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АНГЛИЙСКИЙ ЯЗЫК

Хрестоматия

*для студентов 1-2 курсов
направления подготовки «История»*

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А 64

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UNIT 1

Alexander II

In his youth the future Tsar held the same political beliefs as everybody around him. The atmosphere in Russia at the time did not encourage originality of thought and the government tried to suppress free thinking and private initiative. Censorship, both at a personal and an official level, was extremely strong. It was considered to be a very serious offence to criticize the authorities in any way at all. Alexander was educated like many children from wealthy families. Studying with the liberal poet, Vasily Zhukovsky, he learned a little about a great many subjects and was familiar with the main European languages. He was, however, not interested in military affairs, much to the disappointment of his father. In contrast to his father, Alexander showed no love of soldiering. He was a tender and kind person, not the kind of character expected in a man who was to become a military autocrat.

In 1855, upon the death of his father, he became Tsar Alexander II. When he succeeded his father, Alexander had no grand schemes of his own to force upon the people of Russia against their will. Rather, he was critical of the less cautious schemes that some reformers proposed.

His first concern was with the war in Crimea. The defeat in the Crimean War showed how important it was to make changes in all spheres of life. After the peace settlement, Alexander began a series of major reforms, encouraged by public opinion, but carried out with autocratic power. What developed in Russia in the years after the Crimean War was a sense of public spirit, in which the educated classes were keen to help in any reforms that were to be made. His mostly liberal outlook, and acceptance of the ideas of the times, brought about the reforms that the educated classes wanted.

At the same time, however, a movement of the revolutionary left was developing which was critical of the autocratic power of the monarchy. Despite Alexander II's liberal government, he was the target of three unsuccessful assassination attempts. Finally, in 1881, he was killed by a bomb thrown into his carriage by a Nihilist.

Pronunciation guide

a Nihilist [ə 'naiəlɪst]

the Crimean War [ðə krai'mɪ:ən 'wo:]

The age of reform

The reforms of Alexander II's reign were imposed by the Tsar; who acted like a modern monarch, but did not reduce the rights and privileges he held.

His earliest reforms were to change the legislation concerning commerce and industry. Greater economic freedom allowed a large number of businesses to be started, and the economy gradually improved. Plans were made for the building of a network of railways. This was partly for military purposes, both for defence and attack, but it also helped Russia to exploit its natural resources more fully.

Progress was slowed because of the system of serfdom, where landowners owned the land and the people who worked for them. Alexander worked slowly to remove serfdom from Russia. He began by forming local committees to look at ways of improving the living conditions of the serfs. He then wrote to these committees asking them to think about giving the serfs their freedom. Naturally, the committees did what the Tsar asked them to do. However, Alexander knew he did not have the knowledge to solve this problem himself so he listened to his advisors and then chose the solution he thought was the best.

On the one hand, some people said that serfs should become workers on farms or in factories and that they should be paid wages. On the other hand, it was suggested that the serfs should be given their own land which they would farm together in communes. The Tsar thought this was the best solution and a new class of small landowners was created.

In later years there were more reforms. The army and navy were reorganized, and the legal courts were reformed, following the French model. Laws were rewritten, and new, more modern laws introduced as well as a police force. Greater freedom was given to local government, first in rural districts, then in the cities. These institutions were far better than those which had existed before, but they did not have an immediate effect on the everyday lives of the Russian people. Radicals felt disappointed, and secret societies with revolutionary ideas began to appear. Alexander reacted strongly, taking severe measures to eliminate the revolutionaries, while still attempting further liberal reforms. For all the changes that came about during the reign of Alexander II, it will be for the emancipation of the serfs, five years before the abolition of slavery in the USA, that he is remembered.

Comprehension

I Read the first text again. Are these statements true or false? If the statement is false, say why it is and correct it.

- 1 The government did not want people to be critical of it.
- 2 Unlike his father, Alexander II was interested in military affairs.
- 3 He had the right personality to become a good soldier.
- 4 His first act as Tsar was to end the Crimean War.
- 5 The reforms did not go far enough for some people.
- 6 Some people were against the power of the monarchy.

II. Read the second text again and choose the best ending for each sentence.

1. As society was reformed, the monarchy_____
A reformed with it. C did not change
B gained more power. D became less important
2. The earliest reforms_____
A were as a result of the Crimean War. C were partly for military reasons.
B were concerned with the economy. D improved the country gradually.
3. At first, regional committees investigated
A changing things slowly. C the ending of serfdom.
B the serfs' living conditions. D the Tsar's suggestions.
4. The Tsar decided that serfs should_____
A be free to work for money. C be an obstacle to reform.
B not be an economic problem. D own land.
5. Radicals were disappointed because_____
A the new institutions were better than before. C the reforms worked slowly.
B they didn't want change. D the Tsar was too liberal.

III. Read the first text and answer the following questions:

1. What was the atmosphere in Russia like in Alexander's youth?
2. How well was Alexander educated?
3. Did Alexander have the kind of character expected in a military autocrat?
Why? / Why not?
4. What was Alexander's attitude to schemes that some reformers proposed?
5. What was Alexander's first concern?
6. What was the outcome of the Crimean War? What did the defeat in the war show?
7. What developed in Russia in the years after the Crimean War?
8. What were Alexander's reforms brought about by?
9. Why was Alexander II the target of three unsuccessful assassination attempts despite his liberal government?
10. How was he killed?

IV. Read the second text and answer the following questions:

1. Who were the reforms of Alexander II's reign imposed by? What were they?
2. What slowed down the progress of reforms?
3. How did Alexander solve this problem?
4. What was created as a result of the emancipation of the serfs?
5. Why did radicals feel disappointed?
6. How did Alexander react to the emergence of secret societies with revolutionary ideas?
7. What is Alexander II remembered for?

Vocabulary

I. Match these words from both texts with the definitions.

reorganize	military	subjects	government
monarchy	autocrat	legislation	revolutionary
assassination	schemes		

1. A group of people in charge of a country.
2. Topics that children learn at school: maths, history, etc
3. To do with the army, navy and so on.
4. Ideas which are not yet planned in detail.
5. Government by a King or Queen.
6. A ruler who rules alone.
7. To change how an organization is managed.
8. Killing of an important person.
9. Making laws.
10. Involving complete change, often by violence.

II. Give Russian equivalents of the following:

a) to hold the same political beliefs as...; to encourage originality of thought; to suppress free thinking; to be familiar with...; to smb.'s disappointment; to force smth. upon smb.; against smb.'s will; the defeat in the Crimean War; major reforms, encouraged by public opinion; to be critical of autocratic power of the monarchy; a sense of public spirit; acceptance of the ideas of the times; to bring about the reforms; a movement of the revolutionary left; to be the target of unsuccessful assassination attempts;

b) to impose reforms; to reduce the rights and privileges; the legislation concerning commerce and industry; for military purposes; to own the land; to improve the living conditions of the serfs; to solve a problem; the best solution; on the one hand; on the other hand; to pay wages; to suggest that smb. should do smth.; to introduce more modern laws; to take severe measures; the emancipation of the serfs; the abolition of slavery.

III. Suggest the English for:

a) правительство; частная инициатива; цензура; преступление, правонарушение; критиковать власть; обучать, давать образование; предмет, дисциплина; военное дело; военная служба; самодержец; стать чьим-либо преемником; предлагать проект; реформатор; забота, беспокойство; мирное урегулирование; проводить реформы; либеральные взгляды; просвещенные классы, слои общества; бросать бомбу; экипаж, карета;

b) во время царствования Александра II; изменять законодательство; улучшать(ся), налаживать(ся); разрабатывать планы; сеть железных дорог; уничтожить крепостное право; землевладелец, помещик; местные органы власти; создавать, формировать; армия и флот; суды; полиция; сельские районы, сельская местность; тайные общества; устраниать, уничтожать революционеров.

IV. Test translation. Translate these sentences into English using the words and word combinations from ex. 2 and 3.

Text 1. Alexander II

1. Будущий царь рос в атмосфере жесткой цензуры, когда не поощрялась оригинальность мышления, а правительство подавляло свободомыслие и частную инициативу.
2. Александра обучали так, как было принято обучать детей из хороших семей. Он изучал понемногу многие предметы и хорошо владел основными европейскими языками.
3. Будущий самодержец был мягким и добрым человеком, и к разочарованию своего отца, совершенно не интересовался военным делом.
4. После смерти отца в 1855 году Александр унаследовал его трон.
5. Александр был обеспокоен войной в Крыму.
6. После поражения в Крымской войне и заключения мирного соглашения Александр приступил к проведению ряда важнейших реформ.
7. За годы после Крымской войны в России сформировался дух патриотизма.
8. Либеральные взгляды и восприимчивость к веяниям времени позволили Александру заручиться поддержкой (to enlist smb.'s support) просвещенных слоев общества.

Text 2. The age of reform

1. Во время царствования Александра II были проведены многие реформы.
2. Александр намеревался изменить законодательство в области торговли и промышленности.
3. Были разработаны планы строительства сети железных дорог, как для военных целей, так и для более эффективного использования Россией ее природных ресурсов.
4. Существование крепостного права мешало развитию страны.
5. В конце концов, крепостное право в России было отменено.
6. Армия и флот были реорганизованы, а суды были реформированы по французской модели.
7. Местным органам управления сначала в сельской местности, затем в городах была предоставлена большая автономность.
8. В России начали появляться тайные революционные общества, но Александр принял строгие меры по их ликвидации.

Follow-up Activities

Speaking

CONFERENCE ON FREEING THE SERFS

Speaking tips:

- *Always take an active part in the conversation.*
- *Come up with ideas.*
- *Give reasons for YOUR opinions.*
- *Listen to your partner's opinions and take them into account.*

TASK

Divide into three groups and choose one point to support. Choose one chairperson, who is going to head the meeting. Use notes below to help you and prepare your presentations. You can use any extra material. Hold a meeting and discuss the problem of freeing serfs.

You are a member of a committee discussing freeing the serfs.

Look at the different options and give your opinion.

Option	Action	Consequences	Questions
Freedom (own land)	Stay on the land	Small farms Not efficient Grow their own food	Will landowners lose land? Hunger?
Freedom	Work for landowners (work for ages)	Keep farms large More efficient Work for a wage	Will the serfs want to? Can landowners pay?
Serfdom	Stay as serfs	Work for landowner Follow tradition	Is it right? Do they want to? Is it a good tradition?

Remember to:

- compare and contrast the choices.
- say what you think.
- use the possible future form (will / would, could / might).

Writing

AN ESSAY ON ALEXANDER II

Answer this essay question. What differences were there between the way Alexander II reformed the country and the way he ruled it?

Explain the contrasts between the reforms of Alexander II and the way he governed.

1. Look at the outlined plan. Read the texts again and make further notes.
2. Include some of the vocabulary from the plan.

paragraph 1:

introduce the topic: what ideas will you include (do not explain them yet)

Vocabulary: liberal/autocrat, desired by/imposed by, chy/educated classes

paragraph 2:

after the war people wanted change: examples of reforms

Vocabulary: public opinion/sense of public spirit

paragraph 3:

autocrat: impose reform — example of how reform brought about

Vocabulary: will of the Tsar, advisors, choose

paragraph 4:

conclusion: reforms came from the Tsar for the people or came from the people made by the Tsar?

Vocabulary: liberal autocrat, spirit of the times

Write 200—250 words.

UNIT 2

Queen Victoria

Queen Victoria was Britain's first modern monarch. Before her reign, kings and queens had actively directed the government and initiated policy. During the 1830s, just before she became queen, changes in the law in Britain affected the power structure and the House of Commons became more powerful than either the House of Lords or the monarchy. From Victoria's reign onwards, the monarch had the right to be consulted, advise and warn, but it was the prime minister who led the government.

During her reign the monarchy gradually lost its political influence, instead taking on the symbolic role of head of the country. Victoria was keen to put the personal scandals, both sexual and financial, of previous members of the Royal Family behind her and create a monarchy that was moral and upheld family values. Victoria's reign introduced the idea of the 'family monarchy' which was very popular with the increasingly influential British middle classes.

One reason why Victoria may have been so eager to encourage morality amongst her family and citizens was the fact that there were rumours that her own biological father was not in fact the Duke of Kent, but her mother's private secretary Sir John Conroy. Victoria herself may well have known this as she is said to have informed the Duke of Wellington that she saw an incident between her mother and Conroy.

In the 19th century Britain's influence throughout the world was at its greatest, the empire was expanding and Victoria was a well-known figure internationally. There were many family links within Europe too, with most of her own children marrying into other European royal households. Her status amongst these families was high and she received the nickname 'the grandmother of Europe'. In fact three of the monarchs of countries involved in both sides of the First World War were either grandchildren of Victoria or married to one of her grandchildren. In total, Victoria had nine children and eight of them married members of European royal families, the other married a Scottish Duke who became the first Governor General of Canada.

Victoria was the first known carrier of hemophilia among British royalty. Although she did not suffer from it, one of her sons did and two of her daughters carried the disease. Among her descendants it is her great-grandson, Alexei Tsarevich of Russia who has become the most well-known victim of the disease.

Current European monarchs and former monarchs descended from Victoria are: the Queen of the United Kingdom, the King of Norway, the King of Sweden, the Queen of Denmark, the King of Spain and the deposed Kings of Greece and of Romania.

Victorian attitudes

The word 'Victorian' has a range of meanings.

For some it represents the high point of the British Empire, a time when Britain was the world's strongest economic and military power. For others it is a by-word for progress and technology, a time when Britain's industrial power was at its greatest.

It also refers to a particularly strict set of moral standards which were often applied hypocritically. There was a popular image that neither Victoria nor her husband Albert knew about the private behaviour of her respectable subjects. This was not true. Victoria's attitude to sexual morality was because she understood the negative effects the loose morals of the aristocracy in earlier reigns had had upon the public's respect for the nobility and the Crown.

Two hundred years before Victoria was crowned Queen the monarchy had been overthrown and the puritan movement, under Oliver Cromwell, ruled the country. During that time, England was a religious republic, and laws imposed a strict moral code. Dancing, music, and even Christmas, were not permitted. In 1661, when Charles II became King, the country reacted to the previous strict lifestyle that had been imposed and debauchery and loose morals suddenly became the norm. The two contrasting social attitudes continued to motivate the people of Britain and by the 19th century there was a strong relationship between high cultured morals and low vulgarity throughout the country. Victorian Britain is characterized by public morality and private immorality.

The contrast between what was said and what was done can be seen in almost every aspect of Victorian Britain. Victoria's reign began in 1837, four years after slavery was abolished throughout the British Empire. The British Royal Navy controlled the sea and freed any slaves they found on ships going to the Americas, so Britain was seen as a nation that represented freedom and decency. Yet there were many people working in factories in Britain whose conditions at both work and at home were far worse than the conditions of some slaves.

Throughout the Victorian Era there were calls for justice, freedom and other moral values and a desire to stop the exploitation of workers and the greediness of capitalists. Charles Dickens wrote many descriptions of the harsh conditions of Victorian Britain and Karl Marx carried out much of his analysis of capitalism during the same period.

Comprehension

1. Read the first text again and answer the questions in your own words.

1. What rights did the Queen have over the government?
2. What values did Queen Victoria's reign symbolize?
3. What were the rumours about the Duke of Kent?
4. Who did her children marry?
5. How did the Queen get her nickname?
6. What disease did the Queen carry and who did she pass it on to?

II. Read the second text and answer the following questions:

1. What does the word “Victorian” represent for different people?
2. What effect did immorality have on the monarchy? How did Victoria react to the loose morals of her respectable subjects?
3. How did it happen that by the 19th century Victorian Britain was characterized by public morality and private immorality?
4. Why was Britain seen as a nation that represented freedom and decency? How did Britain act internationally?
5. How were the people in Britain treated? What was the situation like within the country?

III. Read the second text again and choose the best title for each paragraph (1-5).

There is one extra title which is not needed.

- A. Britain in the world
- B. For social change
- C. In public and in private
- D. The Queen’s attitude
- E. Contrasting attitudes
- F. The meaning of ‘Victorian’

Vocabulary

I. Complete the sentences using these words from both texts.

vulgarity justice morals exploitation image
scandal status respectable descendants influence

1. A politician’s career can be ended by a _____ .
2. Politicians and footballers worry about their _____ .
3. He used his _____ with politicians and the media to build his career.
4. His power brought him _____ ,but not respect.
5. After his death his money was divided among his _____ .
6. His behaviour did not fit with the _____ of his time.
7. Well dressed and polite — he was of _____ appearance.
8. The _____ of his behaviour was unacceptable.
9. He always did the right thing — a believer in _____ .
10. Slavery is a particularly inhumane form of _____ .

II. Give Russian equivalents of the following:

a) to initiate policy; to affect the power structure; the House of Commons; the House of Lords; to lose political influence; to be keen; to take on the symbolic role of...; to uphold family values; to be popular with smb.; to be eager; to encourage morality amongst (among) citizens; Britain’s influence throughout the world; to be involved in the First World War; a carrier of haemophilia; victim of the disease; current and former monarchs; to descend from...;

b) to have a range of meanings; a by-word for progress and technology; a strict set of moral standards; to apply hypocritically; to have negative effects upon the public's respect for the nobility and the Crown; to rule the country; to impose a strict moral code; a strong relationship between high cultured morals and low vulgarity; to abolish slavery; to represent freedom and decency; calls for justice; to carry out analysis of capitalism.

III. Suggest the English for:

a) руководить правительством; возглавлять правительство; премьер-министр; монарх; монархия; консультировать(ся); советовать; предостерегать, предупреждать; вместо этого, взамен; влиятельный; среднее сословие, буржуазия; причина; слухи, молва; личный секретарь; семейные связи; королевская семья; прозвище; потомок; низложенный король;

b) означать, олицетворять; держава; относиться к...; подданные; отношение к чему-либо; распущенные нравы; короновать; свергать (монарха); позволять, разрешать; социальные ориентиры поведения, установки; характеризоваться чем-либо; суровые, тяжелые условия (работы, жизни и т.п.); моральные ценности; жадность, алчность капиталистов.

IV. Test translation. Translate these sentences into English using the words and word combinations from ex. 2 and 3.

Text 1. Queen Victoria

1. В течение 1830-тых годов правительство Британии провело целый ряд юридических реформ, которые затронули структуры власти.
2. Непосредственно перед тем, как Виктория стала королевой, благодаря (thanks to) изменениям законодательства значительно возросла власть палаты общин за счет палаты лордов и монархии.
2. До того, как королева Виктория ограничила власть монарха, короли и королевы активно руководили правительством.
4. Во время правления Виктории монархия утратила свое политическое влияние, королева стала играть символическую роль главы государства, а правительство возглавил премьер-министр.
5. К тому времени, когда королева Виктория начала править страной, скандалы, связанные с именами многих членов королевской семьи, дискредитировали (to discredit) монархию.
6. Виктория очень хотела создать монархию, основанную на высокой нравственности и семейных ценностях.
7. В викторианской Англии идея «семейной монархии» пользовалась популярностью среди приобретающего все большее влияние среднего сословия.
8. Виктория получила прозвище «бабушка Европы», так как восемь из девяти ее детей заключили браки с представителями других королевских семей Европы.
9. Многие современные европейские монархи являются потомками Виктории.

Text 2. Victorian attitudes

1. Слово «викторианство» связано с целым рядом понятий.
2. Оно ассоциируется с периодом, когда Великобритания была самой мощной экономической и военной державой мира.
3. Оно также используется применительно к строгим моральным правилам поведения.
4. Виктория понимала, что распущенные нравы ее подданных порочат королевскую власть в глазах общественности.
5. За двести лет до того, как Виктория взошла на престол, пуритане, под предводительством Оливера Кромвеля, свергли монарха.
6. Танцы, музыка и даже Рождество не были разрешены во времена Оливера Кромвеля.
7. После реставрации монархии в 1661 году, наступила реакция на прежний пуританский образ жизни в виде свободного поведения, которое стало нормой.
8. На международном уровне Британия олицетворяла свободу и добропорядочность, в то время как условия работы многих людей внутри страны были намного хуже, чем у рабов.

Follow-up Activities

Speaking

CONFERENCE ON BRITISH MONARCHY

Discuss these questions with your partner.

- What ideas are represented by the term ‘Victorian attitudes’?
- Does everyone agree on this description of those times?
- How have attitudes changed since Victorian times?

Give a 2-minute summary on reign of one British monarch. First, find relevant material and make notes on the following:

- What effect did the reign of the monarch have on Britain?
- How did the world react to this?
- How did Britain act, internationally?
- How were people in Britain treated?
- What were the main achievements of the monarch?
- What were the consequences of his/her reign?
- Most interesting and curious facts connected with the epoch you are speaking about.

Remember to:

- say what happened and what people believed.
- give reasons for this.
- say how Britain was seen by the rest of the world.

Writing

AN ESSAY ON THE BRITISH MONARCHY

Write this essay: The nature of the British monarchy at the end of Victoria's reign.

1. Look at the outline plan. Read the texts again and make further notes.
2. Include some of the vocabulary from the plan.

paragraph 1:

introduce the topic: outlying ideas to be included

Vocabulary: modern monarch, symbol, values

paragraph 2:

reforms of 1805, monarch and government, Prime Minister

Vocabulary: advise, lead

paragraph 3:

symbolic monarch: family values, growing middle class

Vocabulary: immorality, family, monarch, identify with

Write 200—250 words

UNIT 3

The Civil War

In the 1850s, the USA was a country of very different regions. The north-east was its main industrial region. In the north-west, independent-minded farmers were increasing in number and in the south there was a system of plantation agriculture, in decline in some areas, but increasing where cotton was grown. The economies of these regions varied a great deal. The North's was based on wage labor, while the South's was based on slavery. Gradually, two separate social systems developed and tensions between the North and South began to grow.

The North and South had been able to reach agreement over the settlement of new land in the 1840s, but it became more difficult as the country developed and arguments arose about slavery. In about the middle of the 19th century, politics in the USA started to change. New political parties appeared which appealed to the interests of one section of society but not the other. Then as the cities of the North became richer and more powerful, large numbers of people began to take part in politics. Throughout the country men began to take an interest in politics, as constitutional issues were debated around the nation.

One such issue was the Dred Scott case. Dred Scott was a slave who, in 1857, went to court to gain his freedom. His owner had taken him north, to Illinois, a state which did not allow slavery. When his owner died, Dred Scott was granted freedom by one court, only to have it taken away by another. He went to the Supreme Court, the highest court in the land, and it ruled that, as a black man, he had no rights, and he was forced to remain a slave. The moral arguments against slavery, which divided the North and the South, were suddenly brought back into the political arena by the Dred Scott case.

Events took time to unfold. There was an economic depression at the end of the 1850s, in which the South suffered worse than the North, and tensions and resentment continued. In 1860 the presidential election was won by Abraham Lincoln. He was a fierce Abolitionist — an opponent of slavery — for moral reasons, and the President that the Southern politicians disliked the most. They believed that his opinions and policies would bring about the economic ruin of the South.

Although the war did not actually break out until 1861, three events made it unavoidable. They were: the Dred Scott case, which heightened feelings against slavery; the economic depression, which increased mistrust between the North and South; and the election of President Lincoln, the last straw for the South. One year after his election, the South seceded from the union, and the Civil War began.

Pronunciation guide

Illinois [ˈɪlənoɪ]

Abraham Lincoln [eɪbrəhæm ˈlɪŋkən]

The Homestead Act

In 1862, the US Congress passed the Homestead Act, and changed the landscape of the country forever. It set in motion a program of granting land free of charge to any US citizen or immigrant intending to become an American.

Prior to the Civil War, the Southern states opposed this piece of legislation. They argued that it would speed up the settlement of the land west of the Mississippi, leading to an increase in the number of states, and they believed that these potential new states would, like those in the North, oppose the practice of slavery. Landowners in the South believed that slavery was essential for the economic well-being of their plantations and Southern politicians had voted against the Homestead Act in the years before the war.

Once the Southern states had seceded from the Union to form the Confederacy, the way was open for Congress to pass this piece of legislation. Consequently, in May 1862, the Homestead Act was passed and came into force on 1st January 1863. The Act provided 160 acres of land for any citizen or intending citizen in the USA. In order to gain ownership of the land, a person had to pay a \$10 registration fee, and live on and work the land continuously for five years. Otherwise, a settler could obtain the land after only six months, if they were able to pay \$1.25 an acre on top of the registration fee.

The first person to file a claim under the Act was Daniel Freeman. He filed his claim to his farm at ten minutes after midnight on the 1st January. He lived and worked on his farm, growing corn, wheat and fruit, until his death in 1908. After that, the farm passed to his son. Today, the farm is a national monument.

Many homesteads were established; 15,000 by the end of the Civil War and even more than that in the years just after the war. The program was not a complete success, though. The poor from the cities did not have the money or the ability to start their own farms, even if the land was free. The majority of the Homesteaders were poor farmers looking for new opportunities in the west, yet in a short time, much of the land that had been freely given was sold, by the homesteaders, to land developers, especially when the railroads were built. Over the years, agriculture became more dependent on machinery, and the small homesteads became part of larger, more efficient farms.

Pronunciation guide

the Confederacy [ðə kən'fedərəsi]

the Mississippi [ðə misə'sipi]

Daniel Freeman [dænjəl 'fri:mən]

Comprehension

I. Read the first text again and choose the best title for each paragraph.

Paragraph 1

- A. Divisions in the country
- B. Slavery
- C. Plantation agriculture
- D. The industrial north

Paragraph 2

- A. Constitutional issues
- B. Political parties
- C. Debate
- D. Changing politics

Paragraph 3

- A. Illinois
- B. A test case
- C. No slavery
- D. Morals

Paragraph 4

- A. Economic ruin
- B. Difference of opinion
- C. New president
- D. Abolition

Paragraph 5

- A. Depression
- B. Mistrust
- C. Main causes of the war
- D. 1861

II. Read the second text again and choose the best ending for each sentence.

1. The law changed the landscape by _____.
 - A. granting land to immigrants.
 - B. granting land to home owners.
 - C. granting land to US citizens.
 - D. building homes on free land.
2. Southern states opposed this law because _____.
 - A. they wanted to protect their plantations.
 - B. it would increase the number of states.
 - C. it would discourage slavery.
 - D. it would speed up settlement west of the Mississippi.
3. Daniel Freeman was _____.
 - A. a fruit farmer.
 - B. the first homesteader.
 - C. a national monument.
 - D. able to give the land to his family.
4. Most of the original homesteads _____.
 - A. are still small farms.
 - B. were given to farmers from the west.
 - C. have been replaced by larger farms.
 - D. gave opportunities to people in the cities.
5. To gain ownership of the land, a settler had to _____.
 - A. live on it for five years.
 - B. pay \$1.25 an acre.
 - C. pay \$10 and work on it for five years.
 - D. farm the land.

III. Read the first text and answer the following questions:

1. In the 1850s the USA was a country of very different regions, wasn't it? How did the economics of the North and the South differ? Why?
2. What else divided the North and the South?
3. Why did tensions between these two regions begin to grow?
4. What hampered the settlement of new lands?
5. How did politics in the USA change in the middle of the 19th century? What caused a surge of interest in politics throughout the country?
6. What feelings did the Dred Scott case heighten? Why did it draw a wide response in the country?
7. Which of the regions suffered worse during the economic depression of the 1850s?
8. Why did the Southern politicians dislike Abraham Lincoln, the newly-elected President?
9. What made the Civil War unavoidable?

IV. Read the second text and answer the following questions:

1. What program was set in motion by the Homestead Act?
2. Why did the Southern states vote against this piece of legislation?
3. What made it possible to pass the Homestead Act?
4. How could a person gain ownership of the land under the Act?
5. Was the program a complete success? What eventually happened to majority of the homesteads? Why?

Vocabulary

I. Match the words (1–10) with the definitions (a–j).

- | | |
|-------------------|---------------------------------|
| 1. independent | a. have the same opinion |
| 2. agree | b. a plan of what is to be done |
| 3. debated | c. withdraw from |
| 4. unfold | d. good chances |
| 5. secede from | e. get |
| 6. program | f. happen |
| 7. oppose | g. be against something |
| 8. obtain | h. discussed |
| 9. establish | i. free |
| 10. opportunities | j. set up |

II. Give Russian equivalents of the following:

a) to increase in number; to be in decline; tensions between the North and the South; to reach agreement over smth.; to debate constitutional issues; to gain freedom; to grant freedom; the Supreme Court; to win the presidential election; an opponent of slavery; to bring about the economic ruin; to make the war unavoidable; to increase mistrust; the last straw;

b) to set in motion (a program, etc); free of charge; to oppose / pass this piece of legislation; to speed up the settlement of land; to come into force; an intending citizen; in order to gain ownership of the land...; to obtain the land; to file a claim; to establish a homestead; (not) to be a complete success; to look for new opportunities; to become dependent on machinery.

III. Suggest the English for:

a) независимо мыслящие фермеры; выращивать хлопок; наемный труд; заселение новых земель; споры о...; заинтересоваться политикой; судебное дело; обращаться в суд; хозяин, владелец; не иметь прав; оставаться рабом; разделять, делить; развиваться (о событиях); негодование, возмущение; политик; отделяться, выходить из состава союза;

b) закон о гомстедах (акт конгресса о бесплатном выделении участков земли поселенцам); намереваться, планировать; южные штаты; материальное благополучие; политик; голосовать против законодательного акта; предоставлять, обеспечивать; регистрационный взнос; переходить (по наследству) к сыну; агент по земельной собственности;

IV. Test translation. Translate these sentences into English using the words and word combinations from ex. 2 and 3.

Text 1. The Civil War

1. Существование двух отдельных общественных систем на севере и юге сдерживало заселение новых земель.
2. В середине 19 века в США возникли новые политические партии, а люди по всей стране начали интересоваться политикой и принимать активное участие в обсуждении спорных конституционных вопросов.
3. В 1857 году раб по имени Дред Скотт обратился в Верховный суд США в надежде обрести свободу, но суд постановил, что Скотт не обладает никакими правами, и он так и остался рабом.
4. Дело Дреда Скотта усилило споры об этической стороне рабства.
5. Во время экономического спада конца 1850-тых годов Юг пострадал в большей степени, чем Север, так как его экономика зиждилась на рабстве.
6. Линкольн был ярким противником рабства, и его выборы президентом США стали последней каплей, переполнившей чашу терпения южан, так как они полагали, что его политика приведет к экономическому разорению Юга.
7. Экономический кризис обострил (to heighten) напряженности и усилил недоверие между Югом и Севером и тем самым сделал Гражданскую войну неизбежной.
8. Гражданская война разразилась в 1861 году, после того как южные штаты вышли из состава Союза.

Text 2. The Homestead Act

1. Закон о гомстедах положил начало программе бесплатного предоставления земли любому гражданину США или иммигранту, намеревавшемуся стать американцем.
2. Южные штаты сопротивлялись закону о гомстедах, так как видели в нем угрозу их материальному благополучию.
3. Решение южных штатов отделиться от Союза и сформировать Конфедерацию очистило конгрессу путь для принятия этого законодательного акта.
4. Первым, кто воспользовался законом о гомстедах и подал заявку на получение участка земли, был Даниель Фримен.
5. Он жил и работал на своей ферме, выращивая зерновые, а затем ферма перешла к его сыну.
6. Тысячи ферм возникли по программе выделения земли, и многие обедневшие фермеры, прибывшие на запад в поисках новых возможностей, стали работать на своих гомстедах.
7. Но программа не увенчалась успехом, и многие фермеры продали свои земли, когда началось строительство железных дорог.

Follow-up Activities

Speaking

A SHORT PRESENTATION

Speaking tips

- *Keep your notes short – use key words.*
- *Follow your plan.*
- *Speak slowly and clearly.*
- *Plan the order of your talk:*
- *introduction, main points, conclusion.*
- *Use your notes to help you remember what to say.*
- *Speak clearly.*

Discuss these questions with your partner.

- What was the outcome of the American Civil War?
- Who were the winners?
- Who were the losers?

TASK

Give a 2-minute presentation on the causes of any well-known war. First, find relevant material and make notes. Use this plan on Civil War presentation as an example:

- Introduction: say what you will talk about
- Point 1: Dred Scott case: made people angry about slavery
- Point 2: economic depression: South suffered more: mistrust of the North
- Point 3: 1860 election: Southerners disliked Lincoln
- Conclusion: say briefly what you have said

Remember to:

- use sequence markers (first, then, at the same time, etc.).
- say when things happened.
- be clear who you are talking about.

Writing

A LETTER FROM AMERICA

You are a new immigrant to the USA, not yet a US citizen. You have been promised a homestead. Write a letter to your family.

1. Read the second text again and make notes about these points.
 - How much land you have - 160 acres, enough for small farm
 - What you had to pay - \$10 tax and that's all
 - How you got the land - built house, went to office to register
 - What you still have to do - work on land for 5 years

2. Include some of these words and phrases.

have to live there, look after the land, keep animals (cows, pigs, etc.), become American, register the claim, pay, , then it's mine, , plenty of land here

Write 100—140 words.

UNIT 4

The Eureka Stockade

In 1854, several thousand gold miners, angry at government corruption as well as high taxation, rose up in protest. They fortified the Eureka Hotel in Ballarat, South Australia and issued their demands for justice. The rebellion was put down violently by British soldiers and some miners were killed. Yet, although the miners lost the fighting, they gained everything that they were fighting for.

What took place at that hotel, now known as the Eureka Stockade, was the most important act of rebellion ever to have taken place in Australia. It was, and is, the only act of rebellion on Australian soil in which guns have been used. The events of that summer proved to be a crucial stepping-stone on the road to democracy in Australia.

At that time tens of thousands of miners were hoping to find gold. To have the right to look for gold, the miners had to pay an expensive tax of £8, which was often stolen by dishonest officials. Many had spent their life's savings to come to Australia in the hope of being lucky and finding gold. The miners could stand it no longer, and rose up against this tax. The government reacted quickly and the rebellion lasted only a few days, but 22 people were killed. The government were shocked, and reduced the tax to £1, a much more manageable amount. What is more, the miners were also given the right to vote in elections.

Both these actions had a vast impact on the way Australia was governed. The reduced licence fee attracted more and more people to the country, and soon the miners had representatives in the state parliament. The full extent of the rebellion would not be seen for years to come, but nowadays it is considered to be the time when the modern political system in Australia was born.

There was another issue which arose from the rebellion. Of the thousands who came to Australia soon after the uprising, many were Chinese. An atmosphere of racism developed and the authorities did little to prevent it. They saw increased Chinese immigration as a serious problem. Eventually, The White Australia Policy, which lasted until the 1960s, limited immigration along the lines of race. However, it is for its place in the development of fair democracy in Australia, that the Eureka Stockade is best remembered.

Pronunciation guide

Eureka [jə'ri:kə]

Ballarat ['bæləræt]

The Australian Gold Rush

In January 1851, Edward Hargraves returned to Sydney, Australia from the gold mines of California. He had spent some time there, but had returned home without having found any significant amount of gold. He did, however notice that the geology of the gold fields of California was similar to the territory along the Macquarie River, northwest of Sydney. He had surveyed this region two decades before and once again he set out to prospect for gold. Five months later, at the beginning of winter, Hargraves wrote in his journal that he had found gold. Wild rumours began to spread that huge nuggets of gold lay around waiting to be harvested. Businesses and government offices in Australian cities began to empty. The Australian Gold Rush had begun. Prices for flour, shovels, clothing, blankets and other equipment increased dramatically as adventurers from all over the world flocked to Australia to make their fortunes.

This posed a problem for Britain. Before the American Revolution the North American colonies were used as dumping grounds for British convicts and other social undesirables who were often sold as indentured servants, a form of slavery. After 1776, America could no longer be used for this purpose and Australia inherited the dubious honour as England's depository of human waste. The journey from Europe to Australia was long and difficult and emigration from Britain was very slow. Before the Gold Rush, the population of Australia was less than 500,000. Politicians in London reasoned that sending convicts to Botany Bay and other penal colonies would enable them to increase the population of a sparse and distant piece of Britain's colonial empire.

In 1851 with thousands of people coming to Australia, dreaming of getting rich by finding gold, the need for convict workers to fill the remote and vast colonies of the subcontinent was gone. Numerous public meetings and all the colonial legislative councils had been urging Britain to stop transporting criminals to Australia and finally, in 1853, it did so. The Secretary of State in Britain said, it is folly to convey offenders, at the public expense, to gold fields which thousands of honest labourers are in vain trying to reach.

The discovery of gold changed Australian history. It encouraged economic development and many towns grew almost overnight. Immigration raised the population to 1,500,000 in three years and Australians began to assert their own national identity.

Pronunciation guide

Edward Hargraves [edwəd 'hɑ:greivz]

The Macquarie [ðə mək'weəri]

Sydney ['sidni]

Botany Bay [botəni 'bei]

Comprehension

I. Read the first text again and choose the best ending for each sentence.

1. The gold miners were angry about _____.
A. government corruption. C. corruption and taxes.
B. high taxes. D. the presence of British soldiers.

2. The miners lost the fight _____.
A. and remained frustrated. C. but won the war.
B. and built up more grievances. D. for the abolition of the gold mining license.

3. After the rebellion the miners _____.
A. no longer needed a gold mining license. C. gained the approval of the British government.
B. were given what they had asked for. D. made an impact on the constitution.

4. One effect of the changes _____.
A. was to limit immigration from China. B. was to create an atmosphere of fear and hatred.
C. was to embarrass white Australians D. was to cause serious problems in the gold fields.

5. In the long term, the rebellion _____.
A. stopped immigration from China. C. was seen as an unimportant event in history.
B. started immigration from Europe. D. was the origin of the modern political system.

II. Read the second text again and put these facts in the correct order (1-5).

- A Britain stopped transporting criminals to Australia.
- B Hargraves returned from California.
- C The population of Australia reached 1,500,000.
- D Hargraves found gold.
- E Hargraves looked for gold in the USA.

III. Read the first text and answer the following questions:

1. Why did thousands of gold miners rise in rebellion against the government in 1854? What did they demand?
2. What was unique about the Eureka Stockade?
3. What was the outcome of the Eureka Stockade?
4. What were the two actions that had a vast impact on the way Australia was governed?
5. What was that impact like? How did these actions change the situation in the country?
6. What another issue arose from the rebellion? How was it settled?
7. What is the Eureka Stockade best remembered for?

IV. Read the second text and answer the following questions:

1. Why did adventurers from all over the world flock to Australia in the 1850s?
2. What brought about the Australian Gold Rush?
3. Why did the British government have to use Australia as England's depository of human wastage after 1776?
4. What problem did the English politicians hope to solve by sending convicts to penal colonies?
5. Why was the need for convict workers gone?
6. How did Britain react to the changed conditions?
7. What enabled Australians to begin to assert their own national identity?

Vocabulary

I. Complete the summaries using these words from both texts.

wild rumours	vast impact	serious problem
dubious honour	significant amount	huge nuggets
honest labourers	a crucial stepping-stone	full extent
fair democracy		

II. Give Russian equivalents of the following:

a) to be angry at high taxation; to rise up in protest / against taxes; to issue demands for justice; to put down the rebellion; to be a crucial stepping-stone on the road of democracy; to reduce the tax; to vote in elections; to have a vast impact on...; to limit immigration along the lines of race;

b) to be similar to...; to survey the region; to prospect for gold; to spread wild rumours; to flock to Australia; to make a fortune; to pose a problem for...; dumping grounds for British convicts and social undesirables; for this purpose; to inherit the dubious honour; at the public expense; to convey offenders; to increase / raise the population; to assert one's own national identity.

III. Suggest the English for:

a) золотоискатель; укреплять, сооружать укрепления; проиграть битву; случаться, происходить; недобросовестный чиновник; накопления целой жизни; длиться, продолжаться; сниженный лицензионный сбор; привлекать в страну; представитель; спорный вопрос, проблема; бунт, мятеж; власти, администрация; предотвращать, не допускать;

b) золотая лихорадка; золотой прииск; огромные самородки золота; пустеть (об офисах и т.п.); искатели приключений; законтрактованный слуга; склад отбросов, нечистот; штрафная колония; делать возможным, давать возможность сделать что-либо; разбогатеть; законодательный совет; настаивать, убедительно просить; тщетно, напрасно; глупость, безумие.

IV. Test translation. Translate these sentences into English using the words and word combinations from ex. 2 and 3.

Text 1. The Eureka Stockade

1. Летом 1854 года несколько тысяч золотоискателей выдвинули требования справедливости.
2. Они забаррикадировали гостиницу «Эврика» и выдвинули требования справедливого суда.
3. Восстание было подавлено британскими солдатами: много золотоискателей было убито.
4. Эврикское восстание положило начало созданию австралийской политической системы.
5. Несмотря на то, что золотоискатели проиграли битву, война за равенство и справедливость была выиграна.
6. Правительство снизило лицензионный сбор и дало золотоискателям право участвовать в выборах.

Text 2. The Australian Gold Rush

1. Австралия была огромной далекой колонией.
2. Искатели приключений распускали нелепые слухи о том, что недалеко от Сиднея можно найти многочисленные, огромные самородки золота.
3. Искатели приключений ринулись в малонаселенную отдаленную часть Британской колониальной империи, и цены на муку, одежду, шерстяные одеяла, лопаты и другое снаряжение резко возросли.
4. Эдвард Харгрейв уже исследовал этот район, расположенный к северо-западу от Сиднея, два десятилетия тому назад, и теперь вновь отправился на поиски золота.
5. После Войны за независимость (Американской революции) 1775 года Британия не могла больше использовать североамериканские колонии в качестве места ссылки (свалки) британских каторжников и других нежелательных элементов.
6. Открытие месторождений золота способствовало росту экономики Австралии.

V. Put in the missing words.

The Eureka Stockade

The events at the Eureka Stockade were ¹ _____ towards Australia's birth as a nation. The events had a ² _____ at the time, but the ³ _____ of the changes to Australian law can only be understood today. The ⁴ _____ of heavy taxes, combined with government corruption led to the development of the ⁵ _____ enjoyed in Australia today. The Australian Gold Rush Hargraves found no ⁶ _____ of gold in California. Soon after his return to Australia, ⁷ _____ of his discoveries near the Macquarie River began to spread. People went to the gold fields expecting to find ⁸ _____ of gold lying on the ground. The resulting mass immigration changed Australia. The country lost its ⁹ _____ of being the dumping ground for British criminals, and became a land of ¹⁰ _____, searching for wealth.

Follow-up Activities

Speaking

GIVING ADVICE

Speaking tips

- *Be friendly.*
- *Be helpful.*
- *Make sure the listener understands you.*

Discuss these questions with your partner.

- Why did people go to Australia in the 1850s?
- What did they find when they got there?

TASK

Give some advice to a friend thinking about going to look for gold in Australia. Read both texts again and tell them about:

- Where and when to go
- Things to take/buy there
- Possible risks
- Worth going or not

Use this information to help you.

- Where to go: Victoria and New South Wales — many miners, Western Australia — new discoveries
- When to go: June is mid-winter, December is very hot in WA (45° Celsius)
- Things to take: Gun, tent, blankets
- Things to buy there: Tools, food, compass
- Possible risks: No maps — you could get lost, thieves, diseases
- Worth going: You might find gold
- Not worth going: Not everyone finds gold

Remember to:

- use should! ought to.
- give warnings and reminders.
- give your opinion.
- give reasons for your advice and opinions.

Writing

A LETTER FROM AUSTRALIA

You have just arrived in Australia to look for gold. Write a letter home.

1. Read the texts again and make notes about these points.

- What life is like: difficult, many people hoping for gold, dangerous, not everyone honest
- Where you will go: Macquarie River or new discoveries in Victoria, 90 to Ballarat
- What you hope to find : gold and plenty of it
- Macquarie River: gold there?
- Hurry : everyone is going

2. Include some of these words and phrases.

Crowded, new immigrants everywhere, nowhere to stay, mining equipment and food shortage, expensive

Write 100—140 words.

ADDITIONAL MATERIAL

UNIT 5

Russian geography and exploration

The territory of the Russian Empire reached its greatest extent in the 1880s, despite the sale of Alaska to the USA in 1867. It included Poland and Finland in the west and Sakhalin in the east. It stretched from the Arctic Ocean in the north to the Black Sea in the south.

During the nineteenth century, Russia was searching for a warm-water port that would give its navy access to the sea all year round. Slowly, but steadily the Empire was advancing south to India and east to the Pacific Ocean. In 1850 a Russian settlement was established on the estuary of the Amur River; and the northern half of the island of Sakhalin was occupied in 1855

and the southern half became Russian twenty years later. Three years later, the entire Amur region and the coast southwards from there were annexed from the Chinese. This single act increased the territory of the Russian Empire by 600,000 square kilometres. The city of Vladivostok was founded in 1860 and developed as Russia's main port on the Pacific.

In central Asia the empire extended almost to the frontiers of Afghanistan. Later that decade, cities such as Tashkent, Bukhara and Samarkand, became Russian administrative centres after they were captured during military expeditions. Russian settlers soon followed and the empire continued to expand. By the end of the nineteenth century the Russian Empire had conquered the greater part of central Asia in a series of wars in which fewer than 1000 Russian soldiers lost their lives.

This large territory needed a system of communications in order to hold it together. Telegraph lines between east and west were unreliable, and news travelled slowly. Communications improved with the building of the Trans-Siberian Railway. Plans for the railway were drawn up in 1891 by Czar Alexander III. The project was rushed to completion with the outbreak of the Russo-Japanese War and the 10,000 kilometre line was finished in ~1905. This linked Vladivostok in the east with Moscow and St Petersburg in the west. Towns and cities grew along the railway and were now connected by improved telegraph and telephone lines, as well as by the railway itself.

Pronunciation guide

Sakhalin [sə'ka:lin]

Bukhara ['bukərə]

Samarkand [sæmə'kænd]

Russian expansion in the 19th century

Przhevalsky's expeditions

Ever since I was a child, I have always wanted to explore far away lands. I have made four expeditions to east and central Asia and have spent eleven years of my life travelling. So, here is the story of my travels and the things I have seen. On my first expedition, in 1869, I travelled from Irkutsk to central Siberia. I saw Lake Baikal, visited Urge (We call it Ulaan Bataar, nowadays), crossed Mongolia and the Gobi and into China. I arrived at a place near Beijing in 1873 before returning home. I returned to China in 1876, crossing the Tien Shen mountains this time. On my third expedition, I hoped to reach Tibet. In fact, I came within 270 km of Lhasa, the capital, but to my great disappointment foreigners were forbidden to enter the country. My fourth trip began from Urga, in 1883. Once again, I crossed the Gobi and then to Ysyk-Kul, one of the largest mountain lakes in the world.

In all my expeditions I covered a distance of 31,500 kilometres. Quite a distance when you think that the equator - the circumference of the earth - is a little over 40,000 kilometres. I tried three times to enter Tibet, but always without success. Still, I was able to explore the mountain regions between there and Mongolia.

My expeditions were not only about travelling. I made maps of the places I visited, brought back new plants and discovered animals we had not seen before. It is the animals that please me most. I discovered the wild camel, but it is the horse that made me famous. It is called Przhevalsky's Horse now and I first saw it near the Altai Mountains. The horse is small, about the size of a pony. Its coat is a red colour, but its mane and tail are dark. It has a white nose, a long face and a very strong lower jaw. I hope that my expeditions have added to our knowledge of the geography of Asia. That alone is a great honour. It is amazing that people are talking about naming a lake, a mountain, a glacier, animals and plants, even a city after me.

Pronunciation guide

Urga ['ə:gə]

Beijing [bei'ʒiŋ]

Lhasa ['la:sa]

Ulaan Bataar[ulæn bə'ta:]

Tien Shen [tjen ʃen]

Comprehension

I Read the first text again and choose the best ending for each sentence.

1. The Russian Empire was at its largest in the 1880s. _____.
A. now that Alaska was part of the USA.
B. because it stretched from the Arctic to the Black Sea.
C. even though Alaska was part of the USA
D. including Finland and Sakhalin.

2. To hold the empire together, it needed _____.
A. an improved communications system. C. a trans-continental railway line.
B. better telegraph lines. D. Czar Alexander III's plans.

3. The railway was finished quickly. _____.
A. because of the war with Japan. C. to link Moscow with Vladivostok
B. because it was rushed. D. and linked east to west.

4. The Empire expanded eastwards...
A. and southwards at the same time. C. just after it expanded southwards.
B. just before it expanded southwards. D. by 600,000 square kilometres.

5. The wars in central Asia...
A. killed 1000 people. C. conquered the greater part of Asia.
B. cost many soldiers their lives. D. cost less than 1000 Russian soldiers' lives.

II. Read the second text on page 5 again and choose the best title for each paragraph.

Paragraph 1

- A. The story of my life C. My travels and discoveries
B. Four expeditions D. East and central Asia

Paragraph 2

- A. Places I have visited C. My first expedition
B. My expeditions D. Across the Gobi to China

Paragraph 3

- A. Exploring the mountains C. How far I travelled
B. Three times to Tibet D. The equator

Paragraph 4

- A. Przevalsky's Horse C. New animals
B. My discoveries D. A small horse

Paragraph 5

- A. The geography of Asia C. My name
B. My honours D. A Great Honour

III. Read the first text of the lesson and answer the following questions:

1. How large was the Russian Empire in the 1880s? How far did it stretch?
2. Why was Russia searching for a warm-water port during the 19th century?
3. In which directions was the Empire advancing?
4. What single act increased the territory of the Russian Empire by 600,000 square kilometres?
5. When was Russia's main port on the Pacific founded? What was it?
6. How far did the Empire extend in central Asia? What made it possible?
7. What did the Russian Empire need to hold its large territory together?
8. What rushed the building of the Trans-Siberian Railway?
9. What did the 10,000 kilometre railway line link?
10. Where did towns and cities begin to grow? What were they connected by?

IV. Read the second text of the lesson and answer the following questions:

1. How many expeditions did Przhevalsky made? What distance did he cover in all his expeditions?
2. What places did he explore?
3. What did he fail to reach?
4. What animal made him famous? Why? What does it look like?
5. What is Przhevalsky's contribution to our knowledge of the geography and wildlife of Asia?

Vocabulary

I. Complete the sentences using these words from both texts.

discovered travelled increased expanded
settlements extended territory connect expeditions
explored

1. Christopher Columbus _____ America in 1492.
2. He made several _____ to the New World.
3. The first _____ were Of1 the cast coast.
4. People _____ the new land along the rivers.
5. They _____ by small boat or on foot.
6. The _____ of the USA reached from the coast to the Mississippi by 1850.
7. It _____ westwards after the Civil War.
8. The population _____ dramatically in the 1 9th century.
9. Eventually it _____ from the Atlantic to the Pacific.
10. Roads and planes _____ the major cities.

II. Give Russian equivalents of the following:

a) to reach the greatest extent; to stretch from ... to...; in the east (west, south, north); to establish a settlement; on the estuary of the Amur River; to increase the territory by 600,000 square kilometres; to develop as Russia's main port; to extend to the frontiers of Afghanistan; to hold together; to draw up a plan; as well as;

b) to make an expedition; to spend some years of one's life travelling; on the first expedition; to travel from...to...; to explore the territory of...; to arrive at a place near Beijing; to reach China; to try three times to enter Tibet; without success; to cross the Gobi; to make smb. famous; to be a great honour; to name a city after ...

III. Suggest the English for:

a) несмотря на; включать, содержать в себе; искать что-либо; давать доступ к; продвигаться (расширяться) на юг; занимать, захватывать; аннексировать; поселенец; завоевывать, покорять; погибнуть, лишиться жизни; ненадежный; улучшать(ся), совершенствоваться(ся); торопиться завершить; начало войны; связывать, соединять;

b) исследовать дальние страны; пересекать; вернуться домой; к моему великому огорчению; иностранец; запрещать; пройти, преодолеть расстояние в 1000 километров; горные районы; окружность земли; составить карту местности; привезти новые растения; найти, обнаружить новых животных; нравиться, доставлять удовольствие; расширить наши знания географии.

IV. Test translation.

Translate these sentences into English using the words and word combinations from ex. 2 and 3.

Text 1. Russian expansion in the 19th century

1. Территория Российской империи достигла наибольших размеров в 1880-е годы.
2. Территория Российской империи простиралась от Польши и Финляндии на западе до Сахалина на востоке и от Северного Ледовитого океана на севере до Черного моря на юге.
3. Русское поселение было основано в устье реки Амур.
4. Территория России возросла на 600 000 квадратных километров.
5. Город Владивосток стал главным портом России на Тихом океане.
6. В Центральной Азии империя простиралась почти до границ Афганистана.
7. Обширная территория Российской империи нуждалась в хорошей системе коммуникаций, чтобы связать ее воедино.
8. В 1891 году царь Александр III составил план строительства железной дороги.
9. Теперь города были связаны между собой усовершенствованными телеграфными и телефонными линиями, а также сетью железных дорог.

Text 2. Przhevalsky's expeditions

1. Николай Михайлович Пржевальский провел одиннадцать лет жизни в путешествиях. Он совершил четыре экспедиции в Восточную и Центральную Азию.
2. Во время первой экспедиции он отправился из Иркутска в Центральную Сибирь.
3. Затем Николай Михайлович путешествовал в районе озера Байкал, исследовал территорию Монголии и Гоби, а в 1873 году, прежде чем вернуться домой, он достиг Китая, района близ Пекина.
4. Николай Михайлович трижды безуспешно пытался посетить Тибет.
5. Во время своих экспедиций Пржевальский не только преодолел расстояние в 31,500 км, но и составил карты тех мест, которые он посетил.
6. Вблизи Алтайских гор Николай Михайлович обнаружил дикую лошадь, которая впоследствии (later) прославилась его, так как была названа в его честь – лошадь Пржевальского.
7. Экспедиции Пржевальского расширили наши знания географии.

UNIT 6

Livingstone's explorations

David Livingstone was a missionary and explorer who had two aims in life; to teach Christianity and to discover the source of the River Nile. He was born into a poor Scottish family and was one of seven children. In 1823, at the age of ten, he began work in a local cotton mill. He spent his spare time studying and was ordained, becoming Dr Livingstone, in 1840. A year later, he arrived in South Africa to begin his life's work.

He travelled inland immediately, looking for converts and trying to put an end to the slave trade. He spent more than thirteen years travelling and teaching. He was the first European to reach deep into Africa. He travelled in the Kalahari and then set out to find a route to the Atlantic, reaching Luanda in 1854. Next he turned around and entered the Zambezi region, arriving at the waterfall that he renamed Victoria Falls, in honour of Queen Victoria.

He returned to Britain as a national hero, but only stayed for a year. In 1858 he set out to explore eastern and central Africa. His second expedition was less successful. Navigating the Zambezi River proved to be impossible and morale among the expedition members fell. Worst of all, his wife died of disease and Livingstone turned back.

In 1864, he returned to Africa, to try to find the source of the River Nile. This expedition started badly. The journey was difficult and many of his followers abandoned him, reporting that Livingstone was dead. This story made headline news in the world's press. Livingstone, however, carried on, making more discoveries and penetrating further into the Congo Basin than any European had done before. Livingstone did not manage to send word of his discoveries back to Britain. In Europe, no one knew whether he was alive or dead.

Two years of travelling had made Livingstone weak and ill. He arrived at Lake Tanganyika in October 1871. He was now very ill and had no medicine and very little food. What Livingstone did not know was that the world had been searching for him. The man who had made so many discoveries was about to be discovered himself.

Livingstone did not return to Britain, but died in Africa in 1873. He had one wish before his body was taken back to Britain. His heart was removed and buried in the place beloved best of all: in Africa.

Pronunciation guide

The River Nile [ðə 'ri:və 'naɪl]

The Zambezi River [ðə zæm'bi:zi 'rɪvə]

The Kalahari [ðə kælə'hɑ:ri]

Lake Tanganyika ['leɪk tæŋgæn'ʃi:kə]

Luanda [lu'ændə]

Henry Morton Stanley

Henry Stanley was born in England, in 1841, the year Livingstone first arrived in Africa. He grew up in an orphanage and at the age of fifteen left for the USA. There, he worked as a sailor, fought in the American Civil War and eventually became a journalist. In 1869, the New York Herald asked him to go to Africa to search for Livingstone, who had already been missing for three years.

In 1871, Stanley arrived in Zanzibar and set out for Livingstone's last known whereabouts, Lake Tanganyika. He travelled for nearly half a year and during that time he suffered from hunger and dysentery and he travelled through floods and drought. Then in November of that year he arrived at the village of Ujiji, on the shores of the lake. To Stanley's surprise he was greeted in English, by Susi, Livingstone's servant.

Stanley saw a sick, old man. He approached, took off his hat and said, "Dr Livingstone, I presume?" He then gave the doctor a bag of letters from his children, which had been kept in Zanzibar for Livingstone's return.

Stanley also brought supplies of food and medicine and Livingstone's health improved fast. He was able to join Stanley's expedition to explore the northern shores of Lake Tanganyika, before turning south. Once again, Livingstone could continue his search for the source of the Nile. He never found it. He died in 1873.

With Livingstone's death, Stanley took up the search. He spent four years exploring east Africa, before finally reaching the sea in 1877. Then he turned his attention to the Congo Basin. The British government were not interested in financing any further exploration, so Stanley enlisted the support of the King of Belgium. It was Stanley who built the transportation system that would become the foundation of the Belgian Empire.

Stanley's final expedition took him from Lake Albert to the coast. In April 1889 he set out, crossing an unknown mountain range, the Ruwenzori Range and proved that the Semliki River links Lakes Albert and Edward. This was the last piece of the jigsaw in the search for the source of the Nile. Now at last map makers were able to show the full extent of the world's longest river — from the edge of southern Africa, across the plains of east Africa and through the Sahara desert to the Mediterranean Sea.

Stanley returned to Britain, was honoured by the Queen and died, a wealthy man, in 1904.

Pronunciation guide

Zanzibar ['zænziba:]

The Ruwenzori Range [ðə ru:wenzo:ri 'reindz/

Ujiji [u: 'zi:zi]

The Semliki River [ðə semli:ki 'ri:və]

Susi ['su:si]

The Mediterranean Sea [ðə meditə'reɪniən 'si:]

Comprehension

I. Read the first text again and put these events in the correct order.

- A. He abandoned his second expedition.
- B. It was believed he was dead.
- C. He arrived in South Africa.
- D. He taught Christianity.
- E. He returned to Britain.

II. Read the second text again and choose the best ending for each sentence.

1. Stanley went to search for Livingstone because _____
 - A. it would be an adventure.
 - B. somebody asked him to.
 - C. Livingstone was lost.
 - D. of his newspaper.

2. Stanley had letters for Dr Livingstone which _____
 - A. he had been waiting for.
 - B. came from Zanzibar.
 - C. he had written.
 - D. were from his family.

3. Livingstone's health improved _____
 - A. when he joined Stanley's expedition.
 - B. after Stanley's arrival.
 - C. so he searched for the source of the Nile.
 - D. when Stanley found him.

4. Stanley's final expedition solved the puzzle of _____
 - A. an unknown mountain range.
 - B. the route from Lake Albert to the coast.
 - C. making maps of Africa.
 - D. the source of the Nile.

5. Stanley worked for the Belgian government because _____
 - A. the British were not willing to pay him.
 - B. the King of Belgium was interested.
 - C. they were building an empire in Africa.
 - D. he could build a transport system.

III. Read the two texts and answer the following questions:

1. What reasons did Livingstone have for going to Africa?
2. What reasons did Stanley have for going to Africa?
3. In what way are their reasons different?
4. How are their reasons similar?
5. What did Livingstone's expeditions achieve?
6. Wherein lies the significance of Stanley's explorations?

Vocabulary

I. Match the words (1-10) with the definitions (a-j).

- | | |
|----------------|--|
| 1. ordained | a. left, ran away |
| 2. converts | b. shown to be true |
| 3. navigating | c. the edge |
| 4. morale | d. people who join a religion |
| 5. abandoned | e. lost, not found |
| 6. missing | f. origin, the beginning of something |
| 7. whereabouts | g. finding the way |
| 8. source | h. to be made a minister of a religion |
| 9. proved | i. good feeling, self-confidence |
| 10. fringe | j. location |

II. Give Russian equivalents of the following:

a) to teach Christianity; to have two aims in life; to discover the source of the River Nile; to be ordained; to travel inland; to look for converts; to put an end to the slave trade; to arrive in South Africa; to enter the Zambezi region; to return to Britain as a national hero; to set out to find a route to the Atlantic; proved to be impossible; to make headline news in the world's press; not to manage to send word of...;

b) to grow up in an orphanage; to be missing for three years; to suffer from hunger; to bring supplies of food and medicine; to take up the search; to turn one's attention to...; (not) to be interested in financing further exploration; to enlist the support of...; the last piece of the jigsaw; the edge of southern Africa; to be honoured by the Queen.

III. Suggest the English for:

a) миссионер, хлопкопрядильная фабрика; свободное время; достичь, добраться до...; переименовывать; в честь кого-либо; оставаться, жить; менее успешный; боевой дух; умереть от болезни; последователь, сторонник; бросить, покинуть кого-либо; живой или мертвый; слабый и больной; лекарство; возвращаться; перемещать, вынимать; хоронить;

b) участвовать в гражданской войне; местонахождение; наводнения и засуха; приветствовать; слуга; приближаться; присоединиться к экспедиции; продолжить поиски чего-либо; правительство; транспортная система; доказывать; горная цепь; картограф; равнина; пустыня; богатый, состоятельный человек.

IV. Test translation.

Translate these sentences into English using the words and word combinations from ex. 2 and 3.

Text 1. Livingstone's explorations

1. Давид Ливингстон был миссионером и исследователем.
2. Целями его жизни было проповедовать христианскую религию и найти истоки реки Нил.
3. В 1840 году Ливингстон получил сан священника, а через год он отправился в Южную Африку с целью обращения местных жителей в христианство.
4. Он также пытался положить конец торговле рабами.
5. В Африке он провел 13 лет. Он был первым европейцем, который проник в самую глубь Африки.
6. Он путешествовал по Калахари, достиг Луанды и посетил район реки Замбези.
7. Он вернулся в Великобританию как национальный герой, но через год вновь отправился исследовать восточную и центральную части Африки.
8. Экспедиция 1864 года была менее успешной. Упавшие духом и покинувшие Ливингстона члены экспедиции заявили, что он погиб.
9. Эта новость облетела заголовки мировой прессы.

Text 2. Henry Morton Stanley

1. Ливингстон отсутствовал уже в течение трех лет, когда Генри Стэнли отправился в Африку на его поиски.
2. Во время своего путешествия по Африке Стэнли страдал от голода и дизентерии, пережил наводнения и засуху.
3. Стэнли привез с собой запасы еды и медикаментов, и здоровье Ливингстона быстро пошло на поправку.
4. Так как Британское правительство не интересовало дальнейшие исследования, Стэнли был вынужден (had to) заручиться поддержкой короля Бельгии.
5. Генри Стэнли удалось (to manage) найти последний фрагмент головоломки, связанной с поиском истока реки Нил.

UNIT 7

Native Americans

As long as 8,000 years ago, Native Americans lived in the Yosemite Valley in the Sierra Nevada mountain range, farming and trading with other tribes on the other side of the mountains surrounding the valley. They had an understanding of the seasons and were able to use this knowledge to manage the valley's ecosystem. They cleared land for farming by setting fire to the undergrowth, allowing the seasonal rain to prevent the fires from getting out of control. In this way they created a landscape of grassland, mixed with isolated oak woodland. They farmed the grassland and the woodland provided refuge for wildlife which they hunted. The native people of the valley developed a culture rich in song and tradition. They shared ideas and beliefs with tribes beyond the valley because they had traded together over the centuries.

European settlers

The valley was first seen by European explorers in 1833, but it was nearly twenty years later when the first travellers actually entered the valley. Gold had been discovered in the Sierra Nevada in 1849. The opportunity to get rich brought thousands of miners from all over America and beyond to the Sierra Nevada. At first they were welcomed by the locals, who were happy to trade with the new settlers. In only a few months, however, settlers had taken over almost every valley of the Sierra Nevada and the native people felt threatened in their own lands. Inevitably, conflict broke out. Settlers claimed they were attacked by Indians (as the Europeans called them). A trading post was attacked in the winter of 1849—50 and three white men were killed. Native Americans claimed they were attacked by the settlers. Conflict and disease reduced the Native American population by two thirds in a few short years. Whatever the rights and wrongs, the State of California sent its soldiers into the mountains. They entered the Yosemite Valley in 1851 and defeated the Native Americans, who were moved to a reservation away from the gold mining area. America kept a military presence in the valley until 1906.

Pronunciation guide

The Yosemite Valley [ðə jəʊsemɪti 'væli]

California [kæli'fɔːniə]

The Sierra Nevada [ðə siːərə nə'vɑːdə]

The Mariposa Indian War

In 1851 the US Army fought a short war with the native people of the Yosemite Valley. The following letter was sent by Lieutenant Tredwell Moore an officer of the 2nd Infantry, to his commanders. The letter has been rewritten in modern English, but the words are Lieutenant Moore's.

Head Quarters Camp Steele
Near the Head Waters of the Merced
July 8th, 1852

Sir

I have the honor to report that I arrived at my present encampment on the Head Wafers of the Merced River on the 20th of June. Immediately on my arrival scouting parties were sent to scour the country in all directions. Many deserted camps were found, but no Indians. The friendly Indians we had with us as guides are of the opinion that the entire tribe had crossed the Sierras. Major Savage, with a party of Indians, found a fresh trail heading from the valley towards the head wafers of the San Joaquin River. He was forced to return when his supplies ran out. On the 1st of July, I took a party of twelve men and soon came to trail. This we continued to follow. On the morning of the 4th I crossed the main ridge of the Sierra. Sending out scouts, I received information that there was a settlement about four miles away. By dividing my party I was able to surround it. Twenty-one prisoners were taken: six men, the remainder women and children. One of the prisoners said that they had seen the murders of the whites on the Merced, but that they had not done it. A number of items together with some clothing were found, which proved they had stolen the murdered men's property, even if they had not committed the murder. I ordered the men to be shot, which was done on the morning of the 5th. From the women I have learned that nearly the entire tribe was present at the murder. Lieutenant McLean and a group often men left for Yo Semity Valley on the 1st with instructions to destroy the Indian camps and their provisions. He succeeded in finding a large supply of food which was destroyed. One of his men (Riley) was severely wounded. He received two arrow shots on the night of the 4th while on post as a sentry. McLean arrived this morning, having accomplished the destruction of as much property and provisions as could be found. The wounded man died last night.

I am Sir Very Respectfully
Your obedient Servant
T. Moore
1st Lt. Infantry
Commanding Expedition

Pronunciation guide

The San Joaquin River [ðə ʃæn
həuəki:n 'ri:və]

The Merced [ðə meər'sed]
the Sierras [ðə si'eərəz]
McLean [mə'klein]

Comprehension

I Read the first text again and complete the summaries. Use words from the text.

Native Americans.

People ¹ _____ in the valley for thousands of years. They ² _____ and ³ _____ for animals. They used fire to clear land for ⁴ _____. They traded with other ⁵ _____ outside the valley.

European settlers

Europeans first ⁶ _____ the valley when gold was discovered there. Soon, there were so many settlers that the natives felt ⁷ _____. The result was violence. ⁸ _____ and disease ⁹ _____ the native population. They were moved away from the valley. The gold miners and the ¹⁰ _____ remained.

II. Read the second text again and choose the best ending for each sentence.

1. Lt Moore believed the whole tribe may have gone because _____.
A. there was a trail over the mountains. C. there were many deserted camps.
B. the friendly Indians said so. D. of all of these reasons.
2. Lt Moore captured some Indians _____.
A. four miles from camp. C. by dividing them.
B. by surrounding them. D. after following them.
3. The Indians had _____.
A. taken the murdered men's property. C. taken property but not murdered.
B. been shot. D. certainly murdered the whites.
4. One soldier was killed _____.
A. at an Indian camp. C. destroying provisions.
B. one day. D. by arrow shots.
5. One of the prisoners _____.
A. murdered the whites. C. saw the murders.
B. participated in the murders. D. denied seeing the murders.

III. Read the texts and answer the following questions:

1. What were the main occupations of Native Americans living in the Yosemite Valley?
2. What allowed them to manage the valley's ecosystem?
3. What sort of culture did they develop?
4. Were their ideas and beliefs different from those of other tribes beyond the valley?

5. Why did the Europeans settle in the valley?
6. Why were the settlers welcomed by the locals at first?
7. What provoked the conflict between the settlers and the Indians?
8. What happened to the Native American population as the result of this conflict? Where were they moved to after they had been defeated?
9. Did the US Army leave the Yosemite Valley as soon as the conflict was resolved?
10. How did the American soldiers treat the Indians?

Vocabulary

I. Complete the table with these words from both texts.

Place	Person

mountain tribe valley miner post
 camp party settlement prisoner

II. Give Russian equivalents of the following:

a) to trade with other tribes; to have an understanding of the seasons; to manage the valley's ecosystem; to clear land for...; to set fire to the undergrowth; to prevent the fire from getting out of control; to provide refuge for wildlife; a culture rich in song and tradition; to share ideas and beliefs with other tribes; to take over the valley; to feel threatened; to break out (about a war, a conflict, etc.); to reduce the population by two thirds; whatever the rights and wrongs; to keep a military presence in...;

b) to scour the country in all directions; to be of the opinion that...; a fresh trail heading from...to...; to be forced to do smth.; his supplies ran out; to take prisoners; to commit the murder; to steal the murdered men's property; to leave for...; to succeed in finding a supply of food; to be severely wounded; to accomplish the destruction of provisions.

III. Suggest the English for:

a) горный хребет; окружать; местное население; позволять, разрешать; создавать; луг, сенокосное угодье; леса, лесистая местность; охотиться; возможность разбогатеть; золотоискатель; приветствовать, радушно принимать; поселенец; утверждать; фактория; нанести поражение, победить; район золотодобычи;

b) пехота; верховье реки, исток; рапортовать, докладывать; лагерь; поисковая, разведывательная/поисковая группа; разведчик; проводник; получать информацию; выйти на след; остаток, остальная часть чего-либо; убийство; доказывать; стрелять, расстрелять; часовой; стрела.

IV. Test translation. Translate these sentences into English using the words and word combinations from ex. 2 and 3.

Text 1. The Yosemite Valley

1. Коренные американцы занимались торговлей и фермерством.
2. Они очищали землю долины для поселения, выжигая подлесок.
3. Сезонные дожди не давали пожарам выходить из-под контроля.
4. Леса предоставляли убежище диким животным и птицам, на которых охотились индейцы.
5. У коренных жителей долины сложилась богатая традициями культура.
6. В 1849 году в Сьерра-Неваде было обнаружено золото, и возможность разбогатеть привлекла в Йосемитскую долину тысячи золотоискателей со всей Америки.
7. Сначала новым поселенцам был оказан радушный прием местными жителями, которые были рады торговать с ними.
8. Однако вскоре поселенцы почти полностью захватили Сьерра-Неваду и стали угрожать индейцам на их собственных землях.
9. Американские солдаты одержали победу над индейцами и вытеснили их из района золотодобычи в резервацию.

Text 2. The Mariposa Indian War

1. Лейтенант Мур отправил разведывательные группы прочесать местность в поисках индейцев.
2. Майор Сэвидж, с группой дружественных индейцев-проводников, обнаружил свежий след, ведущий из долины к верховью реки Сан-Хоакин.
3. Разделив отряд на группы, он сумел окружить поселение индейцев и захватить пленных.
4. Пленные заявили, что они не убивали белых людей, но лейтенант Мур приказал расстрелять их.
5. Лейтенанту Маклину и его людям удалось найти и уничтожить припасы индейцев.
6. Один из его людей был серьезно ранен, когда стоял на часах.

UNIT 8

John McDouall Stuart

I would like to look at one of the characters who represent that spirit of determination that we Australians are supposed to have. Take a man like John McDouall Stuart. As a result of his work the Northern Territory was opened up. The route he took became the one for the Overland Telegraph Line. It's hard to imagine today, but it was Stuart's exploration work that led to Australia finally being connected to the rest of the world, when the telegraph was finally laid along the route he found in 1872.

Stuart came to Australia in 1839. He was a surveyor and spent the 1840s and 50s making the first maps of South Australia. At that time, no one had explored the middle of the country. People believed the middle of Australia held an inland sea, called Windjulpin. This is what Stuart set out to find.

There were three of them: Stuart, George Forster and an aboriginal guide. They had food for four weeks, but they walked for more than two months. Stuart knew how fast he could walk, and the compass told him which direction they were going in. Every time they took a turn he drew the turn on his map and at the end of every day, he drew a further line to show where they had been. He did this for 1,500 miles and his map is almost as accurate as the ones we use today. They didn't find the inland sea though — there isn't one!

By the 1860s, Stuart was exploring again. He was the first man to reach the centre of Australia and after that he led a series of expeditions that crossed the whole country. He finally reached the northern coast in 1862.

However, these journeys did not do Stuart's health any good at all. He had walked through some of the most difficult terrain in Australia, if not the world. He had endured the heat of the desert; the wet of the swamplands, with all the flies and mosquitoes; he had been thirsty and half starved; and he had walked all the way. His health suffered badly and he never really recovered from all the hardship he had put himself through. He died just four years after crossing the continent.

Pronunciation guide

John McDouall Stuart [dʒɒn məkdu:əl 'stju:ət]

George Forster [dʒo:dʒ 'fɔ:stə]

Windjulpin [win'dʒʌlpin]

Burke and Wills' expedition

February 9th

It has taken us three months, but at last the coast is in sight. We are unable to reach the sea through the swamp. We will leave for Cooper's Creek tomorrow – the sooner the better – swamps breed disease and we are all tired and weak from our exertions. We expect it will take longer to return to Cooper's Creek, as all four of us are exhausted. We are all looking forward to returning. Our supplies should have arrived by now and the rest of our colleagues will be waiting for us.

March 14th

We are making only the slowest progress. Gray has suffered the worst. He had been ill since we left the coast. He died during the night. The only consolation is that now we have a little more food to share, though Burke does not seem to worry about it.

April 20th

5y my estimation, we should reach Cooper's Creek tomorrow. I can hardly write; I am so weak, so tired and so dirty. Oh, how I am looking forward to having food, water and a change of clothes! If we can only keep going for one more day, I know we shall survive. King is especially anxious: how he needs to rest.

April 21st

Never, in all my worst imaginings did I think this could happen. What is to become of us now? This is Cooper's Creek, sure enough, but there is no sign of anyone or any of our supplies. What has happened? Did they give up, return to Adelaide, believing us to be dead already? Were they taken by aboriginals? They were here, their camp fire tells us that. They left not long ago, a day at the most. We are too weak to search for them. Burke and I will wait. But for how long? Perhaps they will return. King wants us to search for them, or even to find aboriginals who may help us.

June

King is gone. Acting like a madman, he ran into the wilderness. We will not see him again. Burke is weak, weaker than me. I fear he will not survive the day. As for myself— there is no hope.

Pronunciation guide

Burke [bɜ:k]

Adelaide ['ædɔleɪd]

Cooper's Creek [ku:pəz 'kri:k]

Comprehension

I. Read the first text again and choose the best title for each paragraph.

Paragraph 1

- A. Stuart's achievements
- B. Determination
- C. Australian character
- D. The telegraph line

Paragraph 3

- A. Without a compass
- B. No resources
- C. No sea
- D. Walking fast

Paragraph 5

- A. Desert
- B. Mosquitoes
- C. Climate
- D. Health

Paragraph 2

- A. Lost sea
- B. Unknown country
- C. Old beliefs
- D. Windjulpin

Paragraph 4

- A. The centre
- B. Walking again
- C. A series of journeys
- D. The North Coast

II. Read the first text and answer the following questions:

1. Why did John McDouall Stuart set out for Australia?
2. How did he make his maps? Are his maps accurate?
3. What difficulties were his expeditions faced with?
4. What did Stuart's expeditions achieve?
5. What did his exploration work lead to?
6. What did Stuart fail to find? Why?
7. When and why did he die?

III. Read the second text again and answer the questions in your own words.

1. Why were the explorers so anxious to leave for Cooper's Creek?
2. What did Gray's death mean for the other explorers?
3. What did King hope to do at Cooper's Creek?
4. What did the explorers find at Cooper's Creek?
5. Why do you think King ran into the wilderness?
6. Who is the author of this diary? Give a reason for your answer.

Vocabulary

I. Match the words (1–10) with the definitions (a–j).

- | | |
|--------------------|------------------------|
| 1. open up | a. abandon |
| 2. lead to | b. anticipate |
| 3. set out to | c. not strong |
| 4. look forward to | d. needing to drink |
| 5. give up | e. intend |
| 6. starved | f. very tired |
| 7. thirsty | g. make accessible |
| 8. exhausted | h. not had enough food |
| 9. anxious | i. cause |
| 10. weak | j. worried |

II. Give Russian equivalents of the following:

a) to represent the spirit of determination; Overland Telegraph Line; to be connected to the rest of the world; to hold an inland sea; to lay the telegraph; an aboriginal guide; to draw a further line on the map; to endure the heat of the desert; the wet of the swamplands; to recover from the hardships; to put oneself through the hardship;

b) to be in sight; the sooner the better; to be tired and weak from exertions; to look forward to...; to make progress; by smb's estimation; to be anxious; there is no sign of anyone; there is no hope; to act like a madman.

III. Suggest the English for:

а) обнаружить (раскрыть); представлять себе, воображать; следовать маршруту; топограф; составлять точные карты; поворачивать; труднопроходимая местность; мухи и комары (москиты); испытывать жажду; умирать от голода; сильно страдать от...;

б) морское побережье; вызывать (порождать) болезни; ожидать, предполагать; измученный, изнуренный; коллега; ждать кого-либо; единственное утешение; выживать, переживать; сдаться, отказаться от дальнейших попыток; абориген, коренной житель; считать, полагать; лагерный костер; бояться; пустыня, дикая местность.

IV. Test translation. Translate these sentences into English using the words and word combinations from ex. 2 and 3.

Text 1. John McDouall Stuart

1. Джон Мак-Доуэлл Стюарт был топографом и составил много точных карт Австралии.
2. В 1872 году вдоль его маршрута была проложена телеграфная линия, и Австралия, наконец, была соединена с остальным миром.
3. Компас указывал ему направление, в котором он двигался, и в конце каждого дня он наносил на карту новую линию.
4. Его здоровье было сильно подорвано: ему пришлось (had to) терпеть жару и сырость, он страдал от жажды и голода во время своих путешествий через самые труднопроходимые районы Австралии.
5. Он так и не оправился после всех лишений и невзгод, на которые сам себя обрек.

Text 2. Burke and Wills' expedition

1. Хотя побережье и было видно, экспедиция не могла добраться до моря через болота.
2. Все четверо членов экспедиции были истощены и с нетерпением ждали возвращения в Купер Крик.
3. Путешественники (explorers) очень медленно продвигались вперед.
4. Когда они добрались до лагеря, они не обнаружили там ни следов пребывания людей, ни их припасов. Они решили, что их коллеги сдались и вернулись в Аделаиду.
5. Не было никакой надежды на то, что путешественники выживут в таких условиях.

UNIT 9

Victorian culture

In Victorian times ladies and gentlemen would refer to manuals of good manners, or etiquette, for the essential rules of behaviour. Books like *The Habits of Good Society* described what was right and wrong in any number of social situations. Today, few would say the rules are wrong, but even fewer would follow all of them.

The chapter called *Basic Rules* offers guidance on general behaviour. Reading it nowadays, it looks more like a guide to good character, or at least to give the impression that you have a good character or a kind personality. It was believed that how you speak is just as important as what you say. A gentleman is advised to ‘never speak in anger’ and to use ‘a gentle tone of voice’.

The Victorians never forgot the important fact that whatever your business, you were always dealing with other people. It was expected that any conversation should include the saying of kind and pleasant things whenever the opportunity arose. Personal comfort was highly thought of. A well-mannered Victorian should, the manual says, learn to deny him or herself and to prefer others. Attention to detail was essential. ‘Do not neglect little things if they can affect the comfort of others’ is the advice given in this manual.

“On the Street”, as another chapter is headed, contains all the information a Victorian needed to know to be streetwise. It was considered polite to pass on the right. Men should move out of the way for ladies and the young should do so for the old. Bowing was considered right and proper, but just a nod of the head was acceptable among businessmen and close friends. ‘In the evening, or whenever safety may require it’, a gentleman should offer a lady his arm, but people needed to be careful. A gentleman could have two ladies upon his arms without causing offence, but ‘under no circumstances should the lady take the arms of two gentlemen’.

With so many rules to follow it was possible to make a mistake. The manual warns ladies and gentlemen against mistakes which society does not easily forgive. For example, when visiting, you must never remove your gloves or look at your watch. And the visitor who rearranges the ornaments in a room can never expect a second invitation.

William Morris

William Morris was the son of a wealthy businessman. He enjoyed a comfortable childhood and was educated at Marlborough College, one of the better public schools. It was natural that he should go on to university and he chose Oxford. His intention had been to study at university and then to go into the church. However, at Oxford he was introduced to literature and this led to a change of heart. He left Oxford intending to devote his life to art. He joined a firm of architects, but left to become a painter. He did paint, being influenced by the Pre-Raphaelites, and their influence can be seen in his only surviving painting. What he did with the rest of his life can be divided into three parts.

Arts and crafts

Morris began his career in the decorative arts in the early 1860s. His first creative work was to decorate Red House, Bexleyheath, near London, which had been designed by the architect Philip Webb. This proved very successful and in 1861, with two colleagues, he formed the firm of Morris, Marshall, Faulkner and Company, known as 'The Firm'. They became particularly well-known for their stained glass and their work can still be seen in churches in Britain today. Morris also produced more than 150 designs for wallpaper with the characteristic foliage pattern. Even today, many of his designs are still sold.

Politics

Morris had been interested in politics since his youth and in 1876 his interest became a full time occupation. He became treasurer of the Eastern Question Association, a national pressure group, and this led him to taking posts of responsibility with two other national organizations — the National Liberal League and the Radical Union. Within a few years though he had become dissatisfied with liberalism. He worked with Engels, Eleanor Marx and his daughter, May, to set up a socialist movement in Britain. He joined the Democratic Federation in 1883, but left after disagreements with its leader. Morris then established the Socialist League. In the 1880s, he was an active speechmaker, speaking and lecturing all over Britain for the cause of socialism.

The Kelmscott Press

Later in his life, Morris turned his attention to printing. He set up a printing press at premises near his home at Kelmscott House in Hammersmith, West London. The Kelmscott Press published books of great beauty — the typefaces were all designed by Morris and inspired mostly by the art of 15th century Italian and early German printing. In total, the Kelmscott Press published 66 books, the most famous publication being its edition of the works of the 14th century English poet, Chaucer which Morris published in 1896.

Pronunciation guide

Marlborough ['ma:lbərə]

Bexleyheath [bekslɪ'hi:θ]

the Pre-Raphaelites [ðə pri: 'ræfələits]

Comprehension

1. Read the first text again. Are these statements true or false? If the statement is false, say why it is and correct it.

1. People wrote books saying what good manners were.
2. What you said was important, not how you said it.
3. A gentleman should never get angry.
4. Victorians believed it was important to think of others.
5. It was sometimes polite to nod the head.
6. Visitors should take off their gloves when visiting friends.

II. Read the second text again and choose the best ending for each sentence.

1. During his life his political opinions _____ .
A. remained constant. C. changed from liberal to socialist.
B. were always different. D. were mostly propaganda.
2. Morris wanted to join the church _____ .
A. but the church refused him. C. for a comfortable life.
B. but changed his mind at university. D. because he had heart problems.
3. He left university hoping to _____ .
A. become an architect. B. become a painter.
C. start a business. D. devote himself to the arts.
4. His later interests included _____ .
A. reading Chaucer. C. selling books.
B. learning Italian and German. D. printing books.
5. Many of his wallpaper designs _____ .
A. are still available today. C. can be seen in churches.
B. were for stained glass. D. were made for 'The Firm'.

Vocabulary

I. Match the words (1–10) with the definitions (a–j).

- | | | |
|------------------|---|---|
| 1. etiquette | a | a. place that a business or organization uses |
| 2. tone of voice | b | b. famous |
| 3. neglect | c | c. a plan to do something |
| 4. polite | d | d. set up, start |
| 5. remove | e | e. rules for behaving correctly |
| 6. intention | f | f. take off or take away |
| 7. well-known | g | g. fail to do something |
| 8. treasurer | h | h. to behave in a pleasant way towards others |
| 9. establish | i | i. way of speaking |
| 10. premises | j | j. a person who looks after money |

UNIT 10

Walt Whitman

In the 19th century, the USA was still a new country, still trying to find its own distinctive literary and artistic voice, separate from Europe. Walt Whitman was destined to become the first genuinely American poet. He was mostly self-educated, having left school and started work at the age of twelve. He worked as a printer's devil, checking for mistakes and making corrections. The work suited him, for he liked nothing better than reading. He then became a printer and when the business collapsed he went first into teaching, then journalism. He was in his mid-thirties when he completed his first volume of poetry, *Leaves of Grass*, which he continued to revise and add to for the rest of his life. It was poetry in a new style, and no established publisher would look at it, so he published it himself. The book did not sell, but it was praised by many critics and intellectuals. The book contained twelve poems, each celebrating the spirit of the self, which for Whitman was the spirit of the American people.

Then, America came of age and Americans found themselves fighting each other in a long and bloody Civil War. Whitman's brother was wounded and Walt went directly to the battlefield hospital to find him. He was shocked by the suffering and conditions of the hospital and volunteered to serve as an army nurse. He spent the war in hospitals caring for wounded men from every part of the Union. The experience changed his poetry. No longer was he the dreaming poet from Long Island. After this experience his work spoke for the spirit of the nation. In the last ten years of his life, he finally achieved the recognition he deserved. A reprint of his first book sold well and he could afford to buy a house in New Jersey. Yet, he carried on revising his work. He also found time to travel and to write to notable poets from Europe. Among the great and the good who wrote letters and visited him were Alfred Lord Tennyson, Queen Victoria's poet, the author of *Dracula*, Bram Stoker and the world famous playwright, Oscar Wilde. By the end of his life, he was known as the first American poet to receive international status.

Pronunciation guide

New Jersey [nju: 'dʒə:zi]

Dracula [drækjələ]

The Hudson River School

From about 1801 American artists, poets and composers were beginning to shape truly American culture. Along the Hudson River, artists were deliberately ignoring European influences on painting and formed the first school of American art, the Hudson River School.

Beginning with artists like Cole and Durand, Americans began painting the landscapes that European painters had not seen. They painted scenes that were breathtaking in their beauty and which they celebrated for their sense of natural majesty and greatness. They showed a new world full of optimism and potential.

Man, where he featured in these huge landscapes, was tiny when shown against the vastness of the New World wilderness.

These early practitioners were followed by others who became known as Luminists. Painters such as Kensett and Heade experimented with the effects of light on water and the sky. Some, like Church, took their canvases out further into the west and painted the immense horizons of the American plains. Traveling further and further into the flat lands, he laid the foundations for the post-Civil War landscape artists. Not only were the themes of the American painters different from their European counterparts, but their methods were as well. Cole would go out into the mountains, sketch from nature and then return to his studio to paint frantically capturing every glint of light, every movement on a grand scale. His paintings seemed to be alive.

One painting that sums up the Hudson River School hangs in the public library in New York City. It is Durand's *Kindred Spirits*. In it, Durand and Cole can be seen looking at the scene that lies before them. In the foreground is one of the symbols of the school — a broken tree stump. It is a reminder that life is fragile and temporary. Though the people in the painting are tiny, they are not insignificant. The beauty and size of the scenes represent what the artists saw as the grandeur of the landscape. As Cole believed, if the American landscape were a new Garden of Eden, then they were the key-keepers.

Pronunciation guide

Luminists [ˈluːminists]

Kensett [ˈkɛnsət]

Durand [dʊˈrænd]

Heade [hi:d]

Comprehension

I. Read the first text again and choose the best ending for each sentence.

1. The first American school of art _____.
 - A. developed from European styles.
 - B. involved poets and composers.
 - C. was concerned with rivers.
 - D. ignored European styles.
2. The artists painted _____.
 - A. large people.
 - B. large landscapes.
 - C. tiny landscapes.
 - D. beautiful people.
3. Painters known as Luminists
 - A. were early practitioners.
 - B. followed the water and the sky.
 - C. were interested in painting.
 - D. painted the effects of light.
4. They were different from Europeans.
 - A. only in their style.
 - B. only in their subjects.
 - C. in their subjects and methods.
 - D. in their sketches and styles.
5. The symbol of the broken tree stump.
 - A. says life is temporary.
 - B. is in every painting.
 - C. is in New York.
 - D. comes from the Garden of Eden.

II. Read the second text and complete the summary. Use these words from the text.

new writers international Civil War
recognition critics nation

Walt Whitman was the first American poet who achieved an ¹ _____ reputation. He developed an interest in reading and writing while working for a printer. His poetry was not understood because he wrote in a ² _____, personal style, yet was highly rated by ³ _____. Later, when he wrote about the ⁴ _____, his poems were about the spirit of the American ⁵ _____. Towards the end of his life he achieved the ⁶ _____ he deserved when he was praised by European ⁷ _____.

Vocabulary

Replace the underlined word in each sentence with a word or phrase from either text I or text II. You may need to change the form of the word given in the sentence.

1. They chose to ignore influences from abroad. — any influence from abroad was a deliberate act.
2. Its sheer size takes your breath away. — Its sheer size is _____
3. They wanted to show how vast the country was. — They wanted to show the _____ of the country.
4. It was there to remind people of life's fragility. — It was a that life is fragile.
5. They claimed to keep the keys to the Garden of Eden. — They claimed to be the _____ of the American lands.
6. Whitman found the voice of art for America. — Whitman was the _____ of America.
7. People made mistakes which Whitman corrected. — Printer's devils were employed to make to other people's work.
8. He changed his job and became a journalist. — He changed his job and went into _____
9. He needed someone to publish his book. — He had to find a _____
10. Throughout his life, he revised his poetry. — He was constantly _____ his poetry.

UNIT 11

Aboriginal culture

The Australian Aborigines probably have the longest history of any people in the world. Scientists are certain that they have lived in the Australian continent for at least 40,000 years. Some say they have been there for 60,000 years, living their nomadic life, wandering from place to place, following the seasons and hunting.

In those thousands of years the aboriginal people learned to live in harmony with the land, the weather and the animals of Australia. With only a few simple tools, but an enormous knowledge and understanding of the land and its animals, they discovered what and when to hunt, and when to move on to new hunting grounds, so that enough wildlife remained to ensure that there would always be a supply of food. It is likely that they hunted giant kangaroo before the climate changed and that when these ancient animals became extinct and the indigenous Australians lost one source of food, they adapted and found new food supplies.

Traditionally, the Aborigines lived in open camps, in caves or would build simple huts from the bark of trees or even from the leaves. These structures were both simple and sophisticated. They were easy enough to build at the end of a day's hunting or walking and gave them shelter from the hot sun and the dry winds. They lived in large family groups and shared everything — food, water and tools. In fact the modern idea of personal possessions was unknown to the indigenous Australians and the idea that an individual could own land was unheard of in their culture.

Aboriginal culture focuses on the importance of respecting and living with nature and the landscape. Valleys, mountains, rivers and waterfalls, as well as the moon and the stars, have their own stories of how they were created and of how they are all connected. Aborigines think that the environment is sacred and believe in Dreamtime which explains the origins and culture of their people and the land they live in. Much of what was Aboriginal was lost when the Europeans settled Australia in the 19th century. Settlers arrived and took the land, built fences and dug great holes in the land, which they called mines. Europeans also brought diseases to which the Aborigines had no resistance. The Aboriginal population declined and their knowledge, cultures and languages were lost forever as the indigenous Australians, broken up into smaller and smaller groups, were forced to accept a settled life.

Pronunciation guide

Aborigines [æbə'ridʒəniz]

Waltzing Matilda

Waltzing Matilda is the song which sums up the Australian character. It tells the story of a swagman, a man who travelled from farm to farm, working here and there and carrying his swag – all his possessions with him. This swagman would rather die than be taken away to prison for doing what he sees as nothing wrong, but for what the authorities see as serious crimes.

He called his swag his Matilda, and together he and his Matilda travelled the outback, waltzing together as if dancing. One particular day, he made camp next to a billabong – a river which is dry when there is no rain and full when it does rain. He sat under the wide branches of a coolibah tree, and sang happily to himself as he filled his billy, or cooking pot, from the billabong and made a cup of tea. As he waited, he saw a sheep, a jumpbuck, separated from the rest, come to drink at the billabong. Well, the swagman was delighted. Here was a sheep with no obvious owner, and that sheep would feed the swagman for days. He jumped up and put the sheep into his tucker bag – his supply of food that, like everything else, he carried with him.

Just then he heard horses approaching. It was the squatter. The squatter was a gentleman farmer. If he could stay on the land, he could eventually claim to own it. Squatters protected their claims jealously. This squatter brought three troopers, or policemen, with him. Whether he brought them for protection or as a show of strength, we shall never know. However, he demanded that the swagman give him the sheep and told him that he would have to go with the troopers and be sent to prison for sheep stealing.

The swagman, happy in his carefree, wandering life would not go to prison. He jumped up, ran into the billabong, saying, You'll never take me alive! What happened is not described in the song. Perhaps he drowned in the billabong. Perhaps the troopers did what duty or the squatter told them to do and shot the swagman. We know he died, because the song ends:

And his ghost may be heard as you walk
by that billabong,
Who'll go a-waltzing Matilda with me?

To each and every Australian, this song is about independence, injustice and the landscape that is Australia. In 1977, Australians voted for their new National Anthem. Nearly one third of Australians wanted Waltzing Matilda to represent their country to the rest of the world.

Pronunciation guide

swag [swæg]

a jumpbuck [ə 'dʒʌmpbʌk]

a billabong [ə 'biləbɒŋ]

tucker ['tʌkə]'Iti~kaI

a coolibah tree [ə 'ku:liba: tri:]

the squatter [ðə 'skwɒtə]

Comprehension

I. Read the first text again and choose the best title for each paragraph.

Paragraph 1

- A. In Australia
- B. Long history
- C. Nomadic life
- D. Scientists

Paragraph 2

- A. Simple tools
- B. Living off the land
- C. Giant kangaroos
- D. Climate change

Paragraph 3

- A. Owning land
- B. Simple huts
- C. Family groups
- D. Traditional life

Paragraph 4

- A. Beliefs
- B. Rivers and valleys
- C. Origin
- D. Culture D

Paragraph 5

- A. Settlement
- B. Fences
- C. Contact with Europeans
- D. Diseases

II. Read the second text again and choose the best ending for each sentence.

1. The swagman was killed _____ .

- A. by drowning.
- B. but we don't know how.
- C. by the police.
- D. for stealing a sheep.

2. Swagman is someone who _____ .

- A. does different jobs in different places.
- B. comes from Australia.
- C. steals sheep.
- D. has been to prison.

3. The swagman took the jumpbuck _____ .

- A. from the billabong.
- B. because he wanted to eat it.
- C. because no one wanted it.
- D. because it was lost.

4. In Australia, the song is _____ .

- A. the National Anthem.
- B. about independence.
- C. about the landscape.
- D. considered representative of the country.

5. The squatter believed that the swagman _____ .

- A. had killed the sheep.
- B. had found the sheep.
- C. had stolen the sheep.
- D. had eaten the sheep.

Vocabulary

I. Match the words (1–10) with the definitions (a–j).

- 1. wander
- 2. hunt
- 3. possessions
- 4. environment
- 5. indigenous
- 6. delighted
- 7. approach
- 8. protection
- 9. demand
- 10. landscape

- a. scenery
- b. to say that you want something in a firm way
- c. come nearer
- d. keeping someone or something safe
- e. the things that you own
- f. everything connected with the natural world
- g. travel from place to place
- h. to follow and catch animals
- i. coming from a place before others arrived
- j. very happy

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