



АНГЛИЙСКИЙ ДЛЯ СТУДЕНТОВ ГУМАНИТАРНЫХ ПРОФИЛЕЙ

Кызыл
2018

ФГБОУ ВО «ТУВИНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

АНГЛИЙСКИЙ ДЛЯ СТУДЕНТОВ ГУМАНИТАРНЫХ ПРОФИЛЕЙ

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Учебно-методическое пособие по английскому языку предназначено для студентов 1 курса университета, обучающихся по направлению подготовки «Зарубежное регионоведение» и других неязыковых гуманитарных профилей и специальностей. Пособие предназначено для совершенствования навыков коммуникативной деятельности и включает комплекс заданий на английском языке по лексике, грамматике, чтению и письму.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Настоящее учебно-методическое пособие предназначено для студентов первого курса гуманитарных профилей, в частности, для обучающихся по направлениям подготовки «Зарубежное регионоведение» (профили «Центральная Азия. Монголия» и «Центральная Азия. Китай») и «Педагогическое образование с двумя профилями» («История и Общество»), а также для желающих совершенствовать свои навыки владения английским языком.

Предлагаемое учебно-методическое пособие состоит из четырех разделов (модулей), посвященных темам «Страны. География», «История», «Культура», «Политика». Каждый модуль содержит несколько подразделов, рассматривающих такие аспекты как грамматика, лексика, чтение и письмо.

Учебно-методическое пособие призвано помочь студентам первого курса в овладении английским языком в объеме, необходимом для чтения и понимания текстов по направлениям подготовки.

В данном пособии используется обобщенный переводной материал научной и научно-популярной литературы на основе страноведческого материала. Так, рассматриваются такие сферы как история, культура, география, и политика США, Великобритании, России и Тувы. Текстовый материал подобран с учетом регионального компонента республики и вышеназванных стран и может служить основой для дальнейшего расширения словарного запаса в области современной научной терминологии и отработки навыков перевода.

Предлагаемые в пособии задания также направлены на тренировку грамматических и лексических навыков. Каждый модуль содержит блок заданий по развитию навыков чтения и письма.

В конце пособия приводится список литературы.

Цель данного курса – развитие и совершенствование лексических навыков по темам «Countries. Geography», «History», «Culture», «Politics».

Задачи:

- повысить у студентов уровень языковой компетентности;
- совершенствовать ряд ключевых умений в области письма, чтения и перевода текстов на английском языке и научить применять их на практике;
- обобщить и закрепить лексико-грамматический материал;
- развивать у студентов гибкость, способность ориентироваться в различных типах заданий;
- овладение студентами базовой терминологией по темам «Страны. География», «История», «Культура», «Политика»;
- развивать коммуникативные навыки студентов, обучить монологу, диалогу и пересказу;
- развивать самостоятельность при работе с текстами (работа со словарем).

MODULE 1.COUNTRIES.GEOGRAPHY

SPEAKING. INTRODUCING AND GREETING PEOPLE

Read expressions to greet people and introduce yourself or others.

	FORMAL	NEUTRAL	INFORMAL
GREETING	<u>How do you do?</u> - Здравствуйте	<u>Hello.</u> – Здравствуй(те). <u>How are you?</u> (inquiry about one's health) – Как дела?	<u>Hello!</u> <u>Hi</u> – Привет <u>How are you</u> <u>doing?</u> / <u>How is it</u> <u>going?</u> – Как дела? Как поживаешь? <u>What's up?</u> – Что новенького?
	<u>Good morning</u> / <u>Good evening</u> – Доброе утро / Добрый вечер	<u>Morning</u> / <u>Evening</u> – Доброе утро / Добрый вечер	
INTRODUCING YOURSELF	<u>May I introduce</u> <u>myself</u> / <u>Let me</u> <u>introduce myself.</u> <u>My</u> <u>name is ...</u> – Позвольте мне представиться. Меня зовут ... <u>Pleased to meet you.</u> <u>Mr. ... / It is nice to</u> <u>meet you.</u> <u>Mr.(Mrs.</u> <u>Ms) ...</u> - Приятно с вами познакомиться, господин (госпожа)...	<u>My name is ...</u> - Меня зовут ... <u>I am ...</u> - Я ...	
		<u>Pleased to meet you, ... / Nice to meet you,</u> <u>... - Приятно познакомиться / Рад(а)</u> <u>знакомству.</u>	

INTRODUCING SOMEONE	<u>Let me introduce you to ...</u> - Позвольте представить вам ... <u>I'd like you to meet Mr.(Mrs, Ms.) ...</u> - Я бы хотел(а) познакомиться вас господином (госпожой) ...	<u>Meet ...</u> - Познакомься(тесь) с ...	<u>This is ...</u> - Это ...
SAYING GOOD-BYE	<u>Good bye, Mr. (Mrs., Ms.) Have a nice day.</u> – До свидания, господин (госпожа) ... Хорошего дня. <u>Good morning / Good evening / Goodnight</u> – Доброго утра/ Доброго вечера / Доброй ночи.	<u>Goodbye ... - Bye-bye</u> – До свидания <u>See you</u> – До встречи	<u>Good-bye – Bye - Пока See you– Увидимся / До встречи</u>

WAYS OF ADDRESSING PEOPLE

Formal addressing

Adult male – Mr + surname: Mr Williams (we pronounce, but do not write ‘Mister’);

Married woman – Mrs + surname: Mrs Dame (pronounced ‘Missis’);

Unmarried lady – Miss + surname or name: Miss White or Miss Alice (pronounced ‘Miss’);

Married or unmarried woman – Ms + Surname: Ms Nolan (pronounced ‘Mizz’).

TASK. Read the article. What do you think is the most important piece of advice in the text?

What's in a name?

The first exchange between two people – and the first chance to make a good or bad impression – is often an exchange of names.

In the Eastern Hemisphere, name often shows social or family status and a mistake can be an insult. Using someone's first name before the person gives permission can also be very rude.

'What shall I call you?' is always the first question of one director of an international telecommunications corporation. 'It is better to ask many times,' he advises, 'than to get it wrong.' Even then, he says 'I treat people formally until they say "Call me Joe"'. 'Another world traveler always studies a list of important people he will meet, country by country, surnames underlined, on the flight there.

The next question is: How do you know which name is the surname? In China and Thailand the surname comes last. But the Thais use Mr with the first name and not the surname. The Taiwanese often have an extra first name before any of their other names – the polite way to address someone with the full name Tommy Ho Chin is Mr Ho. The Japanese are usually very formal, and you address them in the same way that they address you. When a Japanese person uses your first name, add *san* to his or her name. Don't use *Mr* or *Mrs*.

A bit complicated? The best thing to do is to ask.

SPEAKING TASK

Make up and practice dialogues suitable for the given situations:

a) At the airport (an official from the Ministry of Culture and the foreign delegation);

b) On a blind date (a young lady, her girl-friend, a young gentleman and his friend);

c) At a business meeting (an American businessman, his wife and his potential business partner);

d) At a birthday party of your group mate (you, your group mate and his/her friend);

GRAMMAR. **THERE IS / THERE ARE. SOME / ANY**

To say that something or somebody exists or is situated somewhere we use **there is / there are**.

There is Great Salt Lake in a desert area in the western part of the United States. – Большое соленое озеро находится в пустынной местности в западной части Соединенных штатов (В пустынной местности в западной части Соединенных штатов находится Большое соленое озеро).

With plural nouns you usually use **some** in statements and **any** in negative sentences and questions.

Statement: There are some great lakes on the northern border of the country. – На северной границе страны есть несколько больших озер.

Negative sentences:

There isn't any fresh water on the island. – На острове нет (никакой) пресной воды.

There aren't any high mountains in the state. – В штате нет (никаких) высоких гор.

Questions:

	Question	Short answer
Singular	<u>Is there a</u> desert near your town? – Около вашего городка есть пустыня?	Yes, <u>there is</u> . / No, <u>there isn't</u> . Да (есть). / Нет.
Plural	<u>Are there any</u> deserts near your town? – Около вашего городка есть (какие-нибудь) пустыни?	Yes, <u>there are</u> . / No, <u>there aren't</u> . Да (есть). / Нет.

EXERCISES

A1. Study the vocabulary list. Translate unknown words.

a) Nouns:	b) Verbs:	c) Adjectives:
area	be considered	arid
basin	be located	arctic
border	be known	semi-arid
chain	be situated	temperate
climate	flow into	tropical
coast	run	
continent	vary	

country		
desert		
east		
elevation		
gulf		
island		
lake		
land area		
level		
north		
ocean		
plain		
range		
river		
south		
state		
summit		
west		

A2. Read about the geography of the United States of America. Translate the text paying attention to the use of *there is* and *there are*.

The Geography of the United States

The United States is the fourth largest country in the world in land area and third in number of population. The area of the country is about 9,400,000 km². Its population is about 324 million people. The most populated city is New York which is followed by Los Angeles and Chicago.

Forty-eight of the fifty states are in the middle of the North American continent between the Atlantic Ocean on the east and the Pacific Ocean on the west. It is about 3000 miles (4800 kilometres) from the east coast to the west coast and about 1500 miles (2400 kilometres) from the Canadian border on the north to the Mexican border on the south. There is the island state of Hawaii in the Pacific Ocean, and the state of Alaska northwest of Canada.

The two main mountain ranges run north and south – the Appalachian Mountains in the eastern part of the United States and the Rocky Mountains in the west. Between them there are the Great

Plains. There is another mountain chain west of the Rockies – the Sierra Nevada and the Cascade ranges. The ten highest major summits of the United States are all situated in Alaska. Denali, which is also known as Mount McKinley for its former official name, is the highest mountain peak in North America. It has a summit elevation of 20,310 feet (6,190 m) above sea level.

The longest river in the United States is the Mississippi. The Missouri and Ohio Rivers flow into the Mississippi, and the Mississippi flows south into the Gulf of Mexico. The major rivers in the western part of the United States are the Colorado and the Rio Grande. The highest mountains of the Rockies form the Continental Divide. Rivers to the east of the divide flow east, and rivers to the west of it flow into the Pacific Ocean.

The Great Lakes on the northern border of the country are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. There is Great Salt Lake in a desert area in the western part of the United States. The Mojave, the Gila, and the Painted Deserts are in the south-western part of the country.

The climate of the United States also varies depending on location. It is considered mostly temperate but is tropical in Hawaii and Florida, arctic in Alaska, semiarid in the plains west of the Mississippi River and arid in the Great Basin of the southwest.

A3. Complete the table with the geographical names from the text.

Geographical objects	Geographical names
Oceans	<i>the Pacific Ocean, ...</i>
Mountains and mountain ranges	<i>The Appalachian Mountains, ...</i>
Rivers	<i>The Mississippi, ...</i>
Lakes	...
Deserts	...
States	...
Cities	...

A4. Find in the text the English equivalents of the following word combinations:

а) по численности населения;

- b) густонаселенный город;
- c) с восточного побережья до западного побережья;
- d) к северо-западу от Канады;
- e) на западе;
- f) в восточной части страны;
- g) между ними находятся;
- h) бывшее название;
- i) высота вершины;
- j) над уровнем моря;
- k) впадает в залив;
- l) на северной границе страны;
- m) в пустынной местности;
- n) варьируется в зависимости от местонахождения;
- o) по большей части умеренный климат.

B. Complete the text using *there's*, *there isn't*, *there are*, *there aren't*.

My name is Ayas. I am from the Republic of Tuva. My motherland is famous for its water resources: _____(1) a lot of rivers, lakes and mineral springs. The largest rivers of Tuva are the Yenisei and the Khemchik. In the west of the republic _____(2) the highest mountain Mongun-Taiga which has a summit elevation of 3,976 meters above sea level. Also _____(3) Sayan Mountains with peaks from 2000 to 3000 meters in height in the north and in the east of the country.

I live in a village that is located not far from the Mongolian border. _____(4) a beautiful lake about half a kilometer from our house. Also _____(5) a beautiful forest, and beyond the forest _____(6) a high rocky mountain. The village is very small. _____(7) any supermarkets and restaurants, but _____(8) two shops and a post office. People think that _____(9) nothing to do there. In fact, the youth try to leave the village for the city. _____(10) a lot of unemployed people in our village, but _____(11) any drunk and alcoholics. Local people are very modest and hard-working.

Anyway, I believe that _____(12) a lot of opportunities for improvement of our home village and its area.

GRAMMAR. COMPARATIVES AND SUPERLATIVES

Here are the ways of forming the comparatives and superlatives by adjectives and adverbs.

All one-syllable and some two-syllable adjectives and adverbs:

- ending in a consonant or 'e': *long – longer than – the longest, large – larger than – the largest;*

- ending in a single vowel followed by a single consonant: *hot – hotter than – the hottest;*

- ending in 'y': *lucky – luckier than – the luckiest.*

Irregular adjectives and adverbs

- *good – better than – the best; bad – worse than – the worst; far – further than – the furthest; many/much – more than – the most; little – less than – the least.*

Adjectives or adverbs that have two or more syllables: *beautiful – more beautiful than – the most beautiful; picturesque – more picturesque than – the most picturesque.*

Also in comparisons (or in negative comparisons) a pattern **(not) as ... as** is usually used: *The land area of the United States is not as large as the land area of Canada.*

EXERCISES

C1. Read an article paying attention to the use of superlatives.

Mount Everest: The Highest Garbage Dump in the World?

Most people know that Mount Everest is the highest mountain in the world. However, there is another fact that many people don't know: it has become one of the dirtiest mountains in the world.

Mount Everest is one of the toughest and most exciting mountains to climb on Earth. It is not the coldest or the windiest place on Earth, but it comes close! These challenges make it one of the most attractive mountains for serious climbers. Since 1952, over 3500 climbers have reached the top. Unfortunately, most of them have left equipment and trash on the mountain.

In fact, trash is now one of the biggest threats to the environment on Mount Everest. Local organizations have brought

tons of trash down from the mountain. One of the most interesting projects handed over more than a ton of tin cans, glass bottles, and old climbing tools to artists in Nepal. The artists used the trash to create works of art. Then, they sold the art to raise money for local charities. The least expensive work of art cost \$17, and the most expensive one cost \$2400.

C2. Choose the correct word to complete each statement.

- a) According to the reading, Mount Everest is very *clean* / *dirty*.
- b) Climbing Mount Everest is very *difficult* / *easy*
- c) The Everest is *an unusual* / *a popular* mountain for serious climbers.
- d) Climbers *rarely* / *often* leave trash on Mount Everest.
- e) People create *art* / *charities* from the trash on Mount Everest.

C3. Complete the table with superlatives from the article.

Adjectives with <i>-est</i>	Adjectives with <i>most</i>
the highest, ...	most exciting, ...

D. Translate the sentences into English.

- a) Самый густонаселенный город в России это Москва.
- b) Гора Денали самая высокая в Соединенных штатах Америки.
- c) Но Денали ниже, чем Эверест.
- d) Самые большие реки в Туве это Енисей и Хемчик.
- e) Енисей намного больше, чем Хемчик.
- f) Монгун-Тайга – самая высокая гора в Республике Тыва.
- g) США меньше России по территории, но больше по численности населения.

E. Compare the countries using the information below.

Country	RUSSIA	CANADA	AUSTRALIA
Total area (thousand square km)	17,075	9,971	7,741
Population (million people)	144	36	24
Average life expectancy	70	82	82

Example: *Average life expectancy rates in Russia are less than in Canada or Australia.*

The average life expectancy rates in Canada are as high as in Australia.

The total land area of Australia is ...

The number of population in Canada isetc.

PARAGRAPH WRITING

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, or the topic. The rest of the sentences in the paragraph support that point.

A paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence.

1) The topic sentence tells what the topic the paragraph is going to discuss;

2) The supporting sentences give details about the topic.

3) The concluding sentence summarizes the main points or restates the topic sentence in different words.

Here are some signal phrases for supporting and concluding sentences:

- followed by a comma: *All in all, ... In fact, ...In brief, ... Indeed, ... In short, ...For example, ... For instance, ... In summary, ... To conclude,... To summarize, ... To sum up, ...;*

- no comma: It is clear that... These examples show that ...
You can see that... ... *such as* ...

WRITING TASK

Write a paragraph about the geography of Russia. Do not forget to mention the following aspects:

- a) land area;
- b) population;
- c) administrative division;
- d) big cities;
- e) high mountains;
- f) large rivers and lakes;
- g) climate.

MODULE 2. HISTORY

GRAMMAR.TYPES OF QUESTIONS.ASKING FOR INFORMATION

	STRUCTURE	EXAMPLE
GENERAL (YES / NO)	(1) (2) (3) (...) Auxiliary + Subject + Verb + ...? Is/Are You interested in...? Was/Were ... built in 1930? Do/Does He work....? Did ... go to ...? Have ... finished...? Will, would ...travel....?	Is he joking? Was your house built before 1950s? Do you like sweets? Did Columbus discover America? Have they got the south of the country?
SPECIAL (WH-)	(1) (2) (3) (4) (..) Question word + Auxiliary + Subject + Verb...? What, when, do... they want? where, why, which, how	What are you doing? When did she go out? Where was he coming from? Why have I got mad?
SUBJECT (WHO, WHAT)	(1) (2) (...) Question word + Verb + ...? WHO discovered Siberia? WHAT is to the south of Tuva?	Who gave birth to you? What is there?

EXERCISES

A. Ask the questions to the underlined words.

a) American slave traders captured black Africans and forced them to work on plantations.

b) The Por-Bajyn fortress was built in the middle of the 8th century.

c) The Spanish settled mainly in the southwest.

d) They were managers, priests, and soldiers.

- e) There were about twenty-five million ‘native Americans’.
 f) There are five main styles of throat-singing in Tuva.
 g) Twenty-five million Europeans immigrated to America.
 h) They burn a straw dummy of Maslenitsa to say goodbye to winter.
 i) After the Gold Rush in California, 100,000 poor Chinese came to work in mining camps and on the railroad.
 j) Christopher Columbus discovered North America.

SPEAKING ABOUT THE PAST. PAST SIMPLE

We use the Past Simple:

1) when we are talking about an event that happened at a particular time in the past:

The performance started at half past six.—*Спектакль начался в половину седьмого.*

2) when we are talking about something that continued for some time in the past: *Jane worked hard all the month.* – *Джейн усердно трудилась весь месяц.*

3) when we are talking about something that happened several times in the past: *Sometimes we stayed at home and watched films.*—*Иногда мы оставались дома и смотрели фильмы.*

4) we use the structure **used to** talking about habits in the past: *They used to dine out on Sundays.*—*Они имели привычку обедать (бывало, обедали)не дома по воскресеньям.*

	Statements	Negative sentences	Questions
structure	(1) (2) (...) Subject + Verb: Regular –ed Irregular 2nd f.	(1) (2) (3) .. Subject+didn't+Verb и	(1) (2) (3) (4) Did + Subject + Verb +?
Example	<i>Lenin died in 1924.</i> (‘die’ is a regular verb). <i>Mary came in time.</i> (‘come’ is an irregular verb)	<i>You didn’t reach the town.</i> <i>Angela didn’t find her Andy among soldiers.</i>	<i>Did he meet your parents?</i> <i>Did they like him?</i>

Time expressions associated with the Past Simple Tense:
at 10 o'clock, in the morning / evening, at night;
yesterday, the day before yesterday, the night before last;
yesterday morning / afternoon / evening;
last year / month / week / night;
in 1990, in the 50s, in the 20th century;
some years / months / days ago; the other day.

EXERCISES

B1. Study the vocabulary list. Translate unknown words.

a) Nouns	b) Verbs	c) Adjectives
annexation conquest Cossack detachment empire fur government official invasion trading post tribute tsar	capture cross defeat establish expand found hire subdue	commercial separate

B2. Read the text.

Conquest of Siberia

The Russian invasion to Siberia began in 1581. At that time the rich Stroganov family created a great commercial empire to the west of the Ural Mountains. Stroganov hired a Cossack detachment led by Yermak to defeat the Khanate of Sibir on the other side of the Urals to expand his empire. In 1582 Yermak and his men crossed the Ural Mountains and captured the capital of Sibir. Thus began a period of conquest of Siberia by Russians.

After the annexation of Sibir, Russians moved to the east, to the Pacific. It took the conquerors 60 years to reach the Pacific Ocean.

Cossacks and government officials subdued local population, either by force or by gifts. They made them pay tribute in fur to the Russian tsar. The new forts and trading posts were built to control the territory of Siberia. In 1586, Tyumen was established and a year later Tobolsk. The town of Tomsk was founded on the Tom River in 1604 and in 1607 to the north a trading post, Turukhansk, was built. In 1632, a Cossack leader, Pyotr Beketov, established a fort on the Lena River, which is now known as Yakutsk. When the Russians got to the coast of the Pacific Ocean in 1649 they founded Okhotsk, the first Russian settlement in the Russian Far East. In 1648, the famous explorer Semen Dezhnev sailed around the far northeastern tip of the continent and discovered that Asia was separate from North America.

B3. Complete the table with the past verb forms from the text.

Regular verbs	Irregular verbs
created, ...	began, ...

B4. Find in the text the English equivalents of the following word combinations:

- a) с целью расширить свои владения;
- b) захватили столицу;
- c) отряд, возглавляемый Ермаком;
- d) после насильственного присоединения;
- e) подчинили местное население;
- f) платить дань мехом;
- g) были построены, чтобы контролировать территорию;
- h) был основан;
- i) был учрежден;
- j) русское поселение;
- k) Российский Дальний Восток;
- l) северо-восточный мыс.

B5. Answer the questions.

- a) Who hired the Cossacks to conquer new territories for his land?
- b) When did the conquest of Siberia begin?

- c) How long did it take to Russian settlers to get to the Pacific Ocean?
- d) Why did Russians build settlements and forts?
- e) How did the Cossacks make the aboriginal population pay the tribute to the Russian tsar?
- f) Who discovered the fact that Asia and America are different continents?

C. Open the brackets using the appropriate verb form.

Around the beginning of our era, tribes of nomads from the inner territories of Central Asia, the Huns and related Turkic tribes - _____ (1. Penetrate) Tuva. In the second half of the first millennium AD¹, Tuva _____ (2. Become) a part of the major state of the ancient Turkic Kaganate, the boundaries of which _____ (3. Stretch) from China to Central Asia. The ancient Turks already _____ (4. Have) a written language. Later, Tuva _____ (5. Be inhabited) by ancient Uighurs and Mongolian tribes, which _____ (6. Integrate) into the Tuvan population.

D1. Match the sentence parts.

1) Christopher Columbus	a) were native Americans
2) The Indians	b) explored South America to find adventure and gold
3) European explorers	c) wanted to sail to China but discovered North America
4) The Spanish	d) came to teach the Indians
5) Priests	e) crossed the Atlantic to learn about the New World
6) The British and the French	f) explored North America

¹AD - 'Anno Domini' — латинское выражение, означающее время (годы, века) нашей эры (Н.Э.). BC — 'Before Christ' — выражение, означающее время (годы, века) до нашей эры (ДО Н.Э.).

D2. Now read the text and check your answer in D1.

Exploration of North America

In 1492 Christopher Columbus was trying to find a way from Europe to the Far East. But he didn't get to China. Instead, he found some islands in the Atlantic Ocean near North America. He thought he was near the Indies, so he called the people Indians. The Indians were native Americans. By accident, this sailor from Spain discovered a new world.

Soon other European explorers sailed across the Atlantic to learn about this exciting discovery. The Spanish explored South America in search of adventure and gold. Priests came to teach the native people.

The British and the French explored North America. Explorers travelled into the interior and discovered many beautiful forests, valleys and rivers.

D3. Translate the words and word combinations:

The Far East, instead, native, by accident, sailor, soon, explore, discover, search, adventure, priest, interior, valley.

E1. Read the text.

Colonization

The Spanish established the first permanent settlement in North America. It was St. Augustine, now in the state of Florida. The British established their first permanent settlement at Jamestown, Virginia, in 1607.

People from Spain, France, Holland, England, and other countries started other villages on the east coast of North America. Thirteen settlements became colonies of England. They were Virginia, Massachusetts, Maryland, Rhode Island, Connecticut. New Hampshire, North and South Carolina, New York, New Jersey, Pennsylvania, Delaware, and Georgia.

Some of the native people were friendly to the colonists and taught them about the land. But other Indians attacked them. The settlers killed many Indians and took their land. They pushed the Indians to the west.

E2. Write T for true and F for false. Correct the false sentences.

1. ____The British established the first permanent settlement in North America at St. Augustine, Florida.
2. ____The first Spanish settlement was at Jamestown, Virginia, in 1607.
3. ____Thirteen European settlements on the east coast became colonies of Spain and France.
4. ____Some of the settlers were friendly to the native Americans and taught them about the land.
5. ____The colonies killed many Indians and pushed them to the west.

E3. Translate the sentences into English.

- 1) Итак, тринадцать поселений стали английскими колониями.
- 2) Испанцы основали свое первое постоянное поселение в Сент-Августине в современном штате Флорида.
- 3) Люди из Испании, Франции, Голландии, Англии, и других стран поселились на восточном побережье Северной Америки.
- 4) Некоторые коренные жители были дружелюбны по отношению к колонизаторам.
- 5) Колонизаторы истребили много индейцев и захватили их землю.
- 6) Поселенцы вытеснили местных жителей к западу.

F. Match the years to the events from the United States history:

- In 1970s; in 1945; in 1492; in 1950s; in 1929; in 1776; in 1941; in 1789; in 1917; in 1861; in 1500s; in 1775; in 1840s; in 1960s;
- 1) Christopher Columbus discovered North America. _____
 - 2) European explorers and settlers came to the new land for gold, adventure, and freedom. _____
 - 3) Thomas Jefferson wrote the Declaration of Independence, and the colonies approved it. _____
 - 4) George Washington became the first President. _____

5) Millions of Europeans came to America as workers during the Industrial Revolution. _____

6) Americans fought against one another in the Civil War between the North and the South. _____

7) The nation fought in the First World War. _____

8) The Great Depression began with the stock market crash. Banks, factories, and farms shut down, and many Americans were unemployed. _____

9) The United States entered the Second World War when Japan attacked the Hawaiian Islands. _____

10) The United States dropped the first atomic bombs, and the world entered the Nuclear Age. _____

11) Because of its distrust of and competition with the Soviet Union and other Communist nations, the United States entered a time of Cold War. Americans fought in the Korean War. The Civil Rights Movement began, and black and white Americans fought against segregation (separation of the races). _____

12) Americans fought in the Vietnam War. _____

13) The United States put the first men on the moon in the Apollo program. _____

G. Read and translate the article.

Desert Art

The mysterious desert drawings known as the Nazca lines have puzzled people since they first become widely known in the late 1920s. Before air travel in Peru began, it was impossible to get a clear view of the giant drawings of the spider, monkey, and hummingbird. Yet the Nazca people who made these patterns 2,000 years ago couldn't have seen them from above. One of the first formal studies of the lines was by Maria Reiche. She spent half a century working for their conservation and was convinced that the lines must have been part of an astronomical calendar. Other people thought they might have been ancient Inca roads or irrigation systems. The weirdest idea was that they could have been landing strips for alien spacecraft!

This region of Peru is one of the driest places on Earth and yet successful societies, including the Nazca, lived here. Water must

have had an incredible significance to these societies, so perhaps the lines were related to it. We know that the Nazca River, which comes down from the nearby mountains, runs underground for about nine miles before suddenly resurfacing. This must have seemed an astonishing, even sacred, phenomenon to ancient societies. It has also become clear that there are other huge drawings in the area, not just the ones in the desert. Many are much older than the Nazca figures, so the same group of people can't have created them. It now seems that the Nazca lines may have been part of a long tradition of ceremonial activities connected to water and religious beliefs.

WRITING A NARRATIVE PARAGRAPH

Narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order signals to organize your sentences:

1) Words: *Finally, ... First (second, third, etc.), ...Then, ... Later, ... Meanwhile, ... Next, ... Now ... Soon...*

2) Phrases: *At last, ... At 12 o'clock, ... After a while, After that, ... Before that, ... in the morning, ... In 1960... The next day (month, year, century, millennium), ...*

WRITING TASK

Write a narrative paragraph on one of the periods of history (150 – 200 words). Use no less than ten time order signals.

MODULE 3. CULTURE

DISCUSSION

A1. Discuss the following issues:

- What is culture? Think of associations or synonyms of the word ‘culture’. Make your own list of words connected with the meaning of ‘culture’.
- Think of adjectives suitable with the word ‘culture’. Find the ‘descriptions’ for culture.
- Think of nouns described with an adjective ‘cultural’.

A2. Read the definitions of the term ‘culture’ and think of examples of cultural aspects.

‘Culture’ is a term that describes the entire way of life shared by a group of people. Cultural richness includes diversity in anything that has to do with how people live: music, art, recreation, religion or beliefs, languages, dress, traditions, stories and folklore, ways of organization, ways of interacting with the environment, and attitudes toward other groups of people.

It’s important to understand cultural richness at different scales, from individual identities to groups and societies—local, regional, national, and global. Cultural landscapes are continually changing due to migration, globalization, and modernization. All of these factors impact forces of cooperation and conflict among communities.

A3. Read the text and summarize it a few sentences.

UNESCO World Heritage Sites

A World Heritage Site is a place of cultural or natural heritage "considered to be of outstanding value to humanity," according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the group that oversees the selection and preservation of these valuable places.

As of 2016, there were 1,052 properties on the World Heritage list: 814 of cultural significance, 203 of natural significance, and 35 of mixed value. Each year, nations that choose to participate may

nominate sites to be added to the list. A committee evaluates the nominations and decides whether they should be included. Listed properties must meet at least one of 10 criteria. Examples of the criteria include that a site represent a "masterpiece of human creative genius," or that it is an area of "exceptional natural beauty." Participating nations agree to maintain and protect listed sites.

A4. Which of these spheres can be considered as cultural? Add the words.

<i>Theatre</i>	<i>Television</i>	<i>Internet</i>	<i>Cinema</i>	<i>Film-making</i>
<i>Show-biz</i>				
<i>Food</i>	<i>Business</i>	<i>Music</i>	<i>Painting</i>	<i>Architecture</i>
<i>Medical Care</i>				
<i>Design</i>	<i>Festivals</i>	<i>Literature</i>	<i>Art</i>	<i>Education</i>
<i>Society</i>				
<i>Ethnography</i>	<i>Politics</i>	<i>Advertisement</i>	<i>Mass Media</i>	
<i>Fairytales</i>				

SPEAKING ABOUT CUSTOMS AND HABITS

PRESENT SIMPLE

We use the Present Simple to talk about customs and habits:

In my country men go to restaurants on their own. – В нашей стране мужчины ходят в рестораны самостоятельно.

We don't ask personal questions. – Мы не отвечаем на личные вопросы.

We use adverbs of frequency to say how often things happen: ***always, usually, often, sometimes, never.*** *They always take their shoes off. – Они всегда снимают обувь.*

EXERCISES

B1. Complete the sentences with six of the given verbs.

sing, go, visit, want, live, talk, arrive, think, stay, take, offer, drink, ask, sit, accept, put, send, take off, wear

- 1) We often _____ friends on Saturdays.
- 2) We usually _____ a small gift for our host or hostess.
- 3) We don't usually _____ about religion or politics.

- 4) We don't usually _____ personal questions.
- 5) We usually _____ coffee at the end of a meal.
- 6) We don't often _____ to restaurants with friends.

B2. Write the sentences about hospitality in your country. Use the verbs in A1. *For example: We usually offer a cup of tea when guests arrive.*

C1. Read about hospitality rules in different countries. Match the countries to the paragraphs.

Germany

Saudi Arabia

Britain

Japan

Make yourself at home

1) In my country, men usually go to restaurants on their own. They always take their shoes off before they go in. Then they usually sit on the floor around a small, low table. In the evening they often sing songs.

2) You usually take chocolates or flowers. But you always take an odd number of flowers, and you remove the paper before you give them to the hostess. You can also send flowers before you arrive. You don't usually take wine except when you visit very close friends.

3) We always offer our guests something to drink when they arrive, tea, coffee or perhaps water or soft drinks. We think it is polite to accept a drink even if you're not thirsty. If you visit someone you always stay for a few drinks. When you have enough to drink, you tap your cup or put your hand over it. If you say no, your host will insist that you have more to drink.

4) People's private lives are very important so they never ask you personal questions about your family or where you live or your job. They never talk about religion or matters of finance, education, politics, but usually stay with safe subjects like the weather, films, plays, books and restaurants.

5) It's difficult to know when to leave, but an evening meal usually lasts about three or four hours. When the host serves coffee, this is sometimes a sign that the evening is nearly over, but you can have as much coffee as you want.

6) If the invitation says eight o'clock then we arrive exactly at eight. With friends we know well, we sometimes arrive about fifteen minutes before.

7) Obviously it depends on the occasion, but most dinner parties are informal. The men don't usually wear a suit, but they may wear a jacket and tie. Women are usually smart but casual.

C2. Now match the following headings with the paragraphs in C1.

- a) Type of clothes;
- b) Length of stay;
- c) Refreshments;
- d) Special customs;
- e) Gifts;
- f) Topics of conversation;
- g) Time of arrival.

C3. 1 Fill in the blanks in the following sentences by forming a word from one of the words below.

over offer odd informal occasion meet hurry
you exactly arrive say remove journey coffee

- 1) He usually _____ his guests something to drink when they _____.
- 2) You always take an _____ number of flowers, and you _____ the paper before you give them.
- 3) Obviously it depends on the _____, but most dinner parties are _____.
- 4) When you have had enough to drink, you tap _____ cup or put your hand _____ it.
- 5) If the invitation _____ eight o'clock then we arrive _____ at eight.
- 6) Norman works in New York City and the _____ takes an hour, so he _____ to catch his train.
- 7) Tony de Valera takes a _____ break between _____.

D1. Read the text about folk arts of Tuva and translate the underlined words and word combinations.

Folk Arts of Tuva

Tuvan people have preserved diverse forms of folk art. They are stone-carving, ornamentation, jewelry and various musical instruments, among which are bowed, plucked, struck, and wind instruments. Some of them date back to very ancient times, while others appeared later, with the penetration of Buddhism into Tuva.

There are a lot of heroic legends, tales about everyday life, cattle breeding and hunting, children's fairytales, sayings, and proverbs play an important role in the folk tradition and in culture in common. Melodic recitations relating to work and everyday life, religious songs and folk tunes, lullabies, and long lyric songs are of a particular importance and were familiar to every Tuvan.

D2. Get ready with a project on one of the aspects of Tuvan folk art. In your short talk do not forget to mention:

- a) Style of folk art;
- b) Peculiar features of the style that make it different from other styles;
- c) People famous for their works of art;
- d) Famous masterpiece works.

HOLIDAYS

E1. Answer the questions about Independence Day.

- 1) When did the holiday begin?
- 2) What group(s) of people began the holiday?
- 3) What did these people do?
- 4) What is the meaning of the holiday?
- 5) When do Americans celebrate this holiday?
- 6) What do people do to celebrate this holiday?

E2. Now read the text and check your answers. Translate the text into Russian.

Independence Day

On July 4 the Americans celebrate their national holiday — Independence Day. The United States gained independence as a result of gradual and painful process. By the mid 1700's, it became difficult for thirteen British colonies in the New World to be ruled by a king 3000 miles across the ocean. The British Empire imposed high taxes upon the colonies.

In 1774, the First Continental Congress drew up a list of grievances against the British crown. This document was the first draft of the document that would formally separate colonies from England.

In 1775, the Revolutionary War began. During the Revolutionary War some of the American settlers wanted to declare the independence of the colonies from British rule. On July 2, 1776, the Second Continental Congress presented a second draft of the list of grievances. On July 4, the Continental Congress approved the Declaration of independence.

This historic document contains several important principles of American government. It says that “all men are created equal”, all people have the right to “life, liberty, and the pursuit of Happiness,” and government can exist only with “the consent of the governed.”

Congress adopted the Declaration of Independence, and the delegates of the thirteen colonies, now new states, signed the document on July 4, 1776. The Liberty Bell in the State House of Philadelphia rang out that day.

On July 4, Americans have holiday from work. Now Americans celebrate July 4 as the birthday of the United States. People have day-long picnics with favorite food like hot dogs, hamburgers, potato salad, baked beans. Lively music is heard everywhere. People play baseball or compete at three-legged races or pie-eating or water-melon-eating contests.

Some cities have parades with people dressed as the original founding fathers who march to the music of high school bands. In the evening people gather to watch firework displays. Wherever

Americans are around the globe, they will get together to celebrate Independence Day.

F1. Study the list of official holidays in Russia. Write the dates of their celebration.

1. New Year Holiday _____
2. Orthodox Christmas Day _____
3. Defender of the Fatherland Day _____
4. International Women's Day _____
5. National Flag Day _____
6. Spring and Labour Day _____
7. Victory Day _____
8. Russia Day _____
9. Unity Day _____

F2. Now think of official holidays in Tuva. Write the dates of their celebration, their names and point what they symbolize.

- 1) _____February: _____

- 2) _____May: _____

- 3) _____August: _____

WRITING

G1. Complete the paragraph with time order signals from the lists provided. Use each word or phrase once. There is more than one possible word or phrase to fill in some of the blanks. Use these words and phrases:

- first
- on the night before Thanksgiving
- about 3 o'clock in the afternoon
- then
- after that
- after dinner
- in the morning
- soon

- before taking the first bite
- finally

Thanksgiving

Thanksgiving in the United States is a day for families to be together and enjoy a traditional meal. (1) _____ our mother bakes a pumpkin pie, the traditional Thanksgiving dessert. (2) _____ she gets up early to prepare the other traditional dishes. (3) _____ she makes dressing. (4) _____ she stuffs the turkey with the dressing and puts the turkey into the oven to roast. (5) _____ she prepares the rest of the meal. She cooks all day long. (6) _____ the family sits down at the table. (7) _____ everyone around the table says one thing that they are thankful for. (8) _____ we can begin to eat. We stuff ourselves just as full as Mother stuffed the turkey earlier in the day! (9) _____ we are all groaning because we have eaten too much. (10) _____ we collapse on the living room sofa and watch football games on TV. No one moves for at least two hours.

A FOLKTALE

A folktale is a traditional story that has been passed down orally from one generation to the next until someone finally writes it down. Every culture is rich in folktales. This one is from Japan.

G2. Read a folktale finding out the time order signals in it.

Omusubi Kororin (The Tumbling Rice Balls)

A Folktale from Japan

Once upon a time, an old couple lived in the countryside. They were happy, but they were poor. One day, the old man went to work in the forest and took his usual lunch of three rice balls. During lunch, he dropped a rice ball, and it rolled into a hole in the ground. He heard happy singing coming from the hole, so he dropped the other two rice balls into it. Inside the hole, some mice were having a

party. They thanked him for the rice balls and invited him to join them. After a while, the mice told him to choose a box as a reward for his generosity. He could choose a big box, or he could choose a small one. He thought about taking a big box, but he finally chose a small one. Back at home, he and his wife discovered that the box was full of gold coins.

A greedy neighbor heard about their good fortune and quickly made plans to visit the same hole. At the hole, he pushed several rice balls into it, and sure enough, the mice invited him in. The greedy man wanted all of the mice's gold, so he pretended to be a cat. He started meowing loudly, and the frightened mice ran away. The gold disappeared with the mice, so the greedy man got nothing, not even rice ball.

MODULE 4.POLITICS

DESCRIBING PERSONALITY

To describe a person's character we use following patterns:

- Subject + to be (am/is/are) + Adjective: *My husband is very affectionate.* - *Мой муж очень любящий.*
- Subject + have got/has got + (Adj+Noun Phrase): *He has got a very impulsive character.* - *У него очень импульсивный характер.*

A1. Read the adjectives describing the character. Which words have positive meaning? And which of them are negative? Write the words in two columns. Find the equivalents in Russian and Tuvan.

+ Positive meaning	- Negative meaning
Affectionate, ...	Aggressive, ...

Affectionate, aggressive, ambitious, anxious, big-headed, boring, bossy, charismatic, creative, courageous, dim, impulsive, intelligent, reliable, social, sympathetic, talkative, upbeat.

A2. Describe your close friend's character. Use *He/She is ...* and *He/She has got...*

President Kennedy

John F.Kennedy was President for only three years, from 1961 to 1963, but his personality and ideas changed America. He was both the first Roman Catholic and the youngest President in the history of the country. He set clear goals for America. For example, he promised that the United States would land a man on the moon before 1970.

Kennedy supported the ideas of Martin Luther King, Jr. and fought for civil rights, fair housing, and programs to stop poverty. He asked Congress for more money for education and medical care for elderly people.

Kennedy was against Communism. For example, when the Soviet Union put missiles in Cuba, he sent United States ships to surround the island. But he believed that the best way to fight

Communism was not by sending armies but by attacking poverty and injustice. He organized the Alliance for Progress to help the countries of Latin America. He started the Peace Corps and sent Americans to over sixty countries in Africa, Asia, and South America. These young volunteers worked and lived with people, built schools, and taught farmers more modern methods.

Kennedy was a man for the future. He worked to stop the testing of nuclear weapons. But on November 22, 1963, he was assassinated.

VOCABULARY EXERCISES

C1. Match the term and its definition.

Word	Meaning
<i>to abandon</i>	V. to leave something behind; to give something up
<i>to back</i>	V. to give support to
<i>a ballot</i>	N. the piece of paper you write your vote on
<i>to campaign</i>	V. to advertise oneself (or someone else) as a
<i>election</i>	to work towards getting oneself (or someone else) elected candidate in an upcoming
<i>a campaign</i>	N. 1) the process of trying to get oneself (or someone else) elected; 2) an attempt or series of attempts to achieve a goal
<i>to cast (a ballot)</i>	V. to put (your ballot) in the ballot box
<i>connections</i>	N. social relationships which allow you certain opportunities; the people you know who can help you (get a job, raise money, gain power, etc.)
<i>to debate</i>	V. to have a structured, formal argument about a controversial topic
<i>a debate</i>	N. a structured, formal argument on a controversial topic
<i>to elect</i>	V. to choose someone to be a leader through a democratic vote
<i>an election</i>	N. the process of choosing a leader through a democratic vote
<i>to run for president</i>	V. to campaign to be president, to try to become president

<i>to vote</i>	V. to formally express one's choice in writing or by raising one's hand; to make one's choice in an election
<i>a vote</i>	N. the act of formally expressing one's choice in writing or by raising one's hand

C2. Fill in all the gaps using the given vocabulary.

abandoning ballot campaign cast connections
debates elect to back to run for President vote

Sharine: Tony, I have been hearing so much in the news about different presidential candidates. Can you tell me a little about how Americans _____ their President?

Tony: Well, it's a long process. We start off by deciding who the official candidate for each political party will be. Usually, a person first announces that he or she wants _____. If you want to be your party's official candidate, you need to raise money and gather support from party members. Candidates usually let people know what they represent. They give speeches, meet with community leaders, and participate in _____. This process lasts for several months, and then the party members _____ to decide who they want _____ in the election.

Sharine: Do you have to be rich to become President?

Tony: You don't really have to be rich to become President, but it helps. Usually rich people have more _____ and can raise money more effectively. Most of our Presidents in the past have been relatively rich men, but not all of them.

Sharine: So, how do you make the final decision?

Tony: After several months of television ads, interviews, speeches, and kissing babies, we have the presidential election. Citizens go to a voting center and _____ their _____ for the candidate of their choice.

Sharine: You sounded a little cynical when you said "kissing babies." What did you mean by that?

Tony: Well, it's quite common for politicians to have themselves photographed kissing babies. It's their way of trying to appear in touch with the average American, but it looks really phony. These days, becoming President is all about acting. The candidates try to appeal to so many different people that they end up

_____ their own opinions. Sometimes, it feels like the parties are all the same.

Sharine: How many parties are there?

Tony: We have many political parties in the United States, but most of them are quite small. There are really only two with significant power, the Democrats and the Republicans.

C3. Fill in all the gaps using the given vocabulary

*back ballot campaign connections elect had
abandoned have run for President to cast to debate to
vote*

1. If you want _____ your ballot, the ballot box is over there near the voter information desk.

2. Women _____ in the U.S., but not one has been elected.

3. Next month the presidential candidates are going _____ health care and insurance issues in the United States.

4. That politician is absolutely ridiculous. I can't understand why the party would _____ him. How could they possibly support such an ignorant person?

5. Who are you going _____ for in the next election?

6. The candidate's presidential _____ received a great deal of attention from the media.

7. It helps to have _____ if you want to get a good job. Unfortunately, it's not what you know, it's who you know!

8. When we realized that somebody _____ the little dog and he was not getting enough to eat, we decided to take him in and give him a new home.

9. They carefully check your identification when you vote because they want to make sure you only cast one _____. Otherwise, people might vote two or three times.

10. I hope the people _____ a president with some common sense. We need to choose a president who can govern intelligently. Big words and smiling faces are not enough to keep a country going.

D1. Read an Introduction to the United States Constitution.

Introduction to the United States Constitution

After the Revolutionary War, the Articles of Confederation (1781) were the basis of the new American government. But this weak government did not work very well. The delegates to the Constitutional Convention of 1787 revised the Articles of Confederation. The result was the U.S. Constitution.

Three main principles form the basis of the Constitution:

1. The separation of powers of the three branches of government;
2. Government of, for, and by the people;
3. Basic human rights (individual freedom, equality, and justice).

The Constitution has three parts:

1. The Preamble tells its purposes: to protect the nation and to assure justice, peace, and liberty for all.
2. The Document contains seven articles.
3. Twenty-six Amendments guarantee individual rights and freedoms and establish other basic principles of government.

D2. Fill in the gaps with the words from the text.

1. After the Revolutionary War, _____ (1781) were the basis of the new American government.
2. The result of the Constitutional Convention of 1787 was _____.
3. One of the main principles of the Constitution is the _____ of powers of the three _____ of government.
4. Another principle is government of, for, and by _____.
5. The third principle is basic _____, such as individual _____, equality, and _____.
6. The three parts of the Constitution are _____, the seven _____ of the Document, and the twenty-six _____.

READING EXERCISES

E1. Read the text about different political systems. Write summaries for each of them.

Understanding different political systems is important. Each political system has its advantages and disadvantages. It is worth considering the merits of other political systems, and perhaps incorporating some of the ideas into your own system. Some of the five more common political systems around the world include:

1. Democracy
2. Republic
3. Monarchy
4. Communism
5. Dictatorship

Here are some overviews of these five fairly recognizable political systems:

1. Democracy

We often hear the United States referred to as a democracy. Indeed, many refer to the U.S. as a representative democracy. A democracy in a more traditional sense is a political system that allows for each individual to participate. There are two rather popular types of democracy:

- *Direct Democracy*: Many scholars point to Athens as an example of direct democracy. Technically, every citizen has an equal say in the workings of government. (The qualifications for being considered a citizen are completely different.) Citizens could show up at a meeting, and then directly participate in the governing process, and the process of making laws.

- *Representative Democracy*: In a representative democracy set-up, citizens elect representatives who actually make the law. The United States operates similarly to this principle. Citizens elect legislators who, in turn, make laws. In the U.S., even the president isn't elected directly; representatives called electors make the decision (although designated electors usually vote according to the wishes of the citizens in their states).

Other types of democracy include versions known as deliberative democracy, in which citizens approach decision making by considering different viewpoints and options, as well as democratic socialism, in which citizens help make decisions or vote for policies that are socialistic in nature. There are other types of democracy as well. The defining characteristic is some level of citizen participation in the political system

2. Republic

In theory, a republic is a political system in which the government remains mostly subject to those governed. Some scholars define any political system in which the citizens legitimize the government. As such, some (including Montesquieu) consider the U.S. a republic. Indeed, there are those that believe that any form of government that is not based on heritage or authoritarian governance. In some cases, a representative democracy (or any form of democracy) might be considered a republic. Some of the types of republics that you might see include:

- Crowned (a constitutional monarchy might be considered a crowned republic)
- Single Party
- Capitalist
- Federal (the United States is often referred to as a federal republic)
- Parliamentary

The main characteristic of a republic is that the government is subject to the people, and leaders can be recalled. Some even make the argument that an oligarchy, which is rule by a few citizens, or a group of citizens, is a form of republic, since the government is subject to some of the wishes of some of the governed.

3. Monarchy

When most of us think of a monarchy, we think of the political systems of medieval European countries. In a monarchy, a ruler is not usually chosen by the voice of the people or their representatives. Often a monarch is the head of state until he or she abdicates or until death. In many cases a monarch is the final word in government. There may be functionaries to make decisions and run the political system, but the monarch has discretion with the laws, and how they are enforced.

However, as with other political systems, there are different types of monarchies. The type that many of us think of as common is the absolute monarchy, in which the monarch truly has the ultimate say in matters of government. However, most monarchies in political systems today do not follow this method. Many of them, especially in

the developed world, have limits. Constitutional monarchies fall into this category (and are sometimes considered republics as well). In this type of monarchy, the ruler is the head of state, but a constitution limits the power, and others make laws. The U.K., Denmark, Kuwait, Spain, Sweden, Tuvalu, and many more are examples of constitutional monarchies.

Other types of monarchies include duchies, grand duchies, elective monarchy (where the monarch is actually elected), and non-sovereign monarchy.

4. Communism

In most cases, a communist state is based on the ideology of communism as taught by Marx and/or Lenin. However, some argue that these political systems are not true to the ideals espoused by these revolutionary thinkers. Communist states are often dominated by a single party, or a group of people. A planned economy is often part of the governing class, and in many cases resources are taken and then redistributed to others, at the top of the system. Sometimes communists call themselves “workers’ states” or “socialist,” but there are very real differences in their operation. In a lot of cases, citizens are required to do certain jobs, or have some of their life decisions — especially concerning where they can live and what jobs they can do. Communism is often considered an authoritarian political system.

5. Dictatorship

Another authoritarian form of government is the dictatorship. Normally, a dictator is the main individual ruling the country. While there are lackeys and others who work for the dictator, he or she makes most of the decisions, and usually has enforcers. In some cases, the political system is run by a small group of people. Dictators are not restricted by constitutions or parliaments. The governed are usually not consented in any way. Elections held are usually affairs in which the dictator is the only candidate.

One of the more common types of dictatorship is the military dictatorship, in which a military organization governs, running the political system. Sometimes, the military just exerts a great deal of pressure on the government, running the country *de facto*. In many cases, very few benefit from the decisions made in a dictatorship.

While authoritarian political systems have the advantage of quick decisions being made, many citizens prefer other forms of government — those that allow them greater participation in the political process

E2. Read the three texts about political systems of Russia, the UK and the USA.

Political System of Russia

Russia is a democratic federative state based on rule of law and a republican form of government. State power in Russia is exercised by the President, the Federal Assembly, the Government and the courts.

One of the basic principles of constitutional government is the division of powers. In accordance with this principle, power must not be concentrated in the hands of one person or one institution, but must be divided among the legislative, executive and judicial branches of power. The division of powers requires that there be a clear delineation of responsibilities and a system of checks and balances so that each branch of power can offset the others.

The President is at the summit of the system of state power. He ensures that all the state institutions are able to carry out their responsibilities and keeps watching over them to ensure that no institution can encroach on another's prerogatives, attempt to usurp power in the country or take over another's powers.

The president of Russia is the governments chief executive, head of state, and most powerful official. The president is elected by the people to serve a four-year term. The president, with the approval of the lower house of parliament, appoints a prime minister to serve as head of government. The prime minister is the top-ranking official of a Council of Ministers (cabinet). The council carries out the operations of the government.

Each institution of state power is only partially responsible for enforcing the Constitution. Only the President has the responsibility of safeguarding the state system, the state's sovereignty and integrity overall. This is the guarantee that the other state institutions and officials can exercise their powers in a normal constitutional fashion.

The President's place in the state power system is tied to his constitutional prerogatives regarding, above all, the executive branch of power. Legally, the President is distanced from all the branches of power, but he nonetheless remains closer to the executive branch. This closeness is reflected in the specific constitutional powers the President exercises as head of state.

The origins of this constitutional situation lie in the particularities of the way the government is formed in Russia. The Constitution does not link the process of forming a government to the distribution of seats in parliament among the different political parties and fractions. In other words» the party with the majority in parliament could form the government, but the government does not have to be formed according to this principle. Both approaches would be in keeping with the Constitution. But a situation where the governments makeup does not reflect the parliamentary majority can be a source of problems for many aspects of the executive branch's work, especially law-making. Such problems could reduce the effectiveness of the executive branch's work and make it unable to resolve pressing tasks.

In order to overcome such a situation, the Constitution gives the President a number of powers that he can use on, an ongoing basis to influence the government's work. These powers include approving the structure of the federal executive bodies of power, appointing deputy prime ministers and ministers, the right to preside government meetings, exercise control over the lawfulness of the government's action, and direct subordination of the security ministries to the President. The President has the right to dismiss the government or to accept the Prime Ministers resignation, which automatically entails the resignation of the government as a whole.

The President works with two consultative bodies — the Security Council and the State Council. The President chairs these two councils. The system of Presidential power includes the Presidential Plenipotentiary Envoys in the Federal Districts.

Political System of UK

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy.

The power of Queen Elizabeth II is not absolute. It is limited by Parliament. The legislative body, Parliament, consists of two chambers: the House of Lords and the House of Commons.

The executive body consists of the central Government — that is the Prime Minister and the Cabinet of Ministers, who are responsible for initiating and directing the national policy.

The judiciary body is independent of both the legislative and the executive ones.

The Government derives its authority from the elected House of Commons. General elections, for all seats in the House of Commons, must be held at least every five years. The Government is normally formed by the political party which is supported by the majority in the House of Commons. The leader of the party is appointed the Prime Minister by the Queen and chooses a team of ministers. The second largest party becomes the Official Opposition with its own leader and the “Shadow Cabinet”.

The House of Lords is a hereditary chamber.

In Great Britain there is no written constitution, only customs and traditions.

Political System of the USA

The United States of America is a federative republic. Since 1789 the Federation comprises 50 states. The president is the head of the state and executive body. He is also the commander-in-chief of the army and Navy of the USA. The president and vice-president are elected for a term of four years.

All the legislative power is vested in Congress, which consists of the Senate and the House of Representatives. There are 100 senators and 435 members in the House of Representatives. Two Senators from each state are elected by popular vote for a term of six years, the Representatives are elected for two-year term. Both houses must approve the bill for it to become a law.

An essential role in the US political system is played by the Supreme Court, which may declare a law, passed by Congress, to be contradictory to the Constitution of the country.

The various states have legislative and executive bodies of their own. Their structure, function and competence are determined by the Constitution of each state. There is an elected governor at the

head of each state. States enjoy independence in their domestic affairs, including financial matters. However, state laws and actions of state authorities must not conflict with the Constitution of the USA.

E3. Answer the questions about the three branches of government in three countries. Compare the political systems of Russia, the UK and the USA.

Questions	The Legislative	The Executive	The Judicial	Countries
<i>What does it consist of?</i>				<i>Russia</i>
				<i>The UK</i>
				<i>The USA</i>
<i>What are its responsibilities?</i>				<i>Russia</i>
				<i>The UK</i>
				<i>The USA</i>
<i>What powers does it have under the system of checks and balances?</i>				<i>Russia</i>
				<i>The UK</i>
				<i>The USA</i>

ADDITIONAL TEXTS FOR DISCUSSION

A. UK Health Service

The National Health Service provides free treatment for people living in Britain and gives emergency treatment for visitors. The greater part of the cost is met from taxes taken from people's wages. People also pay some money every month as a sort of insurance.

The National Health Service consists of three main parts: the general practitioners, the hospital and specialist services, and local health authority services. Local health authorities are responsible for medical education, hospital building, environmental health, vaccination service and so on.

The center of National Health Service is the general practitioner (GP). Each person is registered with a certain doctor in his or her area. The GP diagnoses, gives medical certificates, prescribes medicines. Dentists and opticians usually have separate clinics. They are not parts of health centers.

There is also a medium-level hospital staff. District nurses give injections, physiotherapy exercises at people's homes. Ward nurses take care of the ill in the hospital.

Regular medical inspections are held at schools. Children receive various vaccinations and are examined by different specialists. There also exists a school dental service in every school.

Much attention is paid to the educational programs. The Department of Health provides anti-smoking education programs, alcohol education programs, cancer prevention programs and so on. Much attention is paid to the AIDS and drug programs.

Great Britain pays much attention to the qualification of doctors. They are trained at 16 universities. Besides, they get practice during their work at teaching hospitals.

B. The story of Rosa Parks

How one young lady's defiance helped ignite the whole American Civil rights movement in the 1950s.

Society goes forward more thanks to people who refuse authority, than to those who respect it. While some people might consider this idea as a recipe for anarchy, it is an idea that is highly respected in the culture of the English-speaking countries. It is rooted

in a historic tradition of tolerance, and expressed in attitudes to difference, to originality, even to eccentricity.

It does not mean that English speaking countries have always been tolerant: that is certainly not the case; but those who react against intolerance or just against senseless authority can easily become heroes. Rosa Parks is a classic example. As a young woman in the city of Montgomery, Alabama, in the Deep South of the United States, Rosa became a heroine and role model for millions because she defied authority.

Traveling home on a Montgomery bus one day in 1955, Rosa had the gall to sit down in one of the empty seats at the front, seats reserved for Whites only. When the driver noticed, he immediately stopped the bus, and ordered Rosa to go to the back of the bus. Rosa defied his authority. The driver repeated his order "Go to the back!" Again, and again Rosa defied him; in the end, the police were called, and Rosa Parks was hauled off the bus and arrested. She was fined \$10 - a large sum in those days.

Yet Rosa's defiance of authority was to have repercussions throughout the USA; it was this act that ignited the whole Civil Rights movement in the United States of America, and gave hope to similar movements in other parts of the world.

As Rosa faced down authority on that city over half a century ago, little did she imagine that she would one day receive the highest honor of the State of Alabama, and that that honor would be bestowed on her personally by the Governor. Yet that is exactly what has happened.

At the end of the year 2000, Rosa Parks, then an elderly lady, became the first recipient of the "Governor's Medal of Honor for Extraordinary Courage", a new award designed to honor those who demonstrate extraordinary acts of courage that have a lasting impact on the lives of others.

At the presentation ceremony, Governor Siegelman said: "As governor, I am proud to bestow this highest honor on Rosa Parks, a woman who, in 1955, stared down injustice by sitting firmly to take a stand against the inequality of that day. Mrs. Parks' simple act of civil disobedience sparked a global revolution that began with the Montgomery Bus Boycott and forever changed our nation. Every American is indebted to this daughter of Alabama, who refused to

bow to injustice and who personifies extraordinary heroism. May her profound courage and tenacious will for social justice infuse our hearts and forever inspire us all.

"I can think of no one who has demonstrated more individual courage or a willingness to stand up for what is right than Mrs. Parks, and I am proud to name her as the first recipient of this award."

Though Blacks and Whites had, in theory, been equal citizens in the USA since the days of emancipation, even in 1950 they did not benefit from equal rights. Segregation was particularly severe in the states of the Old South, those states that had fought a civil war in defense of slavery less than 100 years previously.

In Alabama, things were as bad as anywhere. In 1954, the U.S. Supreme court had ruled that "separate but equal" education policies were illegal, but little had been done in the southern states to change the situation. Yet Blacks - "Negroes" as they were called in those days - were becoming more determined to challenge White power.

The famous "Montgomery Bus Boycott", triggered by Rosa's act of defiance, lasted for almost a year. In defense of equal rights, Montgomery's whole black population - representing the majority of bus travelers - boycotted public transport, and by so doing demonstrated, in the heart of Alabama, that Blacks were a fundamental part of local society.

Without black passengers, the white-owned and run bus company got into serious financial difficulty, and had to reduce services, causing problems for the remaining white passengers and job losses for white employees.

In December 1956, the Supreme Court ruled that Alabama's segregation laws were unconstitutional; and another big fight in the struggle for Civil Rights had been won. A few days later, a young black minister, the Reverend Martin Luther King, sat just where Rosa had sat a year earlier in a Montgomery bus, and no one told him to move.

The long struggle for Civil Rights was not over, but a major battle had been won.

C. BLACK AND WHITE

In the nineteen fifties, Britain was a nation in need of men. A decade after the second world war, it was a country with lots of

children, but not enough men to work in the mines, the factories and the public services.

Hundreds of thousands of young men had been killed during the war; who could take their place? There was an easy answer; men from the colonies! Britain was still the capital of an Empire that stretched to the four corners of the earth. In the developing countries of the Commonwealth, there were millions of young men, just looking for work. When the British authorities offered them the chance to come to Britain and work, thousands wanted to come.

Most came without their families; but soon, as they settled into their new country and their new jobs, they paid for their families to come over too. While a few came from Africa, the largest contingent of Black immigrants came from Jamaica and the other islands that make up the West Indies.

By 1960, "Afro-Caribbeans" and their families had settled in large numbers in several of Britain's cities — usually in the poorest and most unattractive parts. At the time however, the conditions they lived in in Britain were not too bad, and often better than those they had enjoyed in the West Indies. There were jobs, so there was money; there were schools for the children.

Thus, with its young families, but few teenagers, the Afro-Caribbean community lived quietly beside the White community in cities like London and Wolverhampton, and there was no tension. In reality, the two communities hardly mixed at all; there was little ethnic rivalry, because generally speaking there were enough jobs for everyone. In many cases, black workers took the jobs that white workers did not want — bus conductors, railway porters, and other jobs that were not too well paid.

Around the year 1967, things began to change. Inspired by the Civil Rights movement in America, and encouraged by the liberal ideologies of the sixties, Britain's Blacks began to look for a new identity and a better status for their community. But at the same time, right-wing nationalist movements were starting to develop in some sectors of white society. A former Conservative minister, Enoch Powell, predicted violent conflicts between Blacks and Whites, and called for Britain's Blacks to be sent back to their countries of origin. He was expelled from the Conservative Party because of his extremist views.

Racial tension nevertheless began to grow in some working class districts of London and other cities. Once there had been jobs for all, but now a new problem was appearing: unemployment. More and more people, both Blacks and Whites, began finding themselves in competition for a falling number of jobs. Profiting from people's misfortune, new racist political parties came into existence. The National Front and the British National Party began recruiting young people, and encouraging racism. Here and there, gangs of skinheads began to write racist graffiti in public places; there were occasional incidents between black youths and skin-heads, but generally speaking, the overt racism of the National Front did not appeal to people in Britain.

In most parts of Britain, that is still true today. Generally speaking, Britain is a very tolerant society; but even in a very tolerant society, there are a few misguided individuals and groups who continue to judge people by the colour of their skin.

TODAY IN BRITAIN.....

Although Black and White communities live side by side in most British cities, and there are not usually visible tensions between ordinary people, from time to time serious racist incidents take place.

The most notorious of these concerned a black teenager called Stephen Lawrence, gratuitously murdered in 1993 by a gang of white youths as he waited at a bus stop. Almost every week, racist incidents are reported in the media, somewhere in Britain. Perhaps, in a population of almost 60 million people, that is inevitable, even in a country where the vast majority of people claim that they are not racially prejudiced.

Yet there are two sorts of racism: visible racism, and invisible racism.

Many black people in Britain feel that they are regularly discriminated against in invisible ways. Unemployment is higher among Blacks than among Whites, and Blacks do not do as well at school as Whites - often because the schools that they go to do not have high academic reputations. (Asians, on the other hand, people from India, Pakistan or China, tend to do better than White pupils).

YOUTH AND RACE

Generally speaking, young Blacks and young Whites get on together better than their parents' generation. A recent survey of teenage attitudes showed that 70% of British teenagers consider themselves to have "no racial prejudice at all", while only 2% admit to being racially prejudiced. The rest admit to being slightly prejudiced. There are several reasons for this.

Firstly, today's youth are growing up together, in a society which is much more multi-racial than it was in the past. Many, if not most British people aged over sixty never sat in a school classroom with people from different races; today, on the contrary, there are few secondary schools in Britain that do not have at least a few Black or Asian pupils. Today's British teenagers, whether they are Black, White or anything else, share a large degree of common experience. They have been through the same school system, they eat the same food, they watch the same television, and to a large extent, they like the same music. In short, most young people in Britain today share a similar - though certainly not identical - culture, whatever the colour of their skin. Hopefully, that can only result in even better race relations among future generations.

D. DIPLOMACY IS DEAD

Effective diplomacy — the kind that produced Nixon's breakthrough with China, an end to the Cold War on American terms, or the Dayton peace accord in Bosnia — requires patience, persistence, empathy, discretion, boldness and a willingness to talk to the enemy.

This is an age of impatience, changeableness, palaver, small-mindedness and an unwillingness to talk to bad guys. Human rights are in fashion, a good thing of course, but the space for realist statesmanship of the kind that produced the Bosnian peace in 1995 has diminished. The late Richard Holbrooke's real politic was not for the squeamish.

There are other reasons for diplomacy's demise. The United States has lost its dominant position without any other nation rising to take its place. The result is nobody's world. It is a place where America acts as a cautious boss, alternately encouraging others to take the lead and worrying about loss of authority. Syria has been an

unedifying lesson in the course of crisis when diplomacy is dead. Algeria shows how the dead pile up when talking is dismissed as a waste of time.

Violence, of the kind diplomacy once resolved, has shifted. As William Luers, a former ambassador to Venezuela and the director of The Iran Project, said in an e-mail, it occurs “less between states and more dealing with terrorists.” One result is that “the military and the C.I.A. have been in the driver’s seat in dealing with governments throughout the Middle East and in state to state (Pakistan, Afghanistan, Iraq) relations.” The role of professional diplomats is squeezed.

Indeed the very word “diplomacy” has become unfashionable on Capitol Hill, where its wimpy associations — trade-offs, compromise, pliancy, concessions and the like — are shunned by representatives who these days prefer beating the post-9/11 drums of confrontation, toughness and inflexibility: All of which may sound good but often get you nowhere (or into long, intractable wars) at great cost.

Stephen Heintz, president of the Rockefeller Brothers Fund, wrote in an e-mail that, “When domestic politics devolve into polarization and paralysis the impact on diplomatic possibility becomes inordinately constraining.” He cited Cuba and Iran as examples of this; I would add Israel-Palestine. These critical foreign policy issues are viewed less as diplomatic challenges than potential sources of domestic political capital.

So when I asked myself what I hoped Barack Obama’s second term would inaugurate, my answer was a new era of diplomacy. It is not too late for the president to earn that Nobel Peace Prize.

Of course diplomats do many worthy things around the world, and even in the first term there were a couple of significant shifts — in Burma where patient U.S. diplomacy has produced an opening, and in the yo-yoing new Egypt where U.S. engagement with the Muslim Brotherhood was important and long overdue (and raised the question of when America would do the same with the Brotherhood’s offshoot, Hamas.)

But Obama has not had a big breakthrough. America’s diplomatic doldrums are approaching their 20th year.

There are some modest reasons to think the lid on diplomacy's coffin may open a crack. This is a second term; Obama is less beholden to the strident whims of Congress. The Republican never-give-an-inch right is weaker. In John Kerry and Chuck Hagel, his nominees for secretary of state and secretary of defense, Obama has chosen two knowledgeable professionals who have seen enough war to loathe it and have deep experience of the world. They know peace involves risk. They know it may not be pretty. The big wars are winding down. Military commanders may cede some space to diplomats.

Breakthrough diplomacy is not conducted with friends. It is conducted with the likes of the Taliban, the ayatollahs and Hamas. It involves accepting that in order to get what you want you have to give something. The central question is: What do I want to get out of my rival and what do I have to give to get it? Or, put the way Nixon put it in seeking common ground with Communist China: What do we want, what do they want, and what do we both want?

Obama tried a bunch of special envoys in the first term. It did not work. He needs to empower his secretary of state to do the necessary heavy lifting on Iran and Israel-Palestine. Luers suggested that one "idea for a New Diplomacy would be for Hagel and Kerry to take along senators from both parties on trips abroad and to trouble spots. This used to be standard practice. Be bold with the Senate and try to bring them along."

For diplomacy to succeed noise has to be shut out. There are a lot of pie-in-the-sky citizen-diplomats out there these days blathering on about dreamy one-state solutions for Israel-Palestine and the like. Social media and hyper-connectivity bring huge benefits. They helped ignite the wave of liberation known as the Arab Spring. They are force-multipliers for openness and citizenship. But they may distract from the focused, realpolitik diplomacy that brought the major breakthroughs of 1972, 1989 and 1995. It's time for another.

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