestown,_Virginia
Accessed: 01.06/2023

Task 9. Match the words and their definitions. Guess the translation of these words.

1. shortages	a. something that cannot be removed, washed away, or erased
2. prosper	b. to provide the population of the country, the State, a social group or class, the family and the

	individual with material, financial, social and spiritual benefits.
3. cultivation	c. the head of a tribe or chieftaincy in community societies and head of certain states and parties.
4. indelible	d. is a complex and multifaceted concept that holds important significance for both individuals and society as a whole
5. set out	e. is the act of growing something or improving its growth, especially crops
6. resilience	f. to remove something and place it so that it is available for someone or some purpose.
7. household	g. capacity to remain flexible and adaptable while facing life's challenges.
8. suitable	h. in economics, a ... or excess demand is a situation in which the demand for a product or service exceeds its supply in a market
9. chieftain	i. right or appropriate for a particular person, purpose, or situation
10. heritage	j. A segregated unit of society in which the production of a social product, its consumption, and the reproduction of the labour force, that is, the human being, takes place.

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) Jamestown Colony
- 2) «Lost in the Land of Roanoke»
- 3) 13 Colonies
- 4) The American Revolution
- 5) Role of John Rolfe

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) Role of colonies on North America
- 2) The significance of Jamestown
- 3) Colonial playing of France, England, and Spain on North America
- 4) The colonial period in the history of the United States of America
- 5) The arrival of African slaves

UNIT 6

American Revolution



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

Task 2. Read and translate the text.

The American Revolution was a **rebellion** and political revolution in the Thirteen Colonies, which saw colonists initiate a war for independence against the Kingdom of Great Britain. Colonial separatist leaders who had originally **sought** more autonomy within the British political system as British subjects, assembled to establish a new national government following the recognition of their independence which resulted in the creation of the United States of America.

The Second Continental Congress voted to declare independence on July 2, 1776, and the Declaration of Independence was drafted by the Committee of Five. The Declaration of Independence presented arguments in favor of the rights of citizens, stating that all men are created equal, supporting the rights of Life, Liberty and the pursuit of Happiness, and demanding the consent of the governed. It also listed **grievances** against the crown. The Founding Fathers were guided by the ideology of republicanism, rejecting the monarchism of Great Britain. The Declaration of Independence was signed by members of the Congress on July 4. This date

has since been commemorated as Independence Day.

The American Revolutionary War began with the Battles of Lexington and Concord when American and British forces clashed on April 19, 1775. George Washington was appointed general of the Continental Army. The New York and New Jersey campaign was the first major campaign of the war, beginning in 1776. Washington's crossing of the Delaware River began a series of victories that expelled British forces from New Jersey. The British began the Saratoga campaign in 1777 to capture Albany, New York as a choke point. After American victory at Saratoga, France, the Netherlands, and Spain began providing support to the Continental Army. Britain responded to defeat in the northern theater by **advancing** in the southern theater, beginning with the Capture of Savannah in 1778. American forces reclaimed the south in 1781, and the British Army was defeated in the Siege of Yorktown on October 19, 1781.

King George III formally ordered the end of **hostilities** on December 5, 1782, recognizing American independence. The Treaty of Paris was negotiated between Great Britain and the United States to establish terms of peace. It was signed on September 3, 1783, and it was ratified by the Congress of the Confederation on January 14, 1784. Washington resigned his commission as **commander-in-chief** of the Continental Army on December 23, 1783.

The Articles of Confederation were ratified as the governing law of the United States, written to limit the powers of the central government in favor of state governments. This caused economic decline, as the government was unable to pass economic legislation and pay its debts. Nationalists worried that the confederate nature of the union was too fragile to withstand an armed conflict with any **adversarial** states, or even internal **revolts** such as the Shays' Rebellion of 1786 in Massachusetts.

In the 1780s the national government was able to settle the issue of the western regions of the young United States, which were **ceded** by the states to Congress and became territories. With the migration of settlers to the Northwest, soon they became states. The American Indian Wars continued in the 1780s as settlers moved west, prompting Native American at-

tacks on American civilians and in turn prompting American attacks on Native American civilians. The Northwestern Confederacy and American settlers began fighting the Northwest Indian War in the late 1780s; the Northwestern Confederacy received British support, but the settlers received little assistance from the American government.

Nationalists – most of them war veterans – organized in every state and convinced Congress to call the Philadelphia Convention in 1787. The delegates from every state wrote a new Constitution that created a federal government with a strong president and powers of taxation. The new government reflected the prevailing republican ideals of guarantees of individual liberty and of **constraining** the power of government through a system of separation of powers. A national debate took place over whether the constitution should be ratified, and it was ratified by a sufficient number of states in 1788 to begin forming a federal government. The United States Electoral College chose George Washington as the first President of the United States in 1789.

Adapted from:

[https://en.wikipedia.org/wiki/History_of_the_United_States#Revolution_and_the_new_nation_\(1763%E2%80%931815\)](https://en.wikipedia.org/wiki/History_of_the_United_States#Revolution_and_the_new_nation_(1763%E2%80%931815))

Accessed: 02.05.23

Glossary

English term	Russian equivalent
rebellion	бунт, восстание
seek (sought)	искать, стремиться, добиваться
grievance	повод для недовольства, жалоба, обида
advance	продвигаться, наступать
hostilities	военные действия
commander-in-chief	главнокомандующий
adversarial	враждебный
revolt	бунт, восстание

cede	уступать
constraining	сдерживающий

Task 3. Answer the following questions.

- 1) Why did American Revolution begin?
- 2) When were hostilities formally ended?
- 3) What followed the ratification of The Articles of Confederation as the governing law of the United States?
- 4) What does Independence Day commemorate?
- 5) Why did American Indian wars begin?
- 6) When was the first president of the US elected?

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

1. The ... were guided by the ideology of republicanism.
2. The Treaty of Paris was ... between Great Britain and the United States to establish terms of peace.
3. Nationalists – most of them war veterans – organized in every state and convinced Congress to call the ... in 1787.
4. The American Revolutionary War began with the Battles of Lexington and Concord when American and ... clashed on April 19, 1775.
5. Washington ... his commission as commander-in-chief of the Continental Army on December 23, 1783.
6. The American Revolution was a rebellion and political revolution in the
7. The ... presented arguments in favor of the rights of citizens.
8. The Northwestern ... and American settlers began fighting the Northwest Indian War in the late 1780s.

Thirteen Colonies, Confederacy, resigned, negotiated, Philadelphia Convention, British forces, Founding Fathers, Declaration of Independence.

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

initiate	point
assemble	the south
arguments	terms of peace
a choke	a war
provide	decline
reclaim	an issue
establish	to establish
economic	debts
pay	in favour of
settle	support

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

1. Continental, of, general, the, appointed, George, was, Army, Washington.

2. July, members, was, the, Independence, by, of, on, Declaration, signed, of, the, Congress, 4.

3. The, government, state, a, powers, new, Constitution, that, a, federal, from, a, strong, every, delegates, created, wrote, president, and, of, taxation, with.

4. A, should, whether, constitution, debate, place, over, the, be, national, ratified, took.

5. The, governing, United, law, were, as, Articles, of, Confederation, the, States, ratified, the, of.

6. little, government, assistance, the, support, American, Confederacy, the, Northwestern, but, received, British, the, received, from.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

Pursuit, consent, reject, commemorate, clash, expel, capture, fragile, withstand, sufficient.

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

George Washington – a **renowned** hero of the American Revolutionary War, commander-in-chief of the Continental Army, and president of the Constitutional Convention – became the first President of the United States under the new Constitution in 1789. The national capital moved from New York to Philadelphia in 1790 and finally **settled** in Washington D.C. in 1800.

The major **accomplishment** of the Washington Administration was creating a strong national government that was recognized without question by all Americans. His government, following the **vigorous** leadership of Treasury Secretary Alexander Hamilton, **assumed** the debts of the states (the debt holders received federal **bonds**), created the Bank of the United States to stabilize the financial system, and set up a uniform system of tariffs (taxes on imports) and other taxes to pay off the debt and provide a financial infrastructure. To support his programs Hamilton created a new political party – the first in the world based on voters – the Federalist Party.

To **assuage** the Anti-Federalists who feared a too-powerful central government, the Congress adopted the United States Bill of Rights in 1791. **Comprising** the first ten **amendments** of the Constitution, it guaranteed individual liberties such as freedom of speech and religious practice, jury **trials**, and stated that citizens and states had reserved rights (which were not specified).

Adapted from:

[https://en.wikipedia.org/wiki/History_of_the_United_States#Revolution_and_the_new_nation_\(1763%E2%80%931815\)](https://en.wikipedia.org/wiki/History_of_the_United_States#Revolution_and_the_new_nation_(1763%E2%80%931815))

Accessed: 03.05.2023

Task 9. Match the words and word combinations with their definitions. Guess the translation of these words.

1. renowned	a. something that has been achieved successfully
2. settle	b. take or begin to have (power or responsibility)
3. accomplishment	c. known or talked about by many people; famous
4. vigorous	d. a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings
5. assume	e. make (an unpleasant feeling) less intense
6. bond	f. an article added to the US Constitution
7. assuage	g. strong, healthy, and full of energy
8. comprise	h. adopt a more steady or secure style of life, especially in a permanent job and home
9. amendment	i. an agreement with legal force
10. trial	j. consist of; be made up of

Task 10. Work in pairs and discuss the topics using Appendix 2.

1. End of American Revolution.
2. Boston Massacre.
3. Declaration of Independence.
4. Effects of American Revolution.
5. Global impact of the American Revolution

Task 11. Prepare a presentation on one of the topics using Appendix 3.

1. George Washington
2. Alexander Hamilton
3. Constitution of the USA
4. Battles of Lexington and Concord
5. Confederation period in the history of the USA

UNIT 3

The Civil War



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

Task 2. Read and translate the text.

The Civil War is the central event in America's historical **consciousness**. While the Revolution of 1776-1783 created the United States, the Civil War of 1861-1865 determined what kind of nation it would be. The war resolved two fundamental questions left unresolved by the revolution: whether the United States was to be a dissolvable confederation of sovereign states or an indivisible nation with a sovereign national government; and whether this nation, born of a declaration that all men were created with an equal right to liberty, would continue to exist as the largest **slaveholding** country in the world.

Northern victory in the war preserved the United States as one nation and ended the institution of slavery that had divided the country

from its beginning. But these achievements came at the cost of 625,000 lives - nearly as many American soldiers as died in all the other wars in which this country has fought combined. The American Civil War was the largest and most **destructive** conflict in the Western world between the end of the Napoleonic Wars in 1815 and the onset of World War I in 1914.

The Civil War started because of **uncompromising** differences between the free and slave states over the power of the national government to prohibit slavery in the territories that had not yet become states. When Abraham Lincoln won election in 1860 as the first Republican president on a platform pledging to keep slavery out of the territories, seven slave states in the deep South seceded and formed a new nation, the Confederate States of America. The incoming Lincoln administration and most of the Northern people refused to recognize the legitimacy of **secession**. They feared that it would discredit democracy and create a fatal precedent that would eventually fragment the no-longer United States into several small, squabbling countries.

The event that triggered war came at Fort Sumter in Charleston Bay on April 12, 1861. Claiming this United States fort as their own, the Confederate army on that day opened fire on the federal **garrison** and forced it to lower the American flag in surrender. Lincoln called out the militia to suppress this "insurrection." Four more slave states seceded and joined the Confederacy. By the end of 1861 nearly a million armed men confronted each other along a line stretching 1200 miles from Virginia to Missouri. Several battles had already taken place - near Manassas Junction in Virginia, in the mountains of western Virginia where Union victories paved the way for creation of the new state of West Virginia, at Wilson's Creek in Missouri, at Cape Hatteras in North Carolina, and at Port Royal in South Carolina where the Union navy established a base for a blockade to shut off the Confederacy's access to the outside world.

But the real fighting began in 1862. Huge battles like Shiloh in Tennessee, Gaines' Mill, Second Manassas, and Fredericksburg in Vir-

ginia, and Antietam in Maryland foreshadowed even bigger campaigns and battles in subsequent years, from Gettysburg in Pennsylvania to Vicksburg on the Mississippi to Chickamauga and Atlanta in Georgia. By 1864 the original Northern goal of a limited war to **restore** the Union had given way to a new strategy of "total war" to destroy the Old South and its basic institution of slavery and to give the restored Union a "new birth of freedom," as President Lincoln put it in his address at Gettysburg to dedicate a cemetery for Union soldiers killed in the battle there.

For three long years, from 1862 to 1865, Robert E. Lee's Army of Northern Virginia staved off **invasions** and attacks by the Union Army of the Potomac commanded by a series of ineffective generals until Ulysses S. Grant came to Virginia from the Western theater to become general in chief of all Union armies in 1864. After bloody battles at places with names like The Wilderness, Spotsylvania, Cold Harbor, and Petersburg, Grant finally brought Lee to bay at Appomattox in April 1865. In the meantime Union armies and river **fleets** in the theater of war comprising the slave states west of the Appalachian Mountain chain won a long series of victories over Confederate armies commanded by hapless or unlucky Confederate generals. In 1864-1865 General William Tecumseh Sherman led his army deep into the Confederate heartland of Georgia and South Carolina, destroying their economic infrastructure while General George Thomas virtually destroyed the Confederacy's Army of Tennessee at the battle of Nashville.

By the spring of 1865 all the principal Confederate armies **surrendered**, and when Union cavalry captured the fleeing Confederate President Jefferson Davis in Georgia on May 10, 1865, resistance collapsed and the war ended. The long, painful process of rebuilding a united nation free of slavery began.

Adapted from: <https://www.battlefields.org/learn/articles/brief-overview-american-civil-war>
Accessed: 02.05.23

Adapted from: <https://www.history.com/topics/american-civil-war/american-civil-war-history>
Accessed: 02.05.23

Glossary

English term	Russian equivalent
consciousness	осознание
slaveholding	рабовладельческий
destructive	разрушительный
uncompromising	бескомпромиссный
secession	отделение
a garrison	гарнизон
to restore	восстановить
an invasion	вторжение
fleet	флот
to surrender	капитулировать

Task 3. Answer the following questions:

- 1) When did the Civil War begin?
- 2) What questions were needed to be solved after the Revolution?
- 3) How many soldiers died during other American wars in summary?
- 4) Where did the event that triggered war happen?
- 5) What were the most significant battles in 1862?
- 6) Who was the leader of the army in 1864-1865?

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

- 1) The war resolved two questions left unresolved by the revolution.
- 2) Northern victory in the war the United States as one nation and ended the institution of slavery.
- 3) The American Civil War was the largest and most conflict in the Western world.
- 4) The event that war came at Fort Sumter in Charleston Bay on April 12, 1861.
- 5) Lincoln called out the militia to suppress this ".....".

6) By 1864 the original Northern goal of a limited war to the Union had given way to a new strategy.

7) For three long years, from 1862 to 1865, Robert E. Lee's Army of Northern Virginia staved off and attacks by the Union Army.

8) General George Thomas ... destroyed the Confederacy's Army of Tennessee at the battle of Nashville.

Preserved, insurrection, fundamental, restore, invasions, triggered, virtually, destructive

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

institution	infrastructure
uncompromising	election
win	fleeing
destroy	attacks
dedicate	war
stave off	of slavery
capture	states
prohibit	differences
sovereign	slavery
trigger	cemetery

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

1) Save, in, seceded, the, deep, seven, nation, states, and, South, a, formed, new.

2) Of, the, spring, by, 1865, Confederate, the, principal, all, surrendered, armies.

3) Achievements, came, 625,000, these, at, cost, the, of, lives.

4) War, two, the, fundamental, resolved, left, questions, by, the, unresolved, revolution.

5) The, Civil, American, was, the, War, and, most, largest, conflict, destructive .

6) Virginia, staved, Northern, and, invasions, attacks, off, by, Union, the, Army.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

To collapse, to start because of, to recognize, to prohibit slavery, to recognize the legitimacy, a cemetery, to pave the way, a goal, to stave off invasions, the process of rebuilding.

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

General William Tecumseh Sherman

William Tecumseh Sherman was born in Lancaster, Ohio, on 8 February 1820. When his father died, Thomas Ewing **adopted** him. Sherman attended the United States Military Academy, graduating in 1840. Upon graduation, he was commissioned as a second lieutenant and assigned to the 3d Cavalry in Florida. In 1841, he was promoted to first lieutenant. During the Mexican War, Sherman served in California as an aide to Generals Stephen W. Kearney, Persifor F. Smith, and Richard B. Mason.

In 1850, he married Ellen Ewing, was made a captain and posted to Saint Louis and then New Orleans. Sherman resigned from the Army in 1853 to pursue **ventures** in banking and law. Sherman became a banker, but was overwhelmed by the frenetic pace of San Francisco, a city teeming with an influx of speculators. Sherman's bank failed in 1857, and he briefly moved to Kansas, where he practiced law.

Sherman returned to the South in 1859, when he accepted a position as **superintendent** of the Louisiana State Seminary of Learning and Military Academy (now Louisiana State University). He was a popular headmaster and was very fond of the friends he made there.

Sherman was not an ardent opponent of slavery, but he was vehemently against the idea of Southern **secession** over the issue. He **repeatedly** warned his Southern friends of the dangers they faced taking on the

more prosperous, industrialized North, but to no avail. He resigned his position after Louisiana seceded in January 1861.

For several months, he worked as the president of a St. Louis street-car company. After the Confederate States of America attacked Fort Sumter, Sherman worried that President Abraham Lincoln was not committing enough troops to bring the war to a swift end. But he overcame his doubts, and his brother John secured him a commission in the U.S Army.

When the Civil War started, Sherman **rejoined** the Army as a **colonel**. He was soon made a brigadier general of volunteers and fought at Bull Run in July 1861. Sherman was then sent out west to command the Department of the Cumberland. He was wounded at Shiloh. He led forces in Tennessee and Mississippi. At Vicksburg, he commanded XV Corps and was made a brigadier general in the Regular Army. In August 1864, he was promoted to major general. He commanded the Division of the Mississippi on his “March to the Sea” through Georgia in late 1864. In 1865, he led the Armies of the Ohio, Tennessee and Georgia in the final operations of the South, receiving the Confederate Southern forces’ **surrender** in April 1865. In 1866, he was promoted to lieutenant general and became a full general in 1869. Sherman remained in the U.S. Army after the war. When Grant became president in 1869, Sherman assumed command of all U.S. forces. He was criticized for the role he played in America’s war on Native Americans in the West, but he himself was critical of U.S. **mistreatment** of the native population.

He retired from active duty in 1884, eventually settling in New York. He brushed aside repeated requests to **run for** political office, saying, “I will not accept if nominated, and will not serve if elected.” Sherman died in New York on February 14, 1891, at age 71, and was buried in St. Louis. In a final tribute from a former foe, Joseph E. Johnston served as pallbearer at Sherman’s funeral. Refusing to don a hat as a sign of respect, Johnston caught a cold, which developed into pneumonia and died just weeks later.

Adapted from: <https://www.history.com/topics/american-civil-war/william-t-sherman>
Accessed: 03.05.2023

Task 9. Match the words and their definitions. Guess the translation of these words.

1. adopt	a. many times
2. venture	b. a cruel, unkind or unfair way of treating a person or an animal
3. superintendent	c. to take somebody else's child into your family and become its legal parent
4. secession	d. a business project or activity, especially one that involves taking risks
5. rejoin	e. the fact of an area or group becoming independent from the country or larger group that it belongs to
6. mistreatment	f. a person who has a lot of authority and manages and controls an activity, a place, a group of workers, etc.
7. run for	g. an officer of high rank in the army, the marines, or the US air force
8. surrender	h. an act of admitting that you have been defeated and want to stop fighting
9. colonel	i. to compete in an election
10. repeatedly	j. to join somebody/something again after leaving them

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) Causes of the Civil War.
- 2) Outbreak of the Civil War (1861).
- 3) The Civil War in Virginia (1862)
- 4) After the Emancipation Proclamation (1863-4).
- 5) Toward a Union Victory (1864-65).

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) The military background of the war
- 2) Strategic plans
- 3) The land war
- 4) The Emancipation Proclamation
- 5) African American troops

UNIT 4

The "Gilded Age" and the Era of Progressivism



Task 1. What do you know about the "Gilded Age" and the Era of Progressivism?

Task 2. Read and translate the text.

The period from 1865 to 1914 is the most successful in the economic history of the United States. The Gilded Age, which lasted in the United States from 1870 to 1900, provides an example of economic development. The results were unprecedented: the **emergence** of new industries, goods, inventions, wage growth, an increase in population made America the most developed economy in the world, putting it first in the world in industrial production. This period was replaced by the Era of Progressivism, which radically revised the fundamental principles of American domestic and foreign policy.

After the end of the Civil War in the United States and the final annexation of the southern territories and their reconstruction, stability came to America. It contributed to the strengthening of socio-economic relations in the country, which was interrupted only in 1873.

The "Gilded Age" was marked by the construction of factories, rail-

ways, and mining mines. In 1869, the first railroad in America **was launched**, with the help of which goods and passengers traveled the distance from the east to the west coast of the country in 6 days. Industrialization was also underway in other directions, which required more workers. To reduce the cost of production of goods, mechanization of production was actively developed.

In order to maintain and create new devices and mechanisms, qualified workers were needed. This led to the emergence of educational institutions where the right specialists were trained. The need for production control and reporting created a **hierarchy** in factories and factories with the possibility of career growth. Some managers already received no less than business owners, which formed the middle class.

By the time they entered the period of progressivism, there were large owners in the country who strangled medium and small businesses. So, during the crisis of 1907-1914, wages began to decrease, and the **unemployment rate** grew. Therefore, the government was forced to resort to reform. In 1914, the Clayton Act was issued, which finally limited monopolization of industry and production in America.

The development of industrialization led to a large **influx** of population to large cities in the North, where the largest and most large-scale **enterprises** were located. At the same time, a new modern look of cities was formed, the population of which was already more than 1 million people. **Skyscrapers** were erected and transport infrastructure developed. Poor areas were formed, where crime flourished, and elite ones, where people with high incomes lived.

During the progressive era, various trade unions developed. For example, the American Federation of Labor was a very influential organization that defended the rights of workers. Thanks to its participants, a law was passed in 1932 allowing trade unions to represent the interests of workers in disputes with the owners of enterprises.

At the political level, everything was calm. In the majority in the government were representatives of the Republican and Democratic Parties. There were other parties, but their numbers were in the minority. Dur-

ing the Era of progressivism, the activity of the middle and lower classes in the country reached its heights, which subsequently led to significant reforms.

The middle strata demanded improvements in the political governance of the country. As a result, of their activities, four **amendments** were made to the US Constitution.

The fight against corruption has become of great importance in the Era of Progressivism. The cult of exposing officials is spreading in journalism. The press becomes the "fourth power", which began to perform the function of public control over the three branches of government (legislative, executive and judicial).

Also **measures** were taken to improve general education in the state. New educational standards were introduced. The total number of educational institutions has been increased several times. Colleges and institutions of higher education were opened even in small towns. Progressives have found out that small medical schools are ineffective. They have achieved the consolidation of medical faculties and their state funding.

It is believed that the modern American economy was created in the era of the "Gilded Age". In the 1870s and 1880s, both the economy as a whole and **wages**, wealth, national product and capital in the United States grew at the fastest pace in the history of the country.

Economic growth led to an increase in the country's international ambitions, which was manifested in the Spanish-American War of 1898-1899 and in the entry of the United States into World War I in 1917.

Adapted from: <https://www.istmira.com/drugoe-noveyshee-vremya/20793-ssha-v-jepohu-pozolochennogo-veka-i-progressivnoj-jery-kratko.html>
Accessed: 18.05.23

Adapted from: https://spravochnick.ru/istoriya/strany_severnoy_ameriki_v_1900-1945_gg/era_progressizma_ssha_v_nachale_xx_v/
Accessed: 18.05.23

Glossary

English term	Russian equivalent
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emergence	появление
to be launched	быть запущенным
hierarchy	иерархия
unemployment rate	уровень безработицы
influx	приток
enterprises	предприятия
a skyscrapers	небоскреб
an amendment	поправка
measures	меры
wages	заработанная плата

Task 3. Answer the following questions:

- 1) What time was the most successful in the history of the US economy?
- 2) When did trade unions get the right to represent the interests of employees in disputes?
- 3) What parties did the government consist of?
- 4) Who started performing the function of public control?
- 5) What wars did the United States participate in?
- 6) What limited the monopolization of industry and production in America?

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

- 1) The "Gilded Age" was by the construction of factories, railways, and mining mines.
- 2) The was forced to resort to reform.
- 3) The fight against ... has become of great importance in the Era of Progressivism.
- 4) The press becomes the, which began to perform the function of public control.
- 5) The total number of educational has been increased several times.
- 6) The middle strata improvements in the political governance of the country.

- 7) The modern American was created in the era of the "Gilded Age".
- 8) The need for production control and reporting created a ... in factories
Marked, government, corruption, "fourth power", institutions, demanded, economy, hierarchy

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

economic	power
educational	funding
fourth	ambitions
consolidation of	territories
state	development
international	businesses
southern	production
small	policy
industrial	institutions
foreign	faculties

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

- 1) After, America, Civil, the, came, end, to, of, the, United, War, in, stability, the, States.
- 2) The, was, mines, Gilded, railways, construction, Age, marked, of, by, the, factories, and, mining.
- 3) Officials, The, in, cult, spreading, of, exposing, is, journalism.
- 4) Increased, times, total, educational, number, been, of, several, institutions, has, The.
- 5) Country's, Economic, led, to, international, an, ambitions, increase, in, the, growth.
- 6) Ineffective, Progressives, have, medical, found, small, out, that, schools, are.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

To provide, to be marked by, disputes with, the total number of, to strangle, to defend, to lead to, to be manifested, radically revised, an amendment.

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

The fight against monopolies

At the end of the XIX century in the USA, during the competitive **struggle**, there was a concentration of production and capital. Many small companies went bankrupt. Few companies increased their production volumes and absorbed competitors, took dominant positions in the markets and thereby turned into monopolies.

Various forms of monopolistic **associations** have appeared. As a rule, banks were included in the structure of monopolies. Dominating the market, monopolies dictated prices and fought with competitors, and not always in legal ways. At this time, many monopolists became one of the most famous people in the world. For example, John Rockefeller created the Standard Oil **monopoly**. By the end of the XIX century. Standard Oil controlled 90% of the entire oil industry in the country, and Rockefeller became the richest man in world history.

Another example was the John Morgan Steel Corporation Bank. Many newspapers wrote a lot about it. There were rumors that his power was "greater than the power of the president or the king." In the USA, large **entrepreneurs** of the 1860-1890s received the characteristic name "robber barons".

As a rule, monopolies enlisted the support of deputies and officials, had the opportunity to legally or illegally promote their interests in public authorities.

The excessive strengthening of large capital and the **ruin** of millions of small producers and farmers caused mass discontent and gave rise to protest movements. These movements also had other demands: the granting of voting rights to women, the development of direct democracy, the restriction or prohibition of the sale of alcoholic beverages, an 8-hour

working day and wider use of scientific achievements in various fields. Supporters of these movements were called progressives. They used mostly peaceful methods of struggle: election campaigns and promotion of their own candidates for various positions, **rallies** and demonstrations, revelations in the press. Progressives tried to act through the traditional parties of Republicans and Democrats, who succeeded each other in power, but sometimes tried to found their own parties.

The authorities were forced to **reckon** with the growth of discontent and mass movements. In 1890, the Sherman Act was passed. It was the first in the framework of antitrust legislation aimed at encouraging competition.

According to the law, hindering the freedom of trade by creating a monopoly and colluding for such a purpose is considered a crime. The law **required** federal prosecutors to prosecute such criminal associations and provided for penalties in the form of fines, confiscations and imprisonment for up to 10 years.

At the turn of the century, a group of investigative journalists made high-profile revelations of abuses and corruption in government structures and big business in the United States. They were called "mud rakers". It was necessary to react somehow to these revelations, which shocked the whole of America. Republican President Theodore Roosevelt, who was in power for two terms in 1901-1909, initiated lawsuits against a number of trusts on the basis of the Sherman Act. The monopolies were forcibly divided into relatively independent companies. Thanks to this, Roosevelt gained enormous popularity, he got the name of "the destroyer of monopoly".

Progressives sought to address the problems caused by rapid industrialization, **urbanization**, immigration, and political corruption; and by the enormous concentration of industrial **ownership** in monopolies.

Initially, the movement operated chiefly at the local level, but later it expanded to the state and national levels. Progressives drew support from the middle class, and supporters included many lawyers, teachers, physicians, ministers, and business people.

Thus, the errors of Sherman's law were taken into account. In 1914, Clayton issued an antitrust law. According to it, the sphere of labor was excluded from antimonopoly activity.

Measures were taken to more clearly define the illegal activities of firms in order to **reduce** the likelihood of arbitrary interpretations and, accordingly, erroneous decisions of judicial authorities. The Clayton Act prohibited the acquisition of shares of competing firms. It was a way of weakening competition. The law also prohibited the formation of intertwining directorates in large companies. In this way, they also wanted to reduce competition.

After the publication of laws restricting monopolies, there were many court sessions where the cases of monopolists were examined.

The fight against monopolies was quite difficult and lasted until the middle of the 20th century.

Adapted from: <https://foxford.ru/wiki/istoriya/ssha-pozolochennyj-vek>

Accessed: 21.05.23

Adapted from: <https://allrefrs.ru/1-22322.html>

Accessed: 21.05.23

Task 9. Match the words and their definitions. Guess the translation of these words.

1.associations	a. a company or organization is the only one in an area of business or activity and has complete control of it
2.struggle	b. .belonging of things, material and spiritual values to certain persons
3.monopoly	c. to make something less
4.entrepreneurs	d. an organization of people with the same interests or with a particular purpose
5.ruin	e. the process by which more and more people leave the countryside to live in cities

6.rallies	f. to experience difficulty and make a very great effort in order to do something
7.reckon	g. to impose any duties on someone; to force, to force to do something
8.required	h. someone who starts their own business, especially when this involves seeing a new opportunity
9.urbanization	i. to give attention to a particular subject or fact when judging something else
12.reduce	j. a public meeting of a large group of people, especially supporters of a particular opinion
11.ownershipk.	to spoil or destroy something completely

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) The economic situation in the United States during this period
- 2) Social changes in the "Gilded Ages"
- 3) Political life in the USA at the end of the 19th century
- 4) Immigration in the era of the "Gilded Age"
- 5) American cities (urbanization)

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) John Rockefeller and his business
- 2) John Morgan Steel Corporation Bank
- 3) Roosevelt's Antitrust Policy
- 4) Sherman: activity and significance in US History
- 5) John Clayton's political activities

UNIT 5

Prosperity, Depression and War



Task 1. What do you know about War, Prosperity and Depression in the USA?

Task 2. Read and translate the text.

The Progressive Era lasted from about 1890 to the **outbreak** of World War I. In response to the excesses of 19th-century capitalism and political corruption, a reform movement arose called "**progressivism**". Almost all the notable figures of the period were connected, at least in part, with the reform movement. The goals of the Progressives were greater democracy and social justice, honest government, more effective regulation of business and a **revived** commitment to public service. In

general, they believed that **expanding** the scope of government would ensure the progress of U.S. society and the welfare of its citizens. The years 1902 to 1908 marked the era of greatest reform activity. Many states enacted laws to improve the conditions under which people lived and worked. Child labor laws were strengthened and new ones adopted, raising age limits, shortening work hours, restricting night work and requiring school attendance.

When World War I **erupted** in Europe in 1914, President Woodrow Wilson urged a policy of strict American neutrality. In January 1917, Germany declared unrestricted submarine warfare against all ships bound for Allied ports. After five American vessels had been sunk, Congress declared war on Germany in April 1917. An armistice ending World War I was declared on November 11, 1918. Wilson's idea of a League of Nations was included in the Treaty of Versailles, but the U.S. Senate did not ratify the treaty, and the United States did not participate in the league. The majority of Americans did not **mourn** the defeated treaty. They turned inward, and the United States withdrew from European affairs.

The changes wrought in the 1920s were far-reaching. The work week dropped from 60 to 48 hours. For the first time, play was considered to be as important as work. It was a wonderful decade for the arts and literature in America. Technology grew and automobiles, radios and movies became hugely popular. With profits soaring and interest rates low, plenty of money was available for investment. Much of it, however, went into reckless speculation in the stock market. In the fall of 1929, the New York Stock Exchange was more active than ever before. On October 24, 1929, Black Thursday, the stock market crashed. Banks closed. The nation stayed in this depression through most of the thirties.

For big business, the 1920s were golden years; but the superficial prosperity masked deep problems. The 1920s were also a period of prohibition and **intolerance**, gangsters and crime. Almost 19 million people arrived in the United States between 1890 and 1921, the year Congress first passed severe restrictions. Most of these immigrants were from Ita-

ly, Russia, Poland, Greece and the Balkans. Non-Europeans came, too: east from Japan, south from Canada and north from Mexico.

In October 1929 the booming stock market crashed, wiping out many investors. The collapse did not in itself cause the Great Depression, although it reflected excessively easy credit policies that had allowed the market to get out of hand. It also **aggravated** fragile economies in Europe that had relied heavily on American loans. Over the next three years, an initial American recession became part of a worldwide depression. Business houses closed their doors, factories shut down, banks failed with the loss of depositors' savings. Farm income fell some 50 percent. By November 1932, **approximately** one of every five American workers was unemployed.

The presidential campaign of 1932 was chiefly a debate over the causes and possible remedies of the Great Depression. President Herbert Hoover, unlucky in entering the White House only eight months before the stock market crash, had tried harder than any other president before him to deal with economic hard times. He had attempted to organize business, had sped up public works schedules, established the Reconstruction Finance Corporation to support businesses and financial institutions, and had secured from a reluctant Congress an agency to underwrite home mortgages. Nonetheless, his efforts had little impact, and he was a picture of defeat.

His Democratic opponent, Franklin D. Roosevelt, already popular as the governor of New York during the developing crisis, radiated **infectious** optimism. Prepared to use the federal government's authority for even bolder experimental remedies, he scored a smashing victory -- receiving 22,800,000 popular votes to Hoover's 15,700,000. The United States was about to enter a new era of economic and political change.

Adapted from: <https://usa.usembassy.de/history-ww1.htm>

Accessed: 20.05.23

Glossary

English term	Russian equivalent
an outbreak	вспышка
to revive	возродить
expanding	расширение
to erupt	разразиться
to mourn	оплакивать
intolerance	нетерпимость
to aggravate	усугубить
recession	рецессия, спад
infectious	заразный
approximately	примерный

Task 3. Answer the following questions:

- 1) When did World War I start?
- 2) When did Black Thursday occur?
- 3) Who became president in 1932 in the United States?
- 4) Did the Great Depression affect other countries? Why?
- 5) Why is the period after the First World War called the prosperity in the United States?
- 6) From which countries did immigrants come to the United States?

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

1. In response to the excesses of 19th-century capitalism and political corruption, a reform movement arose called
2. were strengthened and new ones adopted, raising age limits, shortening work hours, restricting night work and requiring school attendance.
3. In January 1917, declared unrestricted submarine warfare against all ships bound for Allied ports.
4. Wilson's idea of a was included in the Treaty of Versailles
5. grew and automobiles, radios and movies became hugely popular.

6. The 1920s were also a period of prohibition and intolerance, and crime.

7. closed their doors, factories shut down, banks failed with the loss of depositors' savings.

8. was about to enter a new era of economic and political change.

League of Nations, The United States, "progressivism", technology, child labor laws, gangsters, Germany, business houses

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

Great	problems
presidential	Versailles
White	Thursday
Black	Depression
golden	economies
Treaty of	campaign
deep	years
fragile	defeat
credit	policies
picture of	House

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

1. Progressive, from, lasted, about, outbreak, Era, to, the, of, War I, World, The, 1890.

2. Enacted, worked, improve, which, lived, under, laws, states, conditions, to, the, people, and, many.

3. The, for, first, considered, time, play, was, work as, to, be, as, important.

4. His, defeat, nonetheless, little, he, picture, impact, was, efforts, had, and, a, of.

5. 19, between, million, United, arrived, 1890, in, the, almost, people, States, 1921, and.

6. United, about, of, the, change, enter, a, new, was, to, era, and, economic, political, States.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

To be considered, reform movement, a smashing victory, worldwide depression, to pass restriction, to be declared, to deal with, to go into, to turn inward, to fail with the loss.

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

Franklin D. Roosevelt

Born in 1882 at Hyde Park, New York—now a national historic site—he attended Harvard University and Columbia Law School. On St. Patrick’s Day, 1905, he married Eleanor Roosevelt.

Following the example of his fifth cousin, President Theodore Roosevelt, whom he greatly admired, Franklin D. Roosevelt entered public service through politics, but as a **democrat**. He won election to the New York Senate in 1910. President Wilson appointed him Assistant Secretary of the Navy, and he was the Democratic **nominee** for Vice President in 1920.

In the summer of 1921, when he was 39, disaster hit—he was stricken with poliomyelitis. Demonstrating indomitable **courage**, he fought to regain the use of his legs, particularly through swimming. At the 1924 Democratic Convention he dramatically appeared on crutches to nominate Alfred E. Smith as “the Happy Warrior.” In 1928 Roosevelt became Governor of New York.

He was elected President in November 1932, to the first of four terms. By March there were 13,000,000 unemployed, and almost every

bank was closed. In his first “hundred days,” he proposed, and Congress enacted, a sweeping **program** to bring recovery to business and agriculture, relief to the unemployed and to those in danger of losing farms and homes, and reform, especially through the establishment of the Tennessee Valley Authority.

By 1935 the Nation had achieved some measure of recovery, but **businessmen** and **bankers** were turning more and more against Roosevelt’s New Deal program. They feared his experiments, were appalled because he had taken the Nation off the gold standard and allowed deficits in the budget and disliked the concessions to labor. Roosevelt responded with a new program of reform: Social Security, heavier taxes on the wealthy, new controls over banks and public utilities, and an **enormous** work relief program for the unemployed.

In 1936 he was re-elected by a top-heavy margin. Feeling he was armed with a popular **mandate**, he sought legislation to enlarge the Supreme Court, which had been invalidating key New Deal measures. Roosevelt lost the Supreme Court battle, but a **revolution** in constitutional law took place. Thereafter the Government could legally regulate the economy.

Roosevelt had pledged the United States to the “good neighbor” policy, transforming the Monroe Doctrine from a unilateral American manifesto into arrangements for mutual action against **aggressors**. He also sought through **neutrality** legislation to keep the United States out of the war in Europe, yet at the same time to strengthen nations threatened or attacked. When France fell and England came under siege in 1940, he began to send Great Britain all possible aid short of actual military **involvement**.

When the Japanese attacked Pearl Harbor on December 7, 1941, Roosevelt directed **organization** of the Nation’s manpower and resources for global war.

Feeling that the future peace of the world would depend upon relations between the United States and Russia, he devoted much thought to the planning of a United Nations, in which, he hoped, international difficulties could be settled.

As the war ended, Roosevelt's health deteriorated, and on April 12, 1945, while at Warm Springs, Georgia, he died of a cerebral hemorrhage.

Adapted from: <https://www.whitehouse.gov/about-the-white-house/presidents/franklin-d-roosevelt/>

Accessed: 30.05.23

Task 9. Match the words and their definitions. Guess the translation of these words.

1. democrat	a. is a successful attempt by a large group of people to change the political system of their country by force
2. nominee	b. is a man who works in business
3. courage	c. Your ... in something is the fact that you are taking part in it
4. program	d. is someone who is nominated for a job, position, or award
5. businessman	e. extreme in a way that has a sudden, serious or violent effect on something
6. banker	f. is the quality shown by someone who decides to do something difficult or dangerous, even though they may be afraid
7. mandate	g. the state or character of being neutral, esp in a dispute, contest, etc .
8. revolution	h. is a set of instructions that a

	computer follows in order to perform a particular task
9. aggressor	i. If a government or other elected body has a mandate to carry out a particular policy or task, they have the authority to carry it out as a result of winning an election or vote
10. involvement	j. is an official group of people, for example a political party, a business, a charity, or a club
11. organization	k. Something that is ... is extremely large in size or amount
12. neutrality	m. in a fight or battle is the person, group, or country that starts it
13. enormous	n. is someone who works in banking at a senior level

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) US foreign policy in the 1920s
- 2) Reflection of the Depression in literature and cinema
- 3) Daily life during the Depression
- 4) Roosevelt's economic policy
- 5) The role of the United States in the world economy 1930s

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) World War I
- 2) Prosperity period
- 3) Black Thursday
- 4) Depression time
- 5) Roosevelt's policy

UNIT 6

Cold War and the Struggle for civil rights



Task 1. What do you know about Cold War between the USA and USSR?

Task 2. Read and translate the text.

Following the surrender of Nazi Germany in May 1945 near the close of World War II, the uneasy wartime alliance between the United States and Great Britain on the one hand and the Soviet Union on the other began to unravel. By 1948 the Soviets had installed left-wing governments in the countries of eastern Europe that had been liberated by the Red Army. The Americans and the British feared the **permanent** Soviet domination of eastern Europe and the threat of Soviet-influenced communist parties coming to power in the democracies of western Europe. The Soviets, on the other hand, were determined to maintain control of eastern Europe in order **to safeguard** against any possible renewed threat from Germany, and they were intent on spreading communism worldwide, largely for ideological reasons. The Cold War had solidified by 1947–48, when U.S. aid provided under the Marshall Plan to western Europe had brought those countries

under American influence and the Soviets had installed openly communist regimes in eastern Europe.

The Cold War reached its peak in 1948-53. In this period the Soviets unsuccessfully blockaded the Western-held sectors of West Berlin (1948–49); the United States and its European allies formed the North Atlantic Treaty Organization (NATO), a unified military command to resist the Soviet presence in Europe (1949); the Soviets exploded their first atomic **warhead** (1949), thus ending the American monopoly on the atomic bomb; the Chinese communists came to power in mainland China (1949); and the Soviet-supported communist government of North Korea invaded U.S.-supported South Korea in 1950, setting off an indecisive Korean War that lasted until 1953.

From 1953 to 1957 Cold War tensions relaxed somewhat, largely owing to the death of the longtime Soviet dictator Joseph Stalin in 1953; nevertheless, the **standoff** remained. A unified military organization among the Soviet-bloc countries, the Warsaw Pact, was formed in 1955; and West Germany was admitted into NATO that same year. Another intense stage of the Cold War was in 1958–62. The United States and the Soviet Union began developing intercontinental ballistic **missiles**, and in 1962 the Soviets began secretly installing missiles in Cuba that could be used to launch nuclear attacks on U.S. cities. This sparked the Cuban missile crisis (1962), a confrontation that brought the two superpowers to **the brink of war** before an agreement was reached to withdraw the missiles.

The Cuban missile crisis showed that neither the United States nor the Soviet Union were ready to use **nuclear weapons** for fear of the other's **retaliation** (and thus of mutual atomic **annihilation**). The two superpowers soon signed the Nuclear Test-Ban Treaty of 1963, which banned aboveground nuclear weapons testing. But the crisis also hardened the Soviets' determination never again to be humiliated by their military inferiority, and they began a buildup of both conventional and strategic forces that the United States was forced to match for the next 25 years.

Throughout the Cold War the United States and the Soviet Union avoided direct military confrontation in Europe and engaged in actual

combat operations only to keep allies from defecting to the other side or to overthrow them after they had done so. Thus, the Soviet Union sent troops to preserve communist rule in East Germany (1953), Hungary (1956), Czechoslovakia (1968), and Afghanistan (1979). For its part, the United States helped overthrow a left-wing government in Guatemala (1954), supported an unsuccessful invasion of Cuba (1961), invaded the Dominican Republic (1965) and Grenada (1983), and undertook a long (1964–75) and unsuccessful effort to prevent communist North Vietnam from bringing South Vietnam under its rule (see Vietnam War).

In the course of the 1960s and '70s, however, the bipolar struggle between the Soviet and American blocs gave way to a more-complicated pattern of international relationships in which the world was no longer split into two clearly opposed blocs. A major split had occurred between the Soviet Union and China in 1960 and widened over the years, shattering the unity of the communist bloc. In the meantime, western Europe and Japan achieved dynamic economic growth in the 1950s and '60s, reducing their relative inferiority to the United States.

The 1970s saw an easing of Cold War tensions as evinced in the Strategic Arms Limitation Talks (SALT) that led to the SALT I and II agreements of 1972 and 1979, respectively, in which the two superpowers set limits on their antiballistic missiles and on their strategic missiles capable of carrying nuclear weapons. That was followed by a period of renewed Cold War tensions in the early 1980s as the two superpowers continued their massive arms buildup and competed for influence in the Third World. But the Cold War began to break down in the late 1980s during the administration of Soviet leader Mikhail S. Gorbachev. He **dismantled** the totalitarian aspects of the Soviet system and began efforts to democratize the Soviet political system. When communist regimes in the Soviet-bloc countries of eastern Europe collapsed in 1989–90, Gorbachev acquiesced in their fall. The rise to power of democratic governments in East Germany, Poland, Hungary, and Czechoslovakia was quickly followed by the unification of West and East Germany under NATO auspices, again with Soviet approval.

Gorbachev's internal reforms had meanwhile weakened his own Communist Party and allowed power to shift to Russia and the other constituent republics of the Soviet Union. In late 1991 the Soviet Union collapsed and 15 newly independent nations were born from its corpse, including a Russia with a democratically elected, anticommunist leader. The Cold War had come to an end.

Adapted from: <https://www.britannica.com/event/Cold-War>
 Accessed: 16.04.2023

Glossary

English term	Russian equivalent
permanent	постоянный
safeguard	защита
a warhead	боеголовка
standoff	тупик
a missile	ракета
the brink of war	на грани войны
nuclear weapons	ядерное оружие
retaliation	ответный удар
annihilation	уничтожение
to dismantle	ликвидировать

Task 3. Answer the following questions:

- 1) When did the Cold War begin?
- 2) Which territory began to succumb to the influence of the Soviet Union?
- 3) What were the countries of Western Europe afraid of?
- 4) What was the name of the military alliance of the United States and European countries directed against the Soviet Union?
- 5) What event showed that neither the United States nor the USSR were ready to use nuclear weapons?
- 6) Who contributed to the end of the war?

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

1. By 1948 the Soviets had ... left-wing governments in the countries of eastern Europe that had been liberated by the Red Army.
2. The Americans and the British the permanent Soviet ... of eastern Europe.
3. The Soviet-supported ... government of North Korea
4. From 1953 to 1957 Cold War ... relaxed somewhat, largely owing to the death of the longtime Soviet dictator Joseph Stalin in 1953.
5. The two superpowers soon signed the Nuclear Test-Ban Treaty of 1963, which banned ... nuclear weapons testing.
6. A major... had occurred between the Soviet Union and China in 1960 and widened over the years, shattering the unity of the communist bloc.
7. The Cuban missile crisis (1962), a confrontation that brought the two superpowers to the brink of war before an ... was reached to withdraw the missiles.
8. Mikhail S. Gorbachev ... the totalitarian aspects of the Soviet system and began efforts to democratize the Soviet political system.

Split, tensions, dismantled, domination, installed, communist, agreement, aboveground

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

totalitarian	missile
left-wing	approval
strategic	auspices
communist	operation
Soviet	annihilation
pattern	control
combat	aspects
NATO	of international relationships
maintain	government

atomic	party
--------	-------

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

1. Reached, its, the, war, in, cold, 1948-53, peak.
2. Permanent, of, eastern, the, Europe, and, Americans, feared, the, domination, British, the, Soviet.
3. Struggle, the, relationships, blocs, Soviet, pattern, the, bipolar, of, American, between, and, complicated, international.
4. 1991, newly, nations, in, born, independent, were, late, 15, collapsed, Union, and.
5. Antiballistic, set, missiles, two, limits, superpowers, limits, on.
6. The, major, a, Union, split, had, and, between, widened, years, occurred, China, the, over, Soviet, and.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

A wartime alliance, domination, to maintain control, the Soviet-bloc countries, a superpower, strategic forces, to keep allies, a period of renewed tensions, international relations, communist regime.

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

The civil rights movement

The civil rights movement was a nonviolent social movement and campaign from 1954 to 1968 in the United States to abolish legalized racial **segregation**, discrimination, and disenfranchisement throughout the United States. The movement had its origins in the Reconstruction era during the late 19th century, although it made its largest legislative gains in the 1960s after years of direct actions and grassroots protests. The social movement's major nonviolent resistance and civil **disobedience** campaigns eventually secured new protections in federal law for the civil rights of all

Americans.

After the American Civil War and the subsequent abolition of slavery in the 1860s, the Reconstruction Amendments to the United States Constitution granted **emancipation** and constitutional rights of **citizenship** to all African Americans, most of whom had recently been enslaved. For a short period of time, African-American men voted and held political office, but as time went on they were increasingly **deprived** of civil rights, often under the racist Jim Crow laws, and African Americans were subjected to **discrimination** and sustained violence by white supremacists in the South. Over the following century, various efforts were made by African Americans to secure their legal and civil rights, such as the civil rights movement (1865–1896) and the civil rights movement (1896–1954). The movement was characterized by nonviolent mass protests and civil disobedience following highly publicized events such as the lynching of Emmett Till. These included **boycotts** such as the Montgomery bus boycott, "sit-ins" in Greensboro and Nashville, a series of protests during the Birmingham campaign, and a march from Selma to Montgomery.

At the culmination of a legal strategy pursued by African Americans, in 1954 the Supreme Court struck down many of the laws that had allowed racial segregation and discrimination to be legal in the United States as unconstitutional. The Warren Court made a series of landmark rulings against racist discrimination, including the separate but equal **doctrine**, such as *Brown v. Board of Education* (1954), *Heart of Atlanta Motel, Inc. v. United States* (1964), and *Loving v. Virginia* (1967) which banned segregation in public schools and public **accommodations**, and struck down all state laws banning interracial marriage. The rulings played a crucial role in bringing an end to the segregationist Jim Crow laws prevalent in the Southern states. In the 1960s, moderates in the movement worked with the United States Congress to achieve the passage of several significant pieces of federal legislation that authorized oversight and enforcement of civil rights laws. The Civil Rights Act of 1964 explicitly banned all discrimination based on race, including racial segregation in schools, businesses, and in public accommodations. The Voting Rights Act of 1965 restored and

protected voting rights by authorizing federal oversight of registration and elections in areas with historic under-representation of minority voters. The Fair Housing Act of 1968 banned discrimination in the sale or rental of housing.

African Americans re-entered politics in the South, and young people across the country began to take action. From 1964 through 1970, a wave of riots and protests in black communities dampened support from the white middle class, but increased support from private foundations. The emergence of the Black Power movement, which lasted from 1965 to 1975, challenged Black leaders of the movement for its cooperative attitude and its **adherence** to legalism and nonviolence. Its leaders demanded not only legal equality, but also economic self-sufficiency for the community. Support for the Black Power movement came from African Americans who had seen little material improvement since the civil rights movement's peak in the mid-1960s, and still faced discrimination in jobs, housing, education and politics. Martin Luther King Jr. was the most visible leader of the movement. However, some scholars note that the movement was too diverse to be credited to any particular person, organization, or strategy.

Adapted from:

https://en.wikipedia.org/wiki/Civil_rights_movement#:~:text=The%20civil%20rights%20movement%20was%20disenfranchisement%20throughout%20the%20United%20States.

Accessed: 14.05.2023

Task 9. Match the words and their definitions. Guess the translation of these words.

1.segregation	a.the fact or process of being set free from legal, social, or political restrictions; liberation
2.disobedience	b.to suffering a severe and damaging lack of basic material and cultural benefits
3.emancipation	c.the position or status of being a citizen of a particular country

4.citizenship	d.a stated principle of government policy, mainly in foreign or military affairs
5.deprived	e.withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest
6.boycott	f.attachment or commitment to a person, cause, or belief
7.doctrine	g.the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability
8.accommodation	h.separation of groups of people with differing characteristics, often taken to connote a condition of inequality
9.adherence	i.a convenient arrangement; a settlement or compromise
10.discrimination	j.failure or refusal to obey rules or someone in authority

Task 10. Work in pairs and discuss the topics using Appendix 2.

- 1) Victory in the Second World War. Its influence on the geopolitics of the West and the East
- 2) The causes of the Cold War between the USSR and the USA
- 3) Armed rivalry. Tactics of the two sides
- 4) The Cuban crisis. The essence of the problem and its solution
- 5) The Progressive Reform Stages in the Civil Rights Movement

Task 11. Prepare a presentation on one of the topics using Appendix 3.

- 1) The beginning of the Cold War
- 2) Tactics and means of struggle of the USA and the USSR
- 3) The creation of NATO. The purpose of the organization
- 4) Political spheres of influence of the two warring countries
- 5) The Civil Rights Movement's Success in the 1950s

UNIT 7

Contemporary USA



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

Task 2. Read and translate the text.

For the remainder of the 20th century the United States emerged as the world's sole remaining superpower and continued to **intervene** in international affairs during the 1990s, including the 1991 Gulf War against Iraq. Following his election in 1992, President Bill Clinton oversaw one of the longest periods of economic expansion and unprecedented gains in securities values. President Clinton worked with the Republican Congress to pass the first balanced federal budget in 30 years. Much of the economic boom was a side effect of the Digital Revolution and new business opportunities created by the internet privatized in 1993. **Prior to** this time ARPNET a Department of Defense Project had developed the internet for governmental, and research purposes.

The Republican Party expanded its base throughout the South after 1968 (except 1976), largely due to its strength among socially conservative white Evangelical Protestants and traditionalist Roman Catholics, added to its traditional strength in the business community and suburbs. As white Democrats in the South lost dominance of the Democratic Party in the 1990s, the region took on the two-party apparatus which characterized most states. The Republican Party's central leader by 1980 was Ronald Reagan, whose conservative policies called for reduced government spending and regulation, lower taxes, and a strong anti-Soviet foreign policy.

His iconic status in the party persists into the 21st century, as practi-

cally all Republican Party leaders acknowledge his stature. The close presidential election in 2000 between Governor George W. Bush and Al Gore helped lay the seeds for political polarization to come. The vote in the decisive states of New Mexico and Florida was extremely close and produced a dramatic dispute over the counting of votes. Including 2000, the Democrats outpolled the Republicans in the national vote in every election from 1992 to 2020, except for 2004.

On September 11, 2001 ("9/11"), the United States was struck by a terrorist attack when 19 al-Qaeda hijackers **commandeered** four airliners to be used in suicide attacks and intentionally crashed two into both twin towers of the World Trade Center and the third into the Pentagon. On October 7, 2001, the United States and NATO then invaded Afghanistan to **oust** the Taliban regime, which had provided safe haven to al-Qaeda and its leader Osama bin Laden. George W. Bush addressed the General Assembly of the United Nations on September 12, 2002, to outline the complaints of the United States government against the Iraqi government.

In 2003, from March 19 to May 1, the United States launched an invasion of Iraq, which led to the collapse of the Iraq government and the **eventual** capture of Iraqi dictator Saddam Hussein, with whom the U.S. had long-standing tense relations. The reasons for the invasion cited by the Bush administration included the spreading of democracy, the **elimination** of weapons of mass destruction (a key demand of the UN as well, though later investigations found parts of the intelligence reports to be inaccurate), and the liberation of the Iraqi people. Despite some initial successes early in the invasion, the continued Iraq War fueled international protests and gradually saw domestic support decline as many people began to question whether or not the invasion was **worth the cost**.

In 2008, the unpopularity of President Bush and the Iraq war, along with the 2008 financial crisis, led to the election of Barack Obama, the first multiracial president, with African-American or Kenyan **ancestry**. After his election, Obama **reluctantly** continued the war effort in Iraq until August 31, 2010, when he declared that combat operations had ended. In May 2011, after nearly a decade in hiding, the founder and leader of Al Qaeda,

Osama bin Laden, was killed in Pakistan in a raid conducted by U.S. naval special forces acting under President Obama's direct orders.

On December 28, 2014, Obama officially ended the combat mission in Afghanistan and promised a **withdrawal** of all remaining U.S. troops at the end of 2016 with the exception of the embassy guards. The US military mission formally ended on August 30, 2021.

Adapted from: [https://en.wikipedia.org/wiki/History_of_the_United_States#Contemporary_America_\(1980%E2%80%93present\)](https://en.wikipedia.org/wiki/History_of_the_United_States#Contemporary_America_(1980%E2%80%93present))

Accessed: 02.05.23

Glossary

intervene	ВМЕШИВАТЬСЯ
prior to	ДО
commandeer	ПРИСВАИВАТЬ
oust	ВЫГОНЯТЬ, ВЫТЕСНЯТЬ
eventual	ВОЗМОЖНЫЙ, КОНЕЧНЫЙ
elimination	УСТРАНЕНИЕ, ИСКЛЮЧЕНИЕ
worth the cost	СТОИТ СВОИХ ДЕНЕГ, СТОИТ ЗАТРАТ
ancestry	ПРОИСХОЖДЕНИЕ
reluctantly	НЕОХОТНО
withdrawal	ВЫВОД ВОЙСК

Task 3. Answer the following questions.

- 1) When does the history of contemporary USA begin?
- 2) When was president Clinton elected?
- 3) What were the decisive states for presidential election?
- 4) What does 9/11 stand for?
- 5) What was the conflict between the US and Iraq?
- 6) How can you characterize the tenure of Barack Obama?

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

1. After his ... , Obama reluctantly continued the war effort in Iraq until August 31, 2010.
2. His ... status in the party persists into the 21st century.
3. As white Democrats in the South lost ... of the Democratic Party in the 1990s.
4. The Republican Party ... its base throughout the South after 1968.
5. President Clinton worked with the Republican Congress to pass the first balanced federal ... in 30 years.
6. The vote in the ... states of New Mexico and Florida was extremely close.
7. Despite some initial successes early in the invasion, the continued Iraq War ... international protests.
8. In 2003, from March 19 to May 1, the United States ... an invasion of Iraq .

expanded, decisive, budget, launched, dominance, fueled, iconic, election.

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

acknowledge	states
lay	dispute
decisive	the complaints
extremely	successes
a dramatic	decline
to outline	effect
tense	one's stature
initial	close
support	relations
a side	the seeds

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

1. the, unprecedented, of, President, in, economic, securities, Bill, periods, Clinton, oversaw, one, longest, of, expansion, and, gains, values.
2. the, George, of, W., Bush, Assembly, addressed, the, General, United, Nations, on, September, 12, 2002.
3. On, Taliban, the, and, oust, United, Afghanistan, invaded, 2001, October 7, the, States, NATO, then, to, regime.
4. mission, Afghanistan, on, ended, December, combat, 2014, Obama, officially, the, 28, in.
5. every, 1992, national, including, election, outpolled, 2000, the, Democrats, 2020, vote, the, Republicans, in, the, from, in, to.
6. in, invasion, collapse, United, the, Iraq, the, States, Iraq, which, launched, led, 2003, the, an, of, to, of, government.

Task 7. Give Russian equivalents and use the words and word combinations in sentences of your own.

For the remainder of, emerge, oversee, due to, persist, except for, hijacker, collapse, inaccurate, haven.

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

In 2016, following a **contentious** election, Republican Donald Trump was elected president. During Trump's presidency, he **espoused** an "America First" ideology, placing restrictions on **asylum** seekers and imposing a widely controversial ban on immigration from seven Muslim-majority countries. Many of his executive orders and other actions were challenged in court. During his presidency he also engaged the United States in a trade war with China, imposing a wide range of tariffs on Chinese products. In 2019, a **whistleblower** complaint alleged that Trump had withheld foreign aid from Ukraine under the demand that they investigate the business dealings of the son of Trump's political opponent. As a result,

Trump was impeached for abuse of power and **obstruction** of congress, becoming the third president to have been impeached, but he was **acquitted**.

Democrat Joe Biden defeated Trump in the 2020 presidential election, the first defeat of an incumbent president since 1992. The election, with an exceptional amount of voting by mail and early voting due to the danger of contracting COVID-19 at traditional voting booths, had historically high voter turnout. Trump then repeatedly made false claims of massive voter **fraud** and election **rigging**, leading to the January 6 United States Capitol attack by supporters of Trump and right-wing militias. That storming led to Trump's impeachment, as the only U.S. president to be impeached twice. The Senate later **acquitted** Trump despite some members of his own Republican party voting against him. After the 2021 inauguration, Biden's running-mate, then-Senator Kamala Harris, became both the first African-American and first woman vice president of the United States.

Following Biden's election, the date for US troops to withdraw from Afghanistan was moved back from April to August 31, 2021. In Afghanistan, the withdrawal **coincided with** the 2021 Taliban offensive, culminating in the fall of Kabul. Following a massive airlift of over 120,000 people, the US military mission formally ended on August 30, 2021.

Biden signed into law the American Rescue Plan Act of 2021; a \$1.9 trillion stimulus bill that temporarily established expanded unemployment insurance and sent \$1,400 stimulus checks to most Americans in response to continued economic pressure from COVID-19. He appointed Ketanji Brown Jackson to the U.S. Supreme Court – the first Afro-American woman to serve the court.

Adapted from:

[https://en.wikipedia.org/wiki/History_of_the_United_States#Contemporary_America_\(1980%E2%80%93present\)](https://en.wikipedia.org/wiki/History_of_the_United_States#Contemporary_America_(1980%E2%80%93present))

Accessed: 03.05.2023

Task 9. Match the words and word combinations with their definitions. Guess the translation of these words.

1. contentious	a. the protection granted by a state to someone who has left their home country as a political refugee
2. espouse	b. claim or assert that someone has done something illegal or wrong, typically without proof
3. asylum	c. causing or likely to cause an argument; controversial
4. whistleblower	d. coincide with
5. allege	e. free (someone) from a criminal charge by a verdict of not guilty
6. obstruction	f. a device or piece of equipment designed for a particular purpose
7. acquit	g. a person who informs on a person or organization regarded as engaging in an unlawful or immoral activity
8. fraud	h. adopt or support (a cause, belief, or way of life)
9. rig	i. a thing that impedes or prevents passage or progress; an obstacle or blockage
10. coincide with	j. wrongful or criminal deception intended to result in financial or personal gain

Task 10. Work in pairs and discuss the topics using Appendix 3.

1. US-led intervention in Iraq (2014–2021).
2. Presidential elections and the American political system.
3. US and NATO.
4. Domestic policy of the USA.
5. International relations of the USA.

Task 11. Prepare a presentation on one of the topics using Appendix 3.

1. Bill Clinton
2. George Bush
3. Barack Obama
4. Donald Trump
5. Joe Biden

Task 12 . End-of-Module test. Choose the right variant.

1. What period does colonial stage take?
 - a) 15-16 centuries
 - b) 16-17 centuries
 - c) 17-18 centuries
2. What name did the first colonial settlement on North America have?
 - a) Jamestown
 - b) Cooktown
 - c) Kingstown
3. What country did dominate in North America in that period?
 - a) British Empire
 - b) Spain
 - c) France
4. What year did Jamestown stop being the capital?

- a) 1700
- b) 1699
- c) 1648

5. What city did become new capital instead Jamestown?

- a) Virginia
- b) Washington
- c) New York

6. When did American Revolution begin?

- a) on July 2, 1776
- b) on April 19, 1775
- c) on July 4, 1775

7. When did American Revolution end?

- a) on September 3, 1783
- b) on December 5, 1782
- c) on January 14, 1784

8. The first American president was elected in

- a) 1789
- b) 1788
- c) 1787

9. Washington D.C. became the national capital in

- a) 1800
- b) 1789
- c) 1790

10. The United States Bill of Rights was adopted in

- a) 1789
- b) 1790

c) 1791

11. Which battle Revolutionary War start with?
 - a) Battle of Yorktown
 - b) Battles of Lexington and Concord
 - c) Battle of Fort Washington

12. The Civil War began in
 - a) 1865
 - b) 1861
 - c) 1816

13. Who was the leader of the Army in Northern Virginia?
 - a) Robert E. Lee's
 - b) Ellen Ewing
 - c) William Tecumseh Sherman

14. What army did General George Thomas destroy?
 - a) the Union Army of the Potomac
 - b) the army at Wilson's Creek in Missouri
 - c) the Confederacy's Army of Tennessee

15. When did the Shiloh battle happen?
 - a) 1864
 - b) 1862
 - c) 1861

16. Who called out the militia to suppress this insurrection?
 - a) Ulysses S. Grant
 - b) President Lincoln
 - c) Jefferson Davis

17. The first railroad in America was launched in ...
- a) 1869
 - b) 1871
 - c) 1865
18. What was the name of the organization that defended the rights of workers?
- a) The Labor organization
 - b) The American Federation of Labor
 - c) The American Workers' Organization
19. The fight against corruption has become of great importance in ...
- a) The “Golden Age”
 - b) the Era of Progressivism
 - c) the middle of the 19th century
20. ... prohibited the acquisition of shares of competing firms.
- a) The Clayton Act
 - b) The Sherman Act
 - c) Supreme Court
21. The Sherman law provided for penalties in the form of fines, confiscations and imprisonment for up to ...
- a) 20 years
 - b) 5 years
 - c) 10 years
22. The Cold War began in...
- a) 1946
 - b) 1948

c) 1952

23. Weapons of mass destruction, which the two warring parties sought to create:

a) Chemical

b) Nuclear

c) Biological

24. A country divided into two spheres of influence of the USSR and the USA

a) Korea

b) Germany

c) Italy

25. The leader of the USSR who put an end to the Cold War...

a) Joseph Stalin

b) Leonid Brezhnev

c) Mikhail Gorbachev

26. The civil rights movement began because of:

a) Racial discrimination against black people

b) dissatisfaction of US citizens with their rights

c) Inspiration of the population with Western ideas of Europe

27. World War I begins at...

a) 1917

b) 1914

c) 1922

28. The United States has recovered from the crisis during the presidency

...

- a) Lincoln
- b) Kennedy
- c) Roosevelt

29. What rival did Roosevelt bypass in the elections?

- a) John Tyler
- b) James Knox Polk
- c) Herbert Hoover

30. What are the main parties of the US?

- a) Democrats and Libertarians
- b) Democratic and Republican parties
- c) Republicans and Libertarians

31. How many presidents of the USA have been impeached so far?

- a) three
- b) two
- c) one

32. US troops were withdrawn from Afghanistan in

- a) 2021
- b) 2020
- c) 2018

33. How many airliners were hijacked during the terror attack 9/11?

- a) 4
- b) 3
- c) 2

34. Barack Obama ... the war in Iraq?

- a) did not support
- b) started
- c) reluctantly continued

35. The first African-American and first woman vice president of the United States was appointed by

- a) Barack Obama
- b) Joe Biden
- c) Donald Trump

Appendix 1

План аннотирования текста

1. The title of the article.	<ul style="list-style-type: none">– The article is headlined...– The headline of the article I have read is...– As the title implies the article describes ...
2. The author of the article, where and when the article was published.	<ul style="list-style-type: none">– 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 ... (on the Internet).– It is a newspaper (scientific) article (published on March 10, 2012 / in 2010).
3. The main idea of the article.	<ul style="list-style-type: none">– The main idea of the article is...– The article is about...– The article is devoted to...– The article deals (is concerned) 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...

4. The contents of the article. Some facts, names, figures.

- The author starts by telling (the reader) that...
- The author (of the article) writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that... / *draws reader's attention to...*
- Much attention is given to...
- According to the article...
- The article goes on to say that...
- It is reported (*shown, stressed*) that ...
- It is spoken in detail about...
- From what the author says it becomes clear that...
- The fact that ... is stressed.
- The article gives a detailed analysis of...
- Further the author reports (*writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that... / *draws reader's attention to...*
- In conclusion the author writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that... / *draws reader's attention to...*
- The author comes to the conclusion that...
The following conclusions are drawn: ...

5. Your opinion.	<ul style="list-style-type: none"> – I found the article (rather) interesting (important, useful) <i>as / because...</i> – <i>I think / In my opinion</i> the article is (rather)interesting (important, useful) <i>as / because...</i> – I found the article too hard to understand /rather boring <i>as / because...</i>
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Речевые клише для аннотирования текста

1. Название статьи, автор, стиль.

- The article I'm going to give a review of is taken from... — Статья, которую я сейчас хочу проанализировать из...
- The headline of the article is — Заголовок статьи...
- The author of the article is... — Автор статьи...
- It is written by — Она написана ...
- The article under discussion is ... — Статья, которую мне сейчас хочется обсудить,
- The headline foreshadows... — Заголовок приоткрывает

2. Тема. Логические части.

- The topic of the article is... — Тема статьи
- The key issue of the article is... — Ключевым вопросом в статье является
- The article under discussion is devoted to the problem... - Статью, которую мы обсуждаем, посвящена проблеме...
- The author in the article touches upon the problem of... — В статье автор затрагивает проблему....
- I'd like to make some remarks concerning... — Я бы хотел сделать несколько замечаний по поводу...
- I'd like to mention briefly that... — Хотелось бы кратко отметить...

- I'd like to comment on the problem of... — Я бы хотел прокомментировать проблему...
- The article under discussion may be divided into several logically connected parts which are... — Статья может быть разделена на несколько логически взаимосвязанных частей, таких как...

3. Краткое содержание.

- The author starts by telling the reader that — Автор начинает, рассказывая читателю, что
- At the beginning of the story the author — В начале истории автор
 - describes — описывает
 - depicts — изображает
 - touches upon — затрагивает
 - explains — объясняет introduces — знакомит
 - mentions — упоминает
 - recalls — вспоминает
 - makes a few critical remarks on — делает несколько критических замечаний о
- The story begins (opens) with a (the) description of — описанием
 - statement — заявлением
 - introduction of — представлением the mention of — упоминанием
 - the analysis of a summary of — кратким анализом
 - the characterization of — характеристикой
 - (author's) opinion of — мнением автора
 - author's recollections of — воспоминанием автора
 - the enumeration of — перечнем
- The scene is laid in ... — Действие происходит в ...
- The opening scene shows (reveals) ... — Первая сцена показывает (раскрывает)
- We first see (meet) ... (the name of a character) as ... - Впервые мы встречаемся с (имя главного героя или героев)
- In conclusion the author
 - dwells on — останавливается на

points out — указывает на то
generalizes — обобщает
reveals — показывает
exposes — показывает
accuses/blames — обвиняет
mocks at — издевается над
gives a summary of — дает обзор

4. Отношение автора к отдельным моментам.

- The author gives full coverage to... — Автор дает полностью охватывает...
- The author outlines... — Автор описывает
- The article contains the following facts..../ describes in details...
– Статья содержит следующие факты / подробно описывает
- The author starts with the statement of the problem and then logically passes over to its possible solutions. — Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.
- The author asserts that... — Автор утверждает, что ...
- The author resorts to ... to underline... — Автор прибегает к ..., чтобы подчеркнуть ...
- Let me give an example... — Позвольте мне привести пример ...

5. Вывод автора.

- In conclusion the author says / makes it clear that.../ gives a warning that... — В заключение автор говорит / проясняет, что ... / дает предупреждение, что ...
- At the end of the story the author sums it all up by saying ... — В конце рассказа автор подводит итог всего этого, говоря ...
- The author concludes by saying that../ draws a conclusion that / comes to the conclusion that — В заключение автор говорит, что .. / делает вывод, что / приходит к выводу, что

6. Выразительные средства, используемые в статье.

- To emphasize ... the author uses... — Чтобы акцентировать внимание автор использует
- To underline ... the author uses... — Чтобы подчеркнуть ... автор использует
- To stress... — Усиливая
- Balancing... — Балансируя

7. Ваш вывод.

- Taking into consideration the fact that — Принимая во внимание тот факт, что
- The message of the article is that /The main idea of the article is — Основная идея статьи (послание автора)
- In addition... / Furthermore... — Кроме того
- On the one hand..., but on the other hand... — С одной стороны ..., но с другой стороны ...
- Back to our main topic... — Вернемся к нашей основной теме
- To come back to what I was saying... — Чтобы вернуться к тому, что я говорил
- In conclusion I'd like to... — В заключение я хотел бы ...
- From my point of view... — С моей точки зрения ...
- As far as I am able to judge... — Насколько я могу судить ...
- My own attitude to this article is... — Мое личное отношение к
- I fully agree with / I don't agree with — Я полностью согласен с/ Я не согласен с
- It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. — Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.
- I have found the article dull / important / interesting /of great value — Я нахожу статью скучной / важной/ интересной/ имеющую большое значение (ценность)

Exercise 1. Read the text and study the review.

Landslide inventories for climate impacts research in the European Alps
J.L. Wood, S.Harrison, L.Reinhardt

Landslides are subject to multiple triggers and processes and so classification provides a framework from which comparisons between differ-

ent types of landslide at different locations can be made. Classifying landslides by process and trigger assists with the evaluation of mitigation and remediation programmes. Precursors and trigger mechanisms vary between location and landslide class, and have been shown to influence the frequency of landsliding in certain areas due to differences in geology, lithology, topography, and terrain (Dai and Lee, 2001; Dapples et al., 2002; Soldati et al., 2004). This makes classification across a range of geologies and topographies paramount for the development of hazard mapping and landslide predictions.

While human decision making and infrastructure development are important determinants of landslide risk, landslide magnitude and velocity play a role in determining the extent of damage and risk to life. The two most commonly used methods of landslide classification take velocity, mechanism and material into consideration. The first, by Varnes (1978), is the most widely used classification and is based on process, morphology, geometry, movement and the type of material. These factors included in this classification allow for interrogation of the trigger mechanisms and antecedent conditions associated with the different landslide classes, particularly the inclusion of process, and movement. The second builds on this and additionally considers the size and rate of failure (Cruden and Varnes, 1996; Jakob, 2005). The Cruden and Varnes (1996) classification distinguishes landslides by velocity class, which ranks the risk on a scale from the low risk Class 1 (where mitigation works can reduce the risk from slow-moving slides), up to Class 7 (where there is an expectation for the loss of life). Both of these methods of classification are thus important for risk assessment and hazard evaluation.

Critical review. Sample.

The text reviewed is headlined “Landslides”. It is written by a group of authors, including J.Wood, S.Harrison and L.Reinhardt. The text deals with the classification of landslides. The main idea is that classification is very important for landslide predictions and evaluation of damage, and different methods can help achieve this goal.

The text starts with the analysis of precursors and trigger mechanisms of landslides. Basically, frequency of landslides depends on geology and topography of the area. For this reason, it is important to classify landslides according to the differences in location. Further on, the authors analyze the two most frequently used methods, i.e. The Varnes classification (1978) and The Cruder and Varnes classification (1996). The former

considers the process and movement, while the father includes the size and rate of failure and distinguishes landslides by velocity class.

Finally, the authors point out, that both methods are significant for 'risk assessment and hazard evaluation'.

Exercise 2. Read the following text and complete the sentences.

Strange and Wonderful

Christine Lindop. Australia and New Zealand

One of the most beautiful things you can see in Australia is Uluru, also known Ayers Rock. It is an enormous rock, alone in the middle of the desert south-west of Alice Springs. It is three kilometres long and 348 metres high, but 2,100 metres under the ground. Uluru is 600 million years old, and it is the largest rock of its kind in the world. Thousands of tourists come each year to walk round it and look at it. The best time to see it is at the end of the day, when its colour changes from yellow to gold, red and then purple. Uluru is a special place for Aborigines, and it belongs to the Aboriginal Pitjantjatjara people.

Then there is the world's longest coral reef, the 2,000 kilometre long Great Barrier Reef. Parts of the reef are 15,000 years old, and 1,500 different kinds of fish live there. It is very popular with tourists, who come to visit the islands and beaches, swim in the clear warm water, and take boat rides to see the fish and the coral.

Coober Pedy, which is about 960 kilometres north-west of Adelaide, is a really extraordinary place. Opals were first found here in 1915, and now ninety per cent of the world's opals come from here. But it is very dry and hot -40° or 50° for days at a time. So most people live under the ground in houses which are dug out of the rock. Here they can stay cool, and if they want a bigger house, they just dig another room! The Aboriginal name 'Coober Pedy' actually means 'man who lives in a hole.'

Lakes are usually cool and wet - but not in Australia. The big lakes of the desert are dry most of the time.

- A. The title of the text is... It is written by...It deals with
- B. According to the text ...Basically, ... In addition, ... Interestingly, ... Next, the author speaks about... Further on, she mentions... For this reason...
- C. Finally, Christine Lindop states that ... she provides the following examples, Lake byre ..., and lake Mungo...

Exercise 3. Read the following review and fill in the blanks, choose from the phrases below.

States, in conclusion, ect., while, is head lined, interestingly, however, is written by, deals with, main idea

The text under review physical properties of minerals'. If..... W. Matthews and the characteristics of minerals which are important for their recognition. The is that each mineral has certain properties by which it may be identified.

The text starts with a brief description of such properties as color, luster, hardness, Further on, Matthews gives a detailed analysis of hardness, the that hardness is resistance to scratching and is measured by Mohs scale, where talk has a hardness.....of one,.....diamond isgiven 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. – Давайте 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 секун-
дочку)? 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 по-
няли, 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.
- Hmm... I hadn't thought of that before. – Ммм... Не думал об этом раньше.
- It's new to me. – Это новая информация для меня.

Предлагаем собеседнику

- Let's – Давай...
- Why don't we (+ глагол в начальной форме)... – почему бы нам не (+глагол в начальной форме)...
- May be we will – Может быть
- We could... if you like it... –Мы могли бы ... если ты хочешь...
- If you don't mind, let's... – Если Вы не против, давайте...
- And what about (+Ving) – А как насчет ...?

- May be ... What do you think of it? – Может быть... Что ты думаешь об этом?
- If I were you I would ... – На твоём месте я бы... What if... – Что, если...
- What do you think about ... – Что ты думаешь насчёт...?

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 ...

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