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З ДИСЦИПЛІНИ
«ІНОЗЕМНА МОВА
ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»
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ПЕРЕДМОВА

У зв'язку з виходом України до європейського та світового простору володіння іноземною мовою значно підвищує ефективність сприяє взаєморозумінню сторін та зміцнює відносини між представниками різних країн. Вільне володіння іноземною мовою надає можливість налагоджувати особисті контакти не вдаючись до послуг перекладача, створює сприятливий настрій в офіційній, діловій та приватній бесіді, що має позитивний вплив на успішний хід розвитку співробітництва. Інтеграція України в європейську освітню систему (так званий Болонський процес), Загальноєвропейські рекомендації Комітету ЄС з мовної освіти до вивчення та викладання європейських мов висувають нагальну потребу в розробці національних типових програм, навчальних планів, підручників з мовної підготовки, які б задовольняли сучасні освітні потреби в Україні. У зв'язку з цим пропонується розгорнута науково та методично обґрунтована навчальна програма з дисципліни «Іноземна мова професійного спрямування», яку було розроблено з метою забезпечення навчального процесу з англійської мови для студентів спеціальності «Історія». Дисципліна має на меті сформувати навички використання знань з англійської мови як у процесі повсякденного спілкування з представниками інших країн з різноманітних питань у галузі історії, так і на етапі підготовки до участі в міжнародних конференціях, проектах та дискусіях.

Самостійна робота студентів є складовою навчального процесу, важливим чинником, який формує вміння навчатися, сприяє активізації засвоєння студентом знань.

Мета самостійної роботи студентів — сприяти засвоєнню в повному обсязі навчальної програми та формуванню самостійності як особистісної риси та важливої професійної якості, сутність якої полягає в умінні систематизувати, планувати та контролювати власну діяльність.

Основні завдання:

1. Ознайомити студентів із автентичними текстами, що пов'язані з академічною та професійною діяльністю в галузі історії, з підручників, газет, популярних і спеціалізованих журналів та ресурсів мережі Інтернет.
2. Навчити адекватному використанню лексичних і граматичних знань при перекладі академічної та професійної кореспонденції.
3. Сформувати навички продукувати монологічне висловлювання з проблем навчання та професійної діяльності за спеціальністю «Історія».
4. Навчити здійснювати письмовий переклад текстів академічного та професійного характеру за спеціальністю «Історія», користуючись термінологічними словниками, електронними словниками.

Наприкінці курсу студенти повинні вміти:

- робити самостійні усні монологічні повідомлення англійською мовою за тематикою курсу;
- вести бесіду-діалог проблемного характеру відповідно до програмної тематики та комунікативної функції;
- реферувати (усно та письмово) оригінальні різностильові тексти;

- здійснювати адекватний переклад з англійської мови на українську та навпаки текстів, що відповідають тематиці та рівню складності курсу.

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UNIT 1

Task 1. *Read and translate the text.*

HISTORY

History is systematically collected information about the past. History studies the past in human terms. When used as the name of a field of study, history refers to the study and interpretation of the record of humans, families, and societies. Knowledge of history is often said to encompass both knowledge of past events and historical thinking skills.

Traditionally, the study of history has been considered a part of the humanities. However, in modern academia, history is increasingly classified as a social science, especially when chronology is the focus. Because history is such a broad subject, organization is crucial. While several writers have written universal histories, most historians specialize.

There are several different ways of classifying historical information: chronological (by date), geographical (by region), national (by nation), ethnic (by ethnic group), topical (by subject or topic). Some people have criticized historical study, saying that it tends to be too narrowly focused on political events, armed conflicts, and famous people and that deeper and more significant changes in terms of ideas, technology, family life and culture warrant more attention. Recent developments in the practice of history have sought to address this.

Historians obtain information about the past from various kinds of sources, including written or printed records, coins or other artefacts, buildings and monuments, and interviews (oral history). For modern history, primary sources may include photographs, motion pictures, and audio and video recordings. Different approaches may be more common in the study of some periods than in others, and perspectives of history (historiography) vary widely.

Historical records have been maintained for a variety of reasons, including administrative (such as censuses, tax records, commercial records), political (glorification or criticism of leaders and notable figures), religious, artistic, sporting (notably the Olympics), genealogical, personal (letters), and entertainment. The historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write history.

Historians often claim that the study of history teaches valuable lessons with regard to past successes and failures of leaders, military strategy and tactics, economic systems, forms of government, and other recurring themes in the human story. From history we may learn factors that result in the rise and

fall of civilizations, the strengths and weaknesses of various political, economic, and social systems, and the effects of factors such as trade and technology.

One of the most famous quotations about history and the value of studying history, by Spanish philosopher, George Santayana, reads: "Those who cannot remember the past are condemned to repeat it." The German Philosopher, Georg Wilhelm Friedrich Hegel remarked in his Philosophy of History that "What history and experience teach us is this: that people and government never have learned anything from history or acted on principles deduced from it." This was famously paraphrased by the British statesman, Winston Churchill, who said "The one thing we have learned from history is that we don't learn from history." 8

An alternative view is that the forces of history are too great to be changed by human deliberation, or that, even if people do change the course of history, the movers and shakers of this world are usually too selfinvolved to stop to look at the big picture. Yet another view is that history does not repeat itself because of the uniqueness of any given historical event. In this view, the specific combination of factors at any moment in time can never be repeated, and so knowledge about events in the past can not be directly and beneficially applied to the present.

The process of historical analysis is a difficult one, involving investigation and analysis of competing ideas, facts, and purported facts to create coherent narratives that explain "what happened" and "why or how it happened". Modern historical analysis usually draws upon most of the other social sciences, including economics, sociology, politics, psychology, philosophy and linguistics.

An important part of the job of many modern historians is the verification or dismissal of earlier historical accounts through reviewing newly discovered sources, recent scholarship, or through parallel disciplines such as archaeology.

Task 2. *Answer the following questions on the text.*

1. What is this text about?
2. What definition of history is given in the text?
3. How is history increasingly classified in modern academia?
4. Why is history organization crucial?
5. How can history be classified?
6. Why is history often criticized?
7. From what sources do historians obtain information about the past?
8. Why have historical records been maintained?
9. What does the historical method comprise?
10. What do some historians often claim?
11. What factors may we learn from history?
12. Can we learn anything from history according to George Santayana, Georg Wilhelm Friedrich Hegel and Winston Churchill?
13. What is an alternative view on the forces of history?
14. What can be deduced fro the view that history does not repeat itself?
15. What can you tell about different views about the role of history in

our life?

Task 3. Give the main ideas of the text. Write the summary of the text (4 – 5 sentences beginning with the words).

The text deals with... (tells about...)

Use the following expressions:

1. The text deals with (the problem of) ...
2. It touches upon ...
3. The extract from the article is concerned with ...
4. The article is about ...
5. The text centres round the problem of ...
6. The article (text) focuses on the problem of ...
7. According to the text ...
8. According to the author ...
9. It further says that ...
10. According to the figures (data, information, opinions) from the text
11. It is clear from the text that ...
12. The problem of the text is of great importance ...
13. To sum it up, ...
14. On the whole, ...
15. In conclusion it is possible to say that ...

HISTORY AS A FIELD OF STUDY

Task 4. What is muse Clio ['kli:lqV] considered to be? How is she connected with history? Study the vocabulary to the text about history, practice the words pronunciation, find the sentences with these words in the text and translate into Russian.

1. humanity [hju'mænItI] – человечество
2. humanities – гуманитарные науки
3. to refer [rI'fW] – относиться
4. to tend – иметь тенденцию
5. academia [ˈxkq'dJmIq] –
научные круги
6. to encompass [In'kAmpqs] –
включать, заключать
7. record ['rekqd] – факты, данные, документы
8. crucial ['krHSq] – решающий, ключевой, критический
9. significant [sIg'nIfkqnt] – важный

10. warrant ['wOrqnt] – служить основанием
11. to seek (sought) to do smth – пытаться(стремиться) сделать что-то
12. to address [q'dres] – направлять, обращаться, браться за что-нибудь
13. source ['sLs] – источник
14. primary ['praImqrI] source – первоисточник
15. artefact ['RtIfxkt] – продукт, сделанный человеком
16. artefacts – артефакты, памятники материальной культуры
17. census ['sensqs] – перепись(населения)
18. to maintain [meIn'teIn] records – вести документацию
19. to advance [qd'vRns] – продвигать, развивать
20. to glorify ['glOrifaI] – прославлять, возвеличивать
21. worth ['wWT] – ценность, значение
22. to claim ['kleIm] – утверждать, заявлять, претендовать
23. quotation [kwou'teISn]– цитата
24. to be condemned [kqn'demd] – быть обречённым
25. to deduce [dI'djHs] – делать выводы
26. to paraphrase ['pxrqfreIz] – перефразировать, пересказывать
27. deliberation [dI'lIbq'reISn] – размышление, обдумывание
28. beneficially ["benI'fISqII] – благотворно

Task 5. Match the following English and Russian expressions.

1) study and interpretation

of the record

a) подвергать сомнению

обоснованность и необходимость

2) historical thinking skills b) исторический метод

3) to challenge the validity

and need

c) рукописные или печатные документы

4) the practice of history d) силы истории

- 5) written or printed records e) последние работы(события)
- 6) the movers and shakers f) выдающиеся деятели
- 7) in human terms g) человеческое размышление
- 8) notable figures h) влиятельные лица(сильные мира сего)
- 9) the techniques
and guidelines
- i) достоинства и недостатки
- 10) recent developments j) изучение и объяснение документов
- 11) successes and failures k) расцвет и упадок
- 12) strengths and weaknesses l) приёмы и методы
- 13) recurring themes m) эгоцентричный, занятый самим собой
- 14) human deliberation n) по отношению к человеку
- 15) self-involved o) повторяющиеся темы
- 16) the big picture p) современные научные круги
- 17) the historical method q) умение мыслить исторически
- 18) forces of history r) занятие историей
- 19) rise and fall s) успехи и неудачи
- 20) modern academia t) вся картина в целом

Task 6. *Find the equivalent English sentences in the text.*

1. Однако в современной науке история все чаще относится к категории социальных наук, в частности, если центром её внимания является хронология.

2. Существуют различные виды систематизации исторической информации: хронологический(по датам), географический(по регио-нам), национальный(по странам), этнический(по этническим групп-пам), тематический(по темам и предметам).

3. Различные подходы могут быть более распространены при изучении одних периодов, нежели других; и исторические (историко-графические) аспекты очень разнообразны.

4. В последние годы постмодернисты подвергают сомнению обоснованность и необходимость изучения истории на том основании, что вся история строится на личных толкованиях источников.

5. Одно из самых известных высказываний испанского философа Джорджа Сантаяны об истории и важности её изучения гласит:

«Тот, кто не помнит прошлого, обречён на его повторение».

Task 7. *Answer the following questions.*

1. What is history?
2. Is the study of history important nowadays? Why?
3. Do you like history? Explain why.

UNIT 2

Task 1. *Read and translate the following. Give a short answer (1 sentence) to the question put as the title of the text. Ask 5 questions on the text.*

Why Should Anyone Study History?

The study of history is the foundation of the liberal studies curriculum. It is a central part of a well-rounded college education regardless of whether you plan to become a journalist, teacher, lawyer, politician, librarian, archivist, or other professional. The creative and critical thinking skills, research skills, writing skills, and knowledge base gained from the study of history will prepare you for a career in whatever field you pursue.

As a liberal arts major, of course, the world is your oyster and you can consider a multitude of careers. Among the jobs you can consider are: advertising executive, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher . . . the list can be almost endless.

More specifically, though, with your degree in history you can be an educator, researcher, communicator or editor, information manager, advocate, or even a businessperson.

Notes:

1. liberal studies – гуманитарные науки

2. well-rounded college education – всестороннее образование в колледже(высшее образование)

3. the world is your oyster – весь мир у ваших ног.

Task 2. *Using tasks 6, 7 and 8 tell about history: its definition, method, study, role in our society and modern historians' employments.*

Task 3. *Read and translate the dialogue, express your own ideas about history and its significance and make your own dialogues using the texts and questions to the texts, as well as the dialogue and expressions that follow.*

Commentator: Hello, everybody, and welcome to my programme The Importance of Learning History! I am Bill Smith. And I am not alone in my studio; my guest today is John Black, a professor of Contemporary History at Reading University. Now we are going to speak about history and its present-day significance. So, you are welcome Mr. Black...

John Black: Good morning, listeners. And first I'd like to thank you, Mr. Smith, for inviting me to say a few words on such important and interesting issues. Well, as you know, history is the analysis and interpretation of the human past that enables us to study continuity and change over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time.

Commentator: So, history is an interpretation of the past. But people live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? What do you think about it?

John Black: All right, of course historians do not perform heart transplants, improve highway design, or arrest criminals. In a society that quite correctly expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine. But history is in fact very useful, actually indispensable.

Commentator: Well, frankly speaking some people criticize history because it is based on the personal interpretation of sources. George Santayana, a Spanish philosopher and historian, rightfully mentioned that "history is a pack of lies about events that never happened told by people who weren't there". So it is dead and should be buried.

John Black: I'm afraid that you are mistaken. Far from being a 'dead' subject, history connects things through time and encourages its students to take the long view of such connections. And what's more, all people and peoples are living histories. To take a few obvious examples: communities speak languages that are inherited from the past. They live in societies with complex cultures, traditions and religions that have not been created on the spur of the moment. People use

technologies that they have not themselves invented. So understanding the links between past and present is absolutely basic for a good understanding of the condition of being human. That, in short, is why History matters. It is not just 'useful', it is essential.

Commentator: And what could you tell about history as a part of university and college education? They say that the study of history is the foundation of the humanities study curriculum. It is a central part of a wellrounded college education regardless of whether you plan to become a journalist, teacher, lawyer, politician, or other professional.

John Black: You're quite right here. History is also a bridge to other disciplines. In order to understand the other humanities and the sciences one needs an historical overview. Writers, artists, scientists, politicians and everyday people all are conditioned by the historical milieu in which they lived. Historical knowledge is a prerequisite for understanding the world in which we live.

Commentator: What else can you tell our listeners about history?

John Black: History is fun. History fulfills our desire to know and understand ourselves and our ancestors. History allows one to experience countless situations and conditions, which stimulates the imagination and creativity. It also trains its students to read intelligently, think critically, and write effectively.

Commentator: Thank you for coming and speaking here in favour of history, hope that many listeners are sharing your convincing arguments. I wish you every success in your work.

John Black: Thank you Mr. Smith for inviting me to your programme and I'd also like to thank our listeners for their kind attention.

Commentator: So, thank you for being with us today and hope next time you won't forget to switch on your radio when we speak about most dramatic events in the world history. Good-bye for the moment, there was The Importance of Learning History programme and me, Bill Smith, its author.

Notes:

take the long view of – рассматривать что-либо в перспективе,

milieu [ˈmɪljʊ] – окружение; среда; обстановка,

prerequisite [ˌpriːˈrekwɪzɪt] – предпосылка, необходимое условие.

Expressions to be used in the dialogues

Видите ли... Well... Дело в том, что... Well, the thing is... Откровенно говоря... Frankly speaking... Желаю Вам всего хорошего Всего доброго/всего наилучшего/ счастья/успехов/удачи My best wishes /All the best (I wish you) good luck/I wish you

every success! Не могли бы Вы сказать... Можно обратиться/спросить? Скажи(те), пожалуйста... Что Вы об этом думаете? Could you tell me (us)... May I (we) ask? Tell me, please... What do you think about it? А как это понимать? Теперь понятно? А потом? Да, а почему? Ну, и...? Объясни, пожалуйста. Простите, не понял(а). Что ты имеешь в виду? And what does it mean? Is it clear now? And after that? /And then? Yes, but why? Well, and...? Please, explain it. Sorry, I didn't quite catch it. What do you mean? Понятно. Я тебя(Вас) хорошо понимаю, продолжай(те). It's clear. I follow you, go on. Да, с удовольствием! Да, а почему бы и нет? Разумеется! Конечно! Yes, with pleasure. Yes, why not? Sure! Certainly! Вероятно. Возможно. Вполне возможно. Probably. Possibly. Quite possible. Я сейчас не готов(а) говорить наэту тему. Дайте подумать. I'm not ready to speak on this subject just now. Let me see. Теперь ясно. Я все понял. Я не могу Вас понять. Говорите, пожалуйста, медленнее. Now I see. I understand everything./I get it. I can't understand/get you. Could you speak slower, please? К сожалению, не могу сказать. Мне надо подумать. Sorry, I can't tell you anything. I must think it over.

Unit 3

Task 1. *Look through the text about historical fiction and tell what the main idea of the text is. What famous historical novels authors do you know? Read and translate the text.*

Historical Fiction

Why do you read historical novels? Most of us read fiction for pleasure, but some of us gravitate (тяготеть; стремиться) especially to works about the past. People have enjoyed historical fiction since 800 BC when Homer wrote about the Trojan War in the Iliad.

The worlds to which historical fiction carries us may seem utterly different from our own – but they really existed. A deep understanding of the past can help us understand our own time and our own motivations better. And by blending history and fiction, a novel lets us do more than simply read history: it lets us participate in the hopes, fears, passions, mistakes and triumphs of the people who lived it. To be deemed historical a novel must have been written at least fifty years after the events described, or have been written by someone who was not alive at the time of those events (who therefore approaches them only by research).

We also consider the following styles of novel to be historical fiction: alternate histories, pseudo-histories, time-slip novels, historical fantasies and multiple-time novels. Many teachers of history are worried that both British and American young people lack historical knowledge. Going beyond bemoaning this state of affairs they ask what historians can do about it. They think history professors should try to turn out books that will attract a wide readership. They also see television, film, the Internet, and, yes, historical novels, as having a role to play in bringing history to life.

Historical fiction works by presenting something familiar but simultaneously distant from our lives. Its world must have importance and authenticity – it must

feel right but at the same time, the novel is a representation of something that is lost, that cannot be reconstructed but only guessed at. Yet the historical novel can help us to think about how we live now. Walter Scott recognised this, and wrote about the past in order to comment upon his contemporary society. But it is not just a matter of political critique; put simply, the historical novel allows us to comprehend our own position in history, and in doing so, gives both a perspective and an important humility.

We understand ourselves as part of historical process. We can laugh at the characters' imbecility and lack of understanding of their surroundings, but we must too recognise that we are as innocent as they of what is actually happening around us, of how we are being manipulated, and the consequences of our actions. So why is historical fiction so popular? One reason is simply education, as readers gain pleasure from discovering anew familiar periods or exploring new territory. The historical novel is a material, evolving form, and caters to readers keen on military matters as well as those who prefer stirring adventure or horror story.

Alessandro Manzoni, a famous Italian poet and writer, claimed that the historical novelist puts "flesh back on the skeleton that is history", and readers do enjoy the ways in which writers can bring the past to life. There is also an element of escapism, as fictions of the past allow readers to imagine other worlds and other times – and other identities. Historical novels have often been derided (высмеивать) for not being serious enough or taking liberties with facts. History should have gravitas (авторитет, важность, серьёзность) and novels are seen as a corruption of the past, as something inauthentic or untrue, as a mode (форма; вид) that encourages a sense of the past as frippery (мишура) and merely full of romance and intrigue.

Good historical writers became critical shorthand for sensationalism, romance and escapism as contrasted with the gravity of History. Historical fiction became the preserve of the popular novelist and those who were good at it were ignored or patronised despite their massive popularity and at times compelling narratives. Using fiction to explore history is clearly a serious and important thing to do and it is not by chance that it can be observed in the works by the finest writers ever to publish: Tolstoy, Flaubert, Woolf, Eliot, Dickens, Pushkin, Dumas.

Task 2. *Answer the questions on the text. Give the summary of the text.*

1. Are you fond of reading historical novels? Why?
2. Why do people read historical novels?
3. What novel can be deemed historical?
4. What novels do we consider to be historical fiction?
5. Can historical novels improve the knowledge of history? How?

6. How does historical fiction work?
7. In what way can historical novel help us?
8. Why are historical novels often derided? Is it justified?

Task 3. *Using the previous text and the questions to it, as well as the dialogue (task 10) and expressions that follow it, make your own dialogues about historical fiction.*

Task 4. *Using expressions write a short review of a historical book outlining its plot, main idea and readers' impressions.*

UNIT 4

HISTORIANS

Task 1. *Before reading the texts in Unit 2 answer the questions given below:*

1. What is a historian?
2. Can the writers of historical novels be called historians or must historians be professionals doing research and writing about it?
3. What famous historians do you know?
4. Who can be called the first Russian historian?

Task 2. *Practice the pronunciation and memorize the following vocabulary. Find the sentences with the given words in the text, read and translate them.*

1. authority [O:'TPriti] – авторитет, крупный специалист
2. amateur ['xmqjtjW] – любитель, непрофессионал
3. concerned with – имеющий отношение к чему-либо
4. graduate degree – учёная степень (выше бакалавра)
5. controversy ['kPtrqvWsl] – спор; полемика; расхождение во мнениях
6. archival [R'kaIvql] – архивный
7. heritage ['herItiG] – культурное наследие
8. freelance ['frJI Rns] – не состоящий в штате; вольнонаёмный
9. clerical professions – офисные работники

Task 3. *Look through the text and tell what information is given about the profession of a historian. Read and translate the text.*

A historian is an individual who studies and writes about history, and is regarded as an authority on it. Historians are concerned with the continuous, systematic narrative and research of past events as relating to the human race; as well as the study of all events in time. If the individual is concerned with events preceding written history, the individual is a historian of prehistory.

Although "historian" can be used to describe amateur and professional historians alike, it is reserved more recently for those who have acquired graduate degrees in the discipline. Some historians are recognized by equivalent training and experience in the field. Historian became a professional occupation in the late nineteenth century. The professional association of historians in the United States is the American Historical Association, founded in 1884.

Many historians are employed at universities and other facilities for post-secondary education. In addition, it is common, although not required, for many historians to have a Doctor of Philosophy (PhD) degree in their chosen areas of study. During the preparation of their thesis for this degree, many develop into their first book, since regular publishing activities are essential for advancement in academia.

There is currently a great deal of controversy among academic historians regarding the possibility and desirability of the neutrality in historical scholarship. The job market for graduate historians is relatively limited. Historians typically work in libraries, universities, archival centers, government agencies (particularly heritage) and as freelance consultants. Many with an undergraduate history degree also may become involved with administrative or clerical professions and an undergraduate history degree is often used as a "stepping stone" to further studies such as a law degree.

Task 4. *Answer the questions on the text.*

1. What are historians concerned with?
2. What does a historian of prehistory study?
3. How are historians recognised?
4. When did historian become a professional occupation?
5. What is the professional association of historians in the United States? When was it founded?
6. Where are many historians employed?
7. What is it common for them to have? Is it compulsory?
8. What is usually done with the thesis for the PhD degree? Why is it so?
9. What causes controversy among academic historians?
10. Where can historians typically work?

Task 5.

1. Practice the pronunciation of the proper names below. What do they mean?

1. Herodotus [hI'rOdqtqs] – Геродот
2. Halicarnassus [,hxlIkR'nxsqs] – Галикарнас
3. Achaemenid [q'kI:mqnid] Empire – империя Ахеменидов
4. Cyrus ['saIqrqs] – Кир
5. Cambyses [kxm'baIsi:z] – Камбис(Камбиз)
6. Darius [dq'raIqs] – Дарий
7. Xerxes ['zWksJz] – Ксеркс
8. Salamis ['sxlqmis] – Саламин
9. Plataea [plq'tJq] – Платеи
10. Mycale ['mIkqlJ] – Микале
11. Persian ['pWSqn] – перс
12. Athens ['xTqnz] – Афины

Task 6. *Practice the pronunciation and memorize the following vocabulary:*

1. BCE (Before the Common Era) – до новой эры
2. to meet with disaster – попасть в беду
3. naval engagement – морской бой

4. globetrotter – путешественник
5. armored ['Rmqd]infantryman – воин пехоты в доспехах
6. supremacy – превосходство
7. accidental quarrel – случайная ссора
8. deep-rooted difference – глубокое различие
9. to give an account – описывать; давать отчёт
10. observation – наблюдение
11. inquiry – расспросы, исследование
12. credulity [krɪ'dʒɪnɪtɪ] – доверчивость; легковерие
13. reverent ['revrɛnt] spirit – дух почтения
14. air of moral dignity – дух морального благородства

Task 7. *Before reading the text answer the questions given below:*

1. Who was named the “father of history” and why?
2. Who named him so?
 - a. Socrates ['sɒkrɪtɪz], b. Democritus [dɪ'mɒkrɪtɪs], c. Cicero ['sɪsqrou].

Task 8. *Guess the meaning of the words:*

Expansion; culminating; expedition; ethnographic; topography; archaeological; aristocracy; intellectual; dialect; classical; traditions; politics; culture; civilization; barbarism; despotism; antipathy; character; romantic.

UNIT 5

Task 1. *Read and translate the text.*

THE FATHER OF HISTORY

Herodotus of Halicarnassus (fifth century BCE) was the world's first historian. In *The Histories*, he describes the expansion of the Achaemenid Empire under its kings Cyrus the Great, Cambyses and Darius I the Great, culminating in king Xerxes' expedition in 480 BCE against the Greeks, which met with disaster in the naval engagement at Salamis and the battles at Plataea and Mycale. Herodotus' remarkable book also contains excellent ethnographic descriptions of the peoples that the Persians have conquered, fairy tales, gossips, legends, and a very humanitarian morale. Not much is known about Herodotus' life. The only reliable source we have is the book he wrote, known as *The Histories*, and this remarkable text gives us some clues that enable us to sketch the outlines of its writer's life.

Herodotus was born in a town called Halicarnassus: modern Bodrum in southwestern Turkey. Not far from Herodotus' native city is the island of Samos, which figures so prominently in *The Histories*, that Herodotus might have spent several years on it. The same argument applies to Athens: Herodotus may have spent some time in the leading Greek city of his age. The year of Herodotus' death is unknown. It is assumed that Herodotus died between 429 and 413. Therefore, his date Halicarnassus – modern Bodrum Herodotus of birth can be estimated in the eighties of the fifth century BC.

The author of *The Histories* seems to have been a real globetrotter. He traveled to Babylon, where he interviewed the priests; went to the Crimea and south along the Nile; he visited Sicily and knows the details of North-African topography. However, some doubts are possible: e.g., archaeological evidence contradicts his description of Babylon. On the other hand, in his description of the Crimea, he mentions a king known to have lived around 460, which makes it likely that he really visited that part of the world.

The fact that he was able to write tells us that his parents could afford a teacher and were well to do. Herodotus must have been a rich man, possibly a member of the old aristocracy. He might have fought as a heavy armored infantryman (a hoplite), like all Greek men of his class and age. This would explain why his descriptions of battles are always from a soldier's point of view and sometimes confused. He was a soldier, not a general. We know about the Father of History frustratingly little. Yet, there are only a few ancient writers that we know as well as Herodotus.

Other authors wrote longer texts, were greater historians, or reached greater intellectual heights, but none of them is able to convey the same feeling of intimate friendship that we experience when we read Herodotus. We meet him when he is in a dark mood, share his surprise, know his religious opinions, hear him chattering, joking and babbling. There is no ancient author whose character we know so well as the man about whose life we know so little. The statue of Herodotus in Bodrum Fragment from *Histories*, Book VIII *The Histories* by Herodotus is considered the founding work of history in Western literature. Written from the 450s to the 420s BC in the Ionic dialect of classical Greek, *The Histories* serves as a record of the ancient traditions, politics, geography, and clashes of various cultures that were known around the Mediterranean and Western Asia at that time. It is not just an impartial record but it remains one of the West's most important historical sources.

The purpose of Herodotus in his *History* is to describe the war between the Persians and the Greeks – the struggle for supremacy between Europe and Asia, between civilization and barbarism, between freedom and despotism. Herodotus wishing to indicate that the antipathy between the two was not the result of any accidental quarrel, but a deep-rooted difference of character, traces it back to the mythical ages. In the course of his *History* he gives an account of the various countries which he had visited. Wherever he gives the results of his own observations and inquiries, he exhibits a wonderful accuracy and impartiality and when he does not do this he is generally careful to say so. He has been accused of credulity, and it is certain that he too readily accepted statements on the authority of others, but that he was a keen intelligent observer of what he saw, is beyond dispute. His style is marked by an easy grace and lively vigor, and everywhere there is the presence of a reverent spirit, giving a certain air of moral dignity to the entire composition. He is esteemed by scholars as the earliest and best of romantic historians.

The Histories was divided into the nine books conventionally named after the Muses.

Task 2. Find the English equivalents in the text.

Разговаривать с жрецами; надёжный источник; давать ключи к разгадке; набросать в общих чертах жизнь автора; археологическим данным; борьба за превосходство; служат документальным свидетельством о...; важный исторический источник; слишком легко принимал то, что утверждали другие; умный увлечённый наблюдатель; моральное достоинство; вне сомнений.

Task 3. Answer the questions on the text about Herodotus.

1. What was Herodotus?
2. What does he describe in his book The Histories?
3. What is the most reliable source telling of his life?
4. Where was Herodotus born?
5. When did he live? How do we know about it?
6. Did he travel a lot? Where did he travel?
7. What does the fact that he was able to write tell us about?
8. Why do we think that he might have fought as a heavy armored infantryman?
9. Why are there only a few ancient writers that we know as well as Herodotus?
10. What is The Histories considered to be?
11. When was The Histories written and what language was it written in?
12. What kind of historical record is The Histories?
13. What is writing style like?
14. What is Herodotus esteemed by scholars?
15. How many books does The Histories consist of? How are they named?

Task 4. Speak about Herodotus giving the summary (10 – 11 sentences) of his life.

Task 5. Before reading the text answer the question, who was officially appointed a historiographer and what came out of this appointment?

UNIT 6

Task 1. Read the dialogues given below and make your own dialogues about learning history.

About history and historians

Professor: Let's briefly review the material of the previous lectures on historiography. Could you tell me where and when historical thought appeared first? Monument in Simbirsk

Student: The first historical writings showed various events in Egypt and Sumer. They go back as far as the 4th – 3d millennium B.C.

Professor: You are quite right. Now let's turn from the east to the west. Could you name the most famous ancient historians from Greece and Rome?

Student: Well, they were the Ancient Greeks: Herodotus, the "father of History", Xenophon and Polybius. As regards historians from Ancient Rome, they were Titus, Tacitus and Plutarch.

Professor: Not bad. Could you give me the titles of their works?

Student: Let me think. I remember "The Histories" by Herodotus, "The Annals" and "The Histories" by Tacitus.

Professor: Now we'll pass on to Russian historiography. Do you know any Russian historians of the 19th century?

Student: If I am not mistaken, Russian historiography was represented by Karamzin, Solovyev, Kluchevsky and others.

Professor: Could you name their books?

Student: Of course. Karamzin is remembered for his "History of the Russian State". Solovyov's greatest work was "The History of Russia from the Earliest Times". Klyuchevsky wrote "The Course of the Russian History".

Professor: I see. That will do. And now I'll continue delivering the lecture on Russian historiography of the 19th century.

At the university

Applicant: Excuse me, what department do you study at?

Student: I am a first year student from History Department.

Applicant: Great! And I've come here to hand in my application and the documents to enter this department. I hope that my marks in History, Social Science and Russian got at the unified state exams are high enough to become a student of the University.

Student: I wish you every success!

Applicant: Thank you. Have you already passed all your exams?

Student: Sure. And soon I'll have my archaeological practice.

Applicant: Where will the excavations take place?

Student: In the historical centre of Vladimir and in Suzdal.

Applicant: It's clear. Is it difficult to study at the History Department?

Student: Of course it seems difficult at first because you have to read a great amount of specialized literature. But in several months you get used to it and learn to analyze books rather quickly. I should say that studies seem much easier at the end of the first year than at the beginning of it.

Applicant: And what subjects have you studied this year?

Student: Oh, there were so many of them! Archaeology, Ancient History, Latin, Russian History, English, Physical Training and others. At the end of each term we take tests and exams. Besides, we present essays on different sections of history to our scientific advisers. In spring we make reports on historical topics at the students' scientific conferences.

Applicant: It sounds interesting.

Student: I'm sure you'll enjoy your studies at the University. Hope to see you among the students of the History Department in September.

Applicant: Thank you.

Task 2. *Read what one history student has written about his future profession and what it is like learning history. What are the advantages and disadvantages of majoring history?*

HISTORY IS MY FUTURE PROFESSION

I study history at V.O.Sukhomlynskyi Mykolayiv National University. Why have I chosen this subject? The reason is quite simple: I like history. History was always one of my favourite subjects at school and so it was natural for me to choose it as my future speciality when I went to university. In contrast to the preconceptions which usually accompany the image of the discipline as nothing more than reading dusty old books and remembering dates, studying history is a wonderful way of learning about the past and how events and personalities in ancient times have shaped the world we live in today.

The historian is a detective and the major clue is human agency (деятельность человека). The greatest joy is detecting the most plausible (правдоподобный) explanation of why things turned out the way they did. Studying history at the University is enjoyable because it offers a wide variety of courses, ranging from cultural to military history, from personal stories to different phenomena involving the whole world.

At the seminars we have discussions, which is a good way to exchange or sometimes debate about our opinions and of course, make friends. From time to time there are movie shows, and it is interesting to visualize what is used to be described only in words. History is great for majoring in.

Firstly it lets me know more about everything: history is related to science, economy, politics, religion, mass media and etc. Technically, my writing and analytical skills are brushed up through laying out my thoughts clearly and logically in an essay. Also, studying history has taught me to be more objective and not to easily believe in everything people say based on just their words, because it is possible that they are biased or simply wrong.

Overall, studying history at university can be a rewarding experience. Not only does it broaden our horizons; it also trains us to be more critical and eloquent in presenting our ideas which are two important personal qualities in this increasingly competitive world. Historians do not merely eat, sleep, and think history.

All historians have other interests, loyalties, and responsibilities. Still, the career of the historian is a demanding one, requiring strong commitment, intellectual curiosity, self-discipline, and perseverance (настойчивости). It can also offer priceless rewards: professional autonomy, intellectual achievement, social status, and meaningful work. Whether I'll make a very good teacher or a research worker remains to be seen, but I'm sure that eventually I'll become quite knowledgeable in the field of History and perhaps social sciences.

Task 3. Read and translate what different students tell about studying history. What do all these statements have in common? Express your own opinion using the phrases of agreement or disagreement given below. Using the statements below and the previous text tell about your future profession.

Words and expressions to be used

Expressing agreement

Yes (indeed). Да(в самом деле).

I think you're right. Я думаю, вы правы.

I think so too. Я тоже так думаю.

That's my opinion too. И я того же мнения.

Certainly. / Sure. Конечно. / Несомненно.

I (certainly / quite) agree. Я(конечно/вполне) согласен.

I have nothing to say to this. Мне нечего на это возразить.

Expressing partial agreement

That may be true, but ... Возможно это и так, но...

I can share your view only up to a certain point.

Я могу разделить вашу точку зрения лишь частично.

I agree with you in a sense, but ... Я согласен с вами в некотором смысле, но...

Expressing doubts

(Is it) really? Разве это так? (Это правда?)

I doubt it. Я сомневаюсь в этом.

I don't think so. Я так не думаю.

I have my doubts about that. У меня на этот счет свои сомнения.

I find that hard to believe. Я считаю, что в это трудно поверить.

Expressing disagreement

I think you're mistaken. Я думаю, что вы ошибаетесь.

I don't think you're right. Я думаю, вы не правы.

I'm afraid I don't agree. Боюсь, что я не согласен.

I disagree. Я не согласен.

I don't agree (with you). Я не согласен с вами(с тобой).

You're wrong. Вы не правы.

It (That) can't be true. Этого не может быть.

I really can't believe you / that. Я просто не могу вам(в это) поверить.

– Even before the beginning of my study at the university, I had decided to study history. Since secondary school, I have always liked reading about the politics and societies of the past, as I find it fascinating to compare them with our world today. As a history major, I am very passionate in studying the patterns and trends in human development on which history often sheds light.

– There have been some unique and interesting courses on offer during my time here which cover topics which I've rarely come across anywhere else. My favourite

course so far has been one about medieval Russia. It's a fascinating topic and has even influenced me to base my dissertation in that area.

– Studying History at the university is very different from our stereotypical history lessons in the secondary schools. It is no longer just sitting there and listening to your teacher providing historical facts and information, rather, you are offered the chance to propose your own argument and opinions upon certain historical topics. I enjoy being allowed to choose my very own topic of interest and conducting my own research to complete a final essay, rather than memorising everything learnt during the semester for a final exam.

– History is a subject which is fascinating, broad, engaging and deep; it has been a subject that has captured the minds of many people. It has been a field that captivated me from an early age; from reading about the exploits of the titans such as Alexander the Great to tales of courage such as the Blitz. As I grew older and started to study history in depth at school and here in the University, a rosy view of history has disappeared. This has, however, only renewed my interest and encouraged me to study what really happened and why.

– History is mysterious and fascinating. I have been attached to old things and the nostalgic stories since I was a child. But History hadn't been known to me as an academic subject until I got the chance to understand it better in secondary school. I was inspired by my teacher whose teaching allowed me to perceive doing history as a reasoning practice rather than the stereotyped impression of doing memorization exercises. We need to think logically in order to form tenable arguments and opinions. It requires a meticulous mind and logical thinking, and that is the reason I chose history as my major.

– As a history-lover, I found it ideal to study History in one of the most ancient Russian cities, which is steeped in history and so offers naturally a perfect place to learn about our past. I was also attracted by the wide range of history courses offered by the department. The courses deal with diverse subjects that I can always find the ones I like. The teaching staff of History Department expose me to different ideas and thus broaden my horizons.

Task 18. Using the statements and the text given above tell about your future profession.

PART II

UNIT 7-8

A CULTURE.

THE EARLIEST CULTURES

A culture consists of the behaviours, beliefs, customs, and attitudes of a group of people. It is reflected in the artwork, the literature, the language, the inventions, and traditions of the people. It is affected by the geography and climate where people live. We have benefited from the accomplishments of human cultures reaching back millions of years.

The first human cultures began developing about two million years ago. One of the first accomplishments of these cultures was learning to make and use crude stone tools. With simple tools such as sharp-edged rocks, people could hunt animals for food. They also learned to work together to go after large animals. These groups of people then developed rules of behavior for members to obey.

A second important accomplishment of early cultures was learning to farm. About 9000 B.C., people in some parts of the world began to settle down in one place for long periods and produce their own food. Once farmers could produce enough crops to feed other people, some people had time to develop other skills, such as pottery making or weaving. Another important development was the rise of cities in some parts of the world beginning about 3500 B.C.

As larger groups of people gathered together in cities, more opportunities for specialized workers, such as builders, bakers, and artists were created. In addition city life resulted in the need for more extensive systems of government. And bringing people together also meant a greater exchange of ideas.

Changes in Cultures

What causes cultures to change? New ideas and inventions often lead people to develop new ways of doing things. For example, the invention of writing systems allowed people to record their thoughts and discoveries and to communicate them to other people. Changes in the environment also cause cultures to change. Over time, the climate in an area can change. Also, natural disasters such as floods and earthquakes can alter the landscape.

People must then move or learn to adjust to new living conditions. Another major source of change is contact with other cultures. When people from different cultures meet, they are exposed to the ways of life of each culture. Cultures change from within as well. Factors such as population growth and conflicts between groups within a culture can bring about new ways of doing things.

Whenever different cultures come in contact, they exchange goods and ideas. This process is what is known as cultural diffusion, and it is one way that ideas have spread from one area of the world to another. Some historians believe developments in writing, art, architecture, and agriculture from a few areas spread throughout the world through cultural diffusion. Others argue that individual cultures developed similar ideas independently of one another.

Task 1. Find in the text words or word-combinations close in meaning to:

skill that can be learnt; to hunt; instrument held in the hand and used for working on smth; to adopt a more stable or quiet way of life; to cause smth. to happen; in the natural state, rough; write down facts or events for later use; to become or make suited to smth. new.

Task 2. Denote the following phrases by a single word:

sudden violent movement of the earth's surface; do what one is told or obliged to do; large in area; become different, change in character, position, size; art and science of designing and constructing buildings.

Task 3. Check the knowledge of your vocabulary on the text by giving the English equivalents:

отобразить в произведениях искусства; правила поведения; гончарное ремесло и ткачество; возникновение городов; более широкая система правления; записывать мысли и открытия; изменить ландшафт; распространяться по всему миру.

Task 4. After reading the text choose the correct answer:

1. A culture ... of the behaviours, belief and customs of a group of people.

- a) alters
- b) denotes
- c) consists
- d) changes

2. The first human cultures began developing ...

- a) about two hundred years ago
- b) about two million years ago
- c) about two thousand years ago
- d) about ten hundred years ago

3. A second important accomplishment of early cultures was

- a) developing the rules of behaviour
- b) exchanging goods and ideas
- c) learning to farm

d) more extensive systems of government

4. Changes in the environment also ... cultures to change.

a) make

b) prevent

c) develop

d) cause

5. Population growth and conflicts between groups within a culture can

a) bring about

b) accomplish

c) benefit

d) allow

Task 5. *Fill each of the numbered blanks in the following passage with one suitable word.*

We do not know how art began any more than we know how language started. If we take art to mean (1) ... activities as building temples and houses, making pictures and sculptures, (2) ... weaving patterns, there are (3) ... people in all the world without art. If, on the other (4) ..., we mean by art some kind of beautiful luxury, we must realize that (5) ... use of the word is a very recent development and that many of the (6) ... artists of the past never (7) ... of it. We can best understand this difference if we think of architecture. We all (8) ... that there are beautiful buildings and that some of them are true (9) ... of art. But there is (10) ... any building (11) ... the world which was not erected (12) ... a particular purpose. Those (13) ... use these buildings as (14) ... of worship or entertainment, or as dwellings, judge them (15) ... and foremost by the standards of utility. But (16) ... from this, they may like or (17) ... the design or the proportion of the structure. In the (18) ... the attitude to paintings and statues was often similar. We are not (19) ... to understand the art of the past if we are quite ignorant of the (20) ... it had to serve.

1 a) these b) such c) as d) so

2 a) and b) both c) those d) such

3 a) many b) some c) few d) much

4 a) hand b) foot c) step d) measure

5 a) this b) what c) which d) how

6 a) skilled b) living c) greatest d) certain

7 a) consisted b) thought c) changed d) developed

8 a) know b) record c) adjust d) expose

9 a) buildings b) units c) works d) activities

10 a) no b) hardly c) finally d) mostly

11 a) in b) on c) after d) out

12 a) against b) on c) for d) in

13 a) that b) who c) why d) some

14 a) varieties b) ways c) sources d) places

15 a) first b) second c) third d) fourth

16 a) besides b) apart c) except d) nevertheless

17 a) admire b) fond c) dislike d) hate

18 a) country b) future c) end d) past

19 a) ready b) willing c) lucky d) happy

20. a) attitudes b) advantage c) aims d) efforts

Task 6. Complete the sentences using *a, an, some or any*.

1. Did they give you ... information?

2. Basil sent me ... postcard from Brest.

3. I'd like ... kilo of cherries, please.

4. She has had ... bad news.

5. She says she can't give us ...advise. She's never been to London.

6. Have ... more coffee. There's enough for both of us.

7. Can you believe it? The supermarket didn't have ... vegetables!

8. Pete's got ... money for you.

9. My uncle has so much money. I wish hid give me ... as I never seem to have...

10. We haven't got ... milk. Pop out and get ..., would you, please?

Task 7. Complete the sentences with *many or much, a little or a few*.

1. I bought too ... furniture for my apartment.

2. She is wearing too ... rings on her left hand.
3. I can't go to a movie tonight. I have too ... homework to do.
4. We all need ... help at times.
5. He asked ... questions.
6. Sam's writing is wordy. He uses too ... words when he writes.
7. The teacher asked us to learn too ... new vocabulary. I couldn't remember all the new words.
8. Please, give me... more minutes.
9. Ann opened the curtains to let in ... light from outdoors.
10. Let's listen to ... music during dinner.

UNIT 9

ALPHABET. THE GREEK ALPHABET

Alphabet is the series of letters used in writing a language. The name means exactly what the term ABC's means as a name for the 26 letters of the alphabet. The word comes from alpha and beta, the first two letters of the Greek alphabet.

Most books, magazines, and newspapers are printed in the 26-letter alphabet called Roman. But the Romans did not invent it. They put finishing touches on a system that had been growing for thousands of years. The Greeks came in contact with Phoenician traders, and learned from them the idea of writing individual sounds of the language. Sometime during the period before 800 B.C., they borrowed Phoenician symbols and modified them to form the Greek alphabet.

The Phoenician alphabet included more consonants than the Greeks needed for their language, so they used the extra signs for vowel sounds. In this way Greeks improved on both Phoenician and Cypriot ideas because they could combine individual letters for both consonants and vowels to spell any word they wanted. The Greeks took over the Phoenician names for their signs, and in most cases the signs themselves.

The first letter of the Phoenician alphabet, and its name, aleph, meaning ox, became A, or alpha in Greek. The second letter, or beth, meaning house, became B, or beta in Greek. The Greeks later modified the shapes of these letters, adding and dropping some letters, to form the 24-letter Greek alphabet of today.

Task 1. Find in the text words or word combinations close in meaning to:

to complete, to have one's origins in; to produce smth better than; to accept, to adjust, to name or write the letters of a word.

Task 2. Denote the following phrases by a single word.

the series of letters used in writing a language; a sign representing a sound of which words in writing are formed; speech sound produced by a complete stoppage of the breath; vocal sound made without stopping of the breath; symbol used to represent smth.

Task 3. Check the knowledge of your vocabulary on the text by giving the English equivalents to the following word combinations:

ряд букв; происходить; первые две буквы греческого алфавита; за-кончить систему; они заимствовали финикийские знаки; видоизменили форму букв; как гласные, так и согласные звуки; греки усовершенствовали; сказать или написать слово по буквам.

Task 4. After reading the text choose the correct answer:

1. Alphabet is ... used in writing a language.

- a) consonants and vowels;
- b) the series of letters;
- c) a herd of 15 animals;
- d) a system of several hundred signs.

2. The word alphabet comes from alpha and beta, ...

- a) the first two signs of the Egyptian alphabet;
- b) the first two signs of the Greek alphabet;
- c) the first two symbols of the Phoenicians.
- d) the first two letters of the Russian Alphabet.

3. The Romans ... a system that had been growing for thousands of years.

- a) modified;
- b) improved on;
- c) put finishing touches on;
- d) borrowed.

4. The Greeks took over ... for their signs.

- a) the Egyptians signs;
- b) the Phoenician names;
- c) the Etruscan Alphabet;
- d) capital letters.

5. The Greeks later modified the shapes of these letters ... to form the 24-letter alphabet of today.

- a) using the extra signs for vowel sounds;
- b) including more consonants;
- c) adding and dropping some letters;
- d) combining individual letters.

Task 5. *Open the brackets. Use the correct voice and tense-forms.*

An old man (1. enter) the forum. His clothing (2.cover) with filth, and his pale and emaciated condition (3. shock). When he (4.ask) the cause of his wretched condition he (5.declare) to all that while he (6. fight) in the Sabine War all his property (7.burn), the crops in his fields (8.devastate), his flocks (9.drive) off; and when a special emergency tax (10.exact) be (11.drive) into debt. As this debt (12.accumulate) with excessive interest rates, it first (13. deprive) him of his farm then of the rest of his belongings. He (14.drag) by his creditor not just into slavery, but into a place of punishment and torture.

Task 6. *Use the adjectives in the proper degree. Mind the definite article where necessary.*

1. His father, Philip, had hired Aristotle, one of Greece's (great) philosophers, to teach Alexander about literature, philosophy, and science.
2. This library in Alexandria, which grew into (large) library in the ancient world, had a collection of both Greek and non-Greek scrolls.
3. (noticeable) feature of Greek architecture is the use of columns to support the roof.
4. The Greeks also wrote a (short) form of poetry called lyric poetry.
5. One of (great) Greek lyric poets was Sappho.
6. Perhaps (great) contribution of Greek literature was Greek theatre.
7. One of (popular) Greek writers of biting comedies was Aristophanes who often made fun of (important) people in his plays.
8. The Greeks showed the human body in a way that is both (beautiful) and

without flaws.

9. The (great) historian of the 400s B.C., Thucydides, took history a step (far) when he wrote an account of the Peloponnesian War.

10. A barbarian was someone the Romans believed was (refined) or had (low) social and cultural standards.

11. As the barbarians continued to move into the empire, the barbarians became a (direct) threat.

12. Diocletian wanted to make government (effective) and (efficient) and to keep the economy (stable).

UNIT 10

THE ROMAN ALPHABET

The Etruscans moved to central Italy from somewhere in the eastern Mediterranean region sometime after 1000 B.C. They carried the Greek alphabet with them. The Romans learned the alphabet from the Etruscans, and gave it much the same form we use today.

The early Roman alphabet had about 20 letters, and gradually gained 3 more. Capital letters were the only forms used for hundreds of years. Many people consider the Roman alphabet to have been perfected by A.D. 114. That year, sculptors carved the inscriptions on a memorial column built to honor the emperor Trajan. The style of lettering they used is considered one of the most beautiful in the world. Carving letters in stone is not an easy job, and Roman stonecutters rounded or squared, simplified, and polished their letters.

They developed the beautiful thick-and-thin strokes we use today. They also added serifs (little finishing strokes) at the tops and bottoms of many letters. The practical reason for serifs was that the carvers found it difficult to end wide strokes without ugly blunt lines. And if a chisel slipped while squaring off an end, they could not erase the mistake.

But serifs also added a touch of strength and grace to Roman lettering, and are still used today. Small letters gradually developed from capitals. Scribes who copied books often used uncials (rounded letters) that were easier to form than some capitals. True lower-case letters developed later, when scribes saved space in books by using the smaller letters.

Task 1. Find in the text words or word combinations close in meaning to: to obtain smth wanted or needed; to complete; to respect highly; to make easy to do or

understand; to rub or scrape out; to remove; to form smth by cutting away material from a piece of wood or stone.

Task 2. *Arrange the following in pairs of antonyms: capital letters, to perfect, to honour, to simplify, thick, top, ugly, difficult, strength, easy, bottom, thin, beautiful, small letters, to begin, to dishonour, to complicate, weakness.*

Task 3. *Denote the following phrases by a single word. Choose the appropriate word from those listed below:*

An artist who makes representations in stone, wood, metal by carving or modeling; words cut on a stone or on a monument, or stamped on a coin or metal; a person who cuts stones; little finishing strokes; a person who carves; rounded letters; a professional letter-writer; a person, who before the invention of printing, made copies of writings; a steel tool for shaping wood, stone or metal.

A sculptor, uncials, a scribe, a chisel, inscriptions, a stonemason, serifs, a carver.

Task 4. *Check the knowledge of your vocabulary on the text by giving the English equivalents to the following word combinations:*

создали его в том виде, в котором мы используем его сейчас; прописные буквы; алфавит был закончен к 114 году нашей эры; стиль написания букв; каменотес; округляли или придавали прямоугольную форму; они разработали тонкие и длинные штрихи; уродливые тупые линии; резец; подчистить(подправить) ошибку; строчная буква; писец; отделение сострочными литерами; экономить место.

Task 5. *After reading the text choose the correct answer:*

1. The Romans learned the alphabet from the Etruscans and

- a) modified the shapes of letters;
- b) gave it much the same form we use today;
- c) added five new letters;
- d) perfected it.

2. The early Roman alphabet had ... and gradually gained 3 more.

- a) about 20 letters;
- b) a system of 22 signs;
- c) about 26 letters;
- d) symbols for sounds.

3. ... were the only forms used for hundreds of years.

- a) Small letters;

- b) Capital letters;
- c) Capital and small letters;
- d) A picture writing.

4. Many people consider the Roman alphabet... A.D. 114.

- a) to have been developed;
- b) to have been perfected;
- c) to have been simplified;
- d) to have been rounded.
- a) 3 more letters;
- b) a touch of strength and grace.

5. Small letters gradually developed from

- a) symbols;
- b) signs;
- c) capitals;
- d) pictures.

Task 6. Read the text below and decide what part of speech in A, B, C or D best fits each gap in the sentences:

In 332 BC Alexander the Great, king of Macedonia, (1) ____ Egypt. In 305 BC Alexander's general Ptolemy became king of Egypt, and for almost 300 years his (2) ____, the Ptolemies, ruled Egypt. Although Ptolemy was Macedonian by birth and the Ptolemies remained (3) ____ to Greek culture, they were (4) ____ for one of the greatest periods of building and decorating temples in Egypt. The Ptolemies did so to win (5) ____ for their rule from their Egyptian (6) ____. The Ptolemaic dynasty ended when Cleopatra, queen of Egypt, (7) ____ suicide after the Romans (8) ____ her forces at the Battle of Actium in 31 BC. The Roman victory marked the end of ancient Egypt as a/an (9) ____ power.

- 1 A. conquered
- B. conquer
- C. conquering
- D. conquest
- 2 A. descend
- B. descending

C. descendible

D. descendants

3 A. ties

B. tied

C. tier

D. tiring

4 A. responsible

B. responsibly

C. responsibility

D. responsive

5 A. accept

B. accepted

C. acceptance

D. acceptability

6 A. subjects

B. subjective

C. subjacent

D. subjectify

7 A. commitment

B. committed

C. committing

D. committal

8 A. defeatism

B. defeat

C. defeating

D. defeated

9 A. depend

B. independence

C. independent

D. depending

Task 7. *After reading the text, choose the correct tense-form (active or passive):*

According to a Greek legend, the Olympic Games (1) _____ by Hercules, son of Zeus, in honour of his father. The first Olympic Games about which we have information (2) _____ in 776 BC on the plain of Olympia. Games (3) _____ place before this date but (4) _____ mainly of chariot races. The ancient Greeks thought the Games (5) _____ important that they (6) _____ time by the interval between them. A period of four years (7) _____ to as Olympiad. The Games also (8) _____ the Greek ideal of physical fitness and beauty, which they (9) _____ as important as the development of the mind. Nothing, not even war, (10) _____ to interfere with the Games. They (11) _____ continually every four years for more than 1000 years until their abolishment by the Romans in AD 394. At the end of the nineteenth century, a Frenchman called Baron de Coubertin (12) _____ establishing the tradition. Following his suggestion fifteen nations (13) _____ at a national congress in 1894. Two years later, the first modern Olympic Games (14) _____ in Athens. In 2004, the Olympics (15) _____ to Greece, where Athens (15) _____ once again (16) _____ host to the greatest sports event in the world.

1. a. were started; b. started; c. starts.

2. a. hold; b. were hold; c. are holding.

3. a. took; b. has taken; c. had taken.

4. a. had consisted; b. consisted; c. has consisted.

5. a. were; b. are; c. is.

6. a. were measuring; b. measured; c. measures.

7. a. referred; b. was referred; c. had referred.

8. a. represents; b. represented; c. is representing.

9. a. considered; b. consider; c. have considered.

10. a. allowed; b. was allowed; c. had allowed.

11. a. were held; b. hold; c. had been hold.

12. a. suggested; b. has suggested; c. suggests.

13. a. meet; b. met; c. will meet.

14. a. were held; b. has been held; c. was held.

15. a. had returned; b. returned; c. are returning.

16. a. played; b. was played; c. had played.

UNIT 11

DAILY LIFE IN ANCIENT ROME

By the time Rome had become the center of an empire, family life was changing. In the days of the Republic, the father was the undisputed head of the family. He could even sell his children as slaves. He could arrange marriages for his daughters when they were only 12 or 15 years old. He would do this for the political and economic benefits it would bring to the family. The young bride and groom had little to say about it. By the A.D. 100s, however, family discipline had become less harsh, and the father's power had been reduced. A father no longer had the right to sell his children or to force marriages. In addition, women had more freedom.

Unlike women in other ancient cultures such as Greece, Roman women were independent under the law. They could have their own property and slaves. Families that could afford the cost of private education sent their children and even household slaves to school beginning at about age seven. These children studied basic reading, writing, and arithmetic. The schools were small, and one teacher was responsible for all subjects. Teachers followed the rule of the Greek playwright Menander: "A man who has not been flogged [beaten] is not trained." Girls usually did not have any formal education after age 15. Usually at 15, the sons of wealthy parents continued their education by taking classes in Latin and Greek literature and rhetoric – the art of effective writing and speaking. Students needed to learn rhetoric in order to enter law or politics.

Romans believed that skill in rhetoric was the mark of a gentleman. The Roman schools rarely had classes in science, engineering, or complex mathematics. The few professional people – engineers, doctors, or lawyers, for example – learned through apprenticeships, not through formal education. The city of Rome was crowded, busy, thriving place – the center for the best and worst of the Mediterranean world. Disease, crime, and fires raged there. But life in Rome also had its benefits. The emperors made a point of trying to keep the city happy. The government gave free wheat to make citizens on a regular basis. This gift of food was important to the poor people of Rome. On special occasions, the emperor also gave money to the citizens of Rome. The wheat and money came from taxes that farmers and other people in the provinces paid. Another benefit of living in Rome was the plentiful water supply. The system of aqueducts carried 200 million gallons of water to Rome daily. With so much water available, the city

built public baths where residents, rich and poor, could bathe and swim for a small fee. These baths became important gathering places. The emperors spent enormous sums of money to entertain the people. In fact, 159 days each year had been declared holidays by the A.D. 50s. On these holidays the emperors provided elaborate circuses and games to keep the people content. The Circus Maximus was a gigantic Roman arena that could hold nearly 200,000 spectators. There, spectacular daredevil chariot races took place. Chariot racing was also popular at the Colosseum, but so were some of the more bloody sports. Wild beasts were hunted and killed by the hundreds.

Gladiators fought each other to the death. The Romans were so fond of bloody events that during the intermissions, Roman officials executed condemned criminals for the entertainment of the audience. However, the benefits of life in Rome such as free food and spectacular entertainment did not appeal to all Romans. Some claimed that the citizens took too much interest in those things and not enough interest in their government. Even members of the elite class, who benefited the most, saw problems.

The Roman writer Juvenal also complained that the public “long for just two things – bread and circuses.” Many Romans believed that they had been able to build their empire and find peace because they had kept their gods happy. Like many other ancient peoples, the Romans had gods for every act and event in their lives. The great gods of the Roman state were Jupiter, Juno, and Minerva. Jupiter was the supreme god. He controlled the thunder and lightning and was the special guardian of Rome. Juno was his wife. She was the queen of the gods and the protector of women. Minerva was the goddess of wisdom and guardian of craftworkers. The Romans joined together on specific days to worship these gods. In this way they showed their unity and their loyalty to the state. At home, the Romans worshiped household gods, such as Vesta, Lares, and Penates. Vesta guarded the fireside, where people cooked and kept warm. Lares guarded the land, and Penates watched over the stored food. Family members made daily offerings to these gods and asked for protection in exchange.

In A.D. 126, these Romans erected a magnificent temple called the Pantheon to honor all the Roman gods and goddesses. They built it in the shape of a drum, with a dome rising 14 stories above the ground. They covered the dome with gleaming brass so that people could see it shining all over the city. The Roman religion was based on rituals, or ceremonies, rather than a written creed or right behavior. If a priest carried out the rituals properly, the Romans thought that the gods would be happy and would reward them with protection and wealth. In one of the most important rituals, priests sacrificed animals to please the gods. By the A.D. 100s, many Romans were becoming dissatisfied with the state religion. Since their religion did not teach about how people ought to act, some Romans started looking for other religions. Some gods and religious beliefs from Greece, Asia, Persia, and Egypt began to gain popularity during the first two

centuries A.D. People in many parts of the empire were becoming Christians. For the most part, the Romans were tolerant of other religions within the empire.

Task 1. Find the words and expressions in the text which mean the following:

1. profit;
2. free from control;
3. to be answerable for;
4. the art of effective writing or speaking;
5. flourishing;
6. to join (a school, a college);
7. capable of being used, that may be obtained;
8. to amuse, to interest;
9. interval, pause;
10. to attract, to move the feelings;
11. a protector;
12. a skilled workman who used the houses to make things.

Task 2. Suggest the English for:

политические и экономические преимущества(польза); были неза-висимы по закону; отвечал за все предметы; изучать(как студент) юри-спруденцию или политику; процветающее место; вода была доступна;

развлекать людей; нравились не всем римлянам; Юпитер; Юнона; Минер-ва; Веста; Лары; пенаты; Пантеон.

Task 3. Choose the word corresponding to the definition from those listed below:

1. a member of the lower classes in ancient Rome;
2. a person of noble birth, aristocrat;
3. a person engaged in political activity;
4. a building used for the worship of a God;
5. the surrounding of a place (a fortress, a town) by an army;
6. a body (in ancient Rome) having an important part in the government of the state, the highest state organ;

7. a division in the ancient Roman army consisting of several thousand footsoldiers and several hundreds horseman;
8. a person who is owned by another;
9. groups of people exercising state power;
10. a state governed by people elected for a definite period; (a temple, a slave, a political figure, siege, a plebeian, the Senate, a patrician, ruling classes, a legion, a republic).

Task 4. Find in the text information connected with the following points. Give a short summary on some of these points in writing:

1. Family life in the Empire.
2. Benefits of life in Rome.
3. Republic services.
4. Entertainment.
5. Religious practices.

Task 5. *After reading the text choose the correct answer. Mind the Sequence of Tenses:*

1. The rivals in Rome feared that Caesar ... too powerful. 2. Caesar knew he ... military glory to fulfill his ambitions. 3. Caesar feared that if he ... his life ... in great danger. 4. The plebeians believed that patrician judges ... advantage of this fact to rule unfairly against plebeians. 5. The leaders knew that their city ... in serious danger unless the common people 6. Some plebeians believed that they ... the same social and political rights as the patricians. 7. The poor plebeians, too, believed that the system ... unfair. 8. Archaeologists have found evidence that the Etruscans ... their alphabet in about 575 B.C. and ... the Romans new building techniques. 9. The Greek astronomer Aristarchus expressed a theory in the 200 B.C. that the earth ... around the sun. 10. Socrates explained to his friends that he ... the law throughout his long life and ... it then. 11. Many Athenian leaders thought that by teaching the young to question every aspect of life, Socrates ... the authority of the government. 12. Spartan leaders recognized that Athens ... all of Greece from the Persians at the battles of Marathon and Salamis.

1. a) was becoming b) had become c) will become
2. a) must win b) will win c) won
3. a) returned b) returns c) will return

won't be will be is

4. a) take b) took c) will take

5. a) know b) knew c) will know

will return returned return

6.a) had b) should have c) have

7.a) was b) is c) had been

8.a) had introduced b) introduced c) will introduce

had taught taught teach

9. a) revolved b) had revolved c) revolves

10. a) had obeyed b) won't obey c) obeys

would not break did not break will not break

11. a) will challenge b) had been challenging c) was challenging

12.a) saved b) had saved c) will save

Task 6. *After reading the text rewrite some of its parts in indirect speech:*

When Zeus became the ruler of all the gods on Olympus, his closest friend and adviser was Prometheus. One day, when there was a great banquet, Prometheus, as usual, rose to go. "Why are you in such a hurry to leave, Prometheus? What do you find on earth that is more beautiful than this hall of mine?" asked Zeus. "Nothing more beautiful, but something sweeter to me. Remember, O king, that you were born where now you rule; but I am a son of Earth, and the green meadows are dearer to me than this golden hall." So he went away, but Zeus was not pleased with this answer. And he sent for Hermes, his messenger, and told him to follow Prometheus and watch what he did. When he returned, he said: "O king of the gods, do not be afraid that Prometheus will plot anything against us on Olympus. He loves the race of little men in Arcadia, and he does everything for their good. He has taught them how to make tools and weapons of bone, to build huts, to sow the ground, and many other things. The people there call him their Great Wise Brother, and they spoke of a wonderful gift that he promised to bring them." "And what is that?" asked Zeus. "They do not know," answered Hermes, "but Prometheus has told them that it will be to them a good servant and a bad master." Now Zeus was troubled. "Perhaps he will teach them so much that they will become wiser than the gods," he thought. "Perhaps he will make them strong enough to defy the Immortals.

UNIT 12

PRISONERS OF WAR

ON ROMAN COINS

Prisoners of war are frequently depicted on Roman coins, beginning about 100 B.C. and continuing into the 5th century A.D. Coins served the Romans as an effective medium for propagandizing, even beyond the frontiers of the empire, the message of Roman strength and success in war as well as the disastrous consequences to those who opposed them. Captives first came to be used on Roman coins at the beginning of the last century of the Roman Republic. Together with other signs, such as Victory and the trophy, they represented the enemy soldiers captured during particular military campaigns. This continued to be true until the beginning of the 3rd century A.D.

At that time Roman society entered into a period of rapid change, politically, economically, and socially. The increased militarization of government and the rigid stratification of social ranks that occurred in that century are reflected in the coinage: captives on the designs of coins were frequently used to express the complete authority of the state over the individual. The paper concludes with a discussion of the rather fascinating transformation of the prisoner-of-war motif occurred in the 5th century under the influence of Christianity. Like other pagan symbols, the prisoner of war was engulfed in the stream of Christian iconography thereby becoming another manifestation of the triumph of Christianity over paganism in the 5th century.

Task 1. Match the words in the column A with their meanings in the column B:

AB 1.coin (v) a) (person, animal) taken a prisoner

2.depict (v) b) method, process, by which a result may be obtained

3.medium (n) c) (piece of) metal money

4.disastrous (a) d) absorb

5.consequence (n) e) show in the form of a picture; describe in words

6.captive (n) f) causing great or sudden misfortune; terrible accident
(e.g. a great flood or fire)

7.trophy (n) g) (person who is) not a believer in any of the chief
religions of the world

8.authority (n) h) smth kept in memory of a victory or success

9.pagan (a, n) i) that which follows or is brought about as the result
or effect of smth

10. engulf (v) j) power or right to give orders and make others obey

Task 2. Find in the text a word close in meaning to:

Captives, often, to describe, a mechanism, a border, terrible, quick, strict, to happen, to reproduce, power, to finish, charming, display.

Task 3. Find in the text a word opposite in meaning to:

Peace, seldom, to finish, weakness, failure, defeat, friend, slow, to begin.

Task 4. Check the knowledge of your vocabulary by giving the English equivalents for the following words and word combinations:

военнопленные; римские монеты; эффективный метод пропаганды; за пределами границ империи; впервые использовались; строгое рассматривание; абсолютная власть государства над личностью; захватывающее превращение; проявление триумфа христианства над язычеством; демонстрация силы и успеха римлян.

Task 5. After reading the text choose the correct answer:

1. Captives on the designs of Roman coins were used

- a) very often;
- b) very seldom;
- c) never.

2. Coin-types with depicted prisoners of war appeared in the Roman empire

a) in the 5

th

century B.C.;

b) in the 100 A.D.;

c) between 100 B.C. and the 5

th

century A.D.

3. Coins served the Romans

- a) by satisfying the needs of poor people;
- b) as a propaganda for the Roman might;
- c) as military ambitions of plebeians.

4. Captives on Roman coins represented
- scenes of a Roman's peaceful life;
 - the enemy prisoners caught in certain military campaigns;
 - political pretensions of patricians.
5. In the 3rd century A.D. captives on the designs of coins were used to show
- might of the state over each person;
 - strict monopoly of trade;
 - financial position.
6. The last of the Roman Republic means
- the 5th century A.D.;
 - the 5th century B.C.;
 - the 3rd century A.D.
7. The prisoner-of-war motif in the 5th century was typical for
- Christianity;
 - Paganism;
 - Both religions.

Task 6. *Add articles, if necessary, in the following:*

Victory is not Conquest... conquest begins when one power overcomes another power in ... war. However, ... conquest is more than just ... defeat of one army by another. During ... conquest. ... conquerors remain in ... lands that they have won and control ... defeated people by establishing ... new system of ...government. In ... addition, ... conquerors use ... resources of ... defeated country as they see fit. Leaders Make Conquest... leaders and ... nations generally make ... conquests to increase their power and ... wealth. For example, 100 years after ... Alexander's death ... Rome, ... powerful city-state in ... Italy, began making ... conquests Romans hoped to increase their power by controlling ... trade in ... lands around ... Mediterranean.Sometimes ... rival

nations may have ... great wealth but may at ... same time lack ... power to defend itself. ... potential conqueror then attempts to conquer ... rival nation to gain that wealth. For example, in ... early 1500s, ... Spain began making conquests in ... Americas.... Spain wanted to acquire ... silver and ... gold from ... mines in ... America and to build ... Spain into ... world power. Caesar's Wife... words "Caesar's wife" are used to describe ... person on whom even ... shadow of suspicion must not be allowed to fail. Julius Caesar divorced his wife on ... strength of ... rumour: her name was often mentioned whenever people talked about one of his men. He did not take ... trouble to enquire into ... matter and establish ... correctness of ... accusation. A Caesar's own reputation in matters of morality was not above reproach, someone asked him why he had divorced his wife on ... mere suspicion. His reply was that it did not matter for Caesar himself, but ... woman who got herself talked about was not fit to be Caesar's wife; Caesar's wife must be above all suspicion.

Task 7. *Fill in the gaps with the right preposition:*

... the battle ... Thermopylae, the Persian army overrun mainland Greece and burned Athens ... the ground. However, most Athenians had escaped ... ship ... the island Salamis. Thus, "wooden walls" did indeed save the Athenians as the oracle ... Delphi had predicted. The next major battle ... the Persian wars took place ... the coast ... Salamis about a month ... the battle ... Thermopylae. The Greeks sank ... half the Persian fleet. Xerxes led his remaining troops ... Persia. The following summer, ... 479 B.C., the Persian tried one more time to invade Greece. ... the battle of Platen, the Greek forces led ... the Spartans overwhelmed the Persians. ... banding together, the Greek city-states defeated the immense Persian Army. This victory showed ... the amazing things Athens and Sparta could achieve ... when they united

Task 8. *Identify the countable and uncountable nouns in the list follow. Give their singular/plural forms if possible:*

Polis, civilization, citizens, letters, age, knowledge, democracy, leadership, monarchy, oligarchy, tyrant, city-states, invaders, Spartan, senator, helots, wealth, power, authority, coin, festival, tragedies, alphabet, law, barbarians, standstill, pathos, conquest, bondage, patrician, plebeian, assembly, tribune, rival, ally, captives, dictator, emergency, treason, epic, trouble-maker, heritage, determination, economy, massacre, martyrs, hierarchy, slave-owner, Christianity, dictatorship, failure, progress, courage, faith, freedom, peace

PART III

UNIT 13

CONTEMPORARY HISTORY AND THE DEVELOPMENT OF EASTERN POWERS

1. Contemporary History – Новейшая история
2. timeframe – временные рамки
3. intervening time – промежуточный период
4. in living memory – на памяти живущих
5. human lifespan – продолжительность жизни человека
6. in absolute terms – в абсолютном выражении
7. Contemporary era – современная эпоха
8. challenges and problems – проблемы и задачи
9. to face – сталкиваться
10. forefront – передний край; важнейшее место
11. ubiquitous [jH'bIkwlts] – повсеместный; вездесущий
12. regional power – господствующая сила в своём
регионе
13. billion-consumer market – миллиардный потребительский рынок
14. to integrate into the world
economy – интегрировать в мировую экономику
15. GDP (gross domestic
product)
– валовой внутренний продукт
16. World Trade Organization – Всемирная торговая организация

Contemporary history describes the period timeframe that is without any intervening time closely connected to the present day and is a certain perspective of modern history. The term "contemporary history" has been in use at least by the early 19th century.

In the widest context of this use, contemporary history is that part of history still in living memory. Based on human lifespan, contemporary history would extend for a period of approximately 80 years. Obviously, this concept shifts in absolute terms as the generations pass. In a narrower sense, "contemporary history" may refer to the history remembered by most adults currently living, extending to about a generation or roughly 30 years.

In the Contemporary era, there were various socio-technological trends, among the challenges and problems the modern world faces is climate change. Regarding the 21st century and the late modern world, the Information age and computers were forefront in use, not completely ubiquitous but often present in daily life. The development of Eastern powers was of note, with China and India becoming more powerful. In the Eurasian theater, the European Union and Russian Federation were two forces recently developed.

A concern for Western world, if not the whole world, was the late modern form of terrorism and the warfare that has resulted from the contemporary terrorist acts. In contemporary Asian history, there was the formation of the People's Republic of China, Indian independence, the Korean and Vietnam wars, the ongoing Afghan civil war, and the stationing of US Forces in Japan and in South Korea. In the Middle East, there was the Arab-Israeli conflict, the conflict between Arab nationalism and Islamism, and the Arab Spring (a revolutionary wave of demonstrations and protests occurring in the Arab world that began on 18 December 2010). While Asia has seen considerable economic development, China in particular has experienced immense growth, moving toward the status of a regional power and billion-consumer market. India, along with other developing non-western countries, is also growing rapidly, and has begun integrating itself into the world economy.

After China joined the World Trade Organization, the standard of living in the country has improved significantly as China saw the reappearance of the middle class. The burden of education was greater than ever. By the beginning of 2009, about 300 million people in India have escaped extreme poverty. The fruits of India's economic liberalization policies reached their peak in 2007, with India recording its highest GDP growth rate of 9 %. With this, India became the second fastest growing major economy in the world, next only to China. A number of newly industrialized countries have emerged from Asia, including China, India, Malaysia, the Philippines and Thailand. The city of Shanghai has become a symbol of China's rapid economic expansion since the 1990s.

Task 1. Consult the text and find the English equivalents of the following:

В памяти нынешнего поколения; продолжительность жизни человека; современная эпоха; выдвинуться на передний план; размещение вооруженных сил; потребительский рынок; уровень жизни; избавиться от крайней нужды; продемонстрировать небывалый рост;

средний класс; затраты на образование.

Task 2. *Choose the correct answer.*

1. Contemporary history extends for a period of:

a) 30 years; b) 50 years; c) 80 years; d) 100 years.

2. Among the challenges and problems the modern world faces is:

a) China's rapid economic expansion;

b) climate change;

c) India's economic liberalization policies;

d) the Information age.

3. Which country has the fastest growing major economy in the world?

a) the USA;

b) India;

c) the Russian Federation;

d) China.

4. The second fastest growing major economy in the world belongs to:

a) India;

b) Thailand;

c) Turkey;

d) Malaysia.

5. A great concern for Western world is:

a) fashion;

b) Asian newly industrialized countries;

c) the late modern form of terrorism;

d) drugs.

Task 3. *Look through the text once again, make a plan of it and give its short summary (10 – 12 sentences).*

Task 4. *Be ready to speak about your favourite period in history.*

UNIT 14

ARCHAEOLOGY, CHRONOLOGY & CHRONICLES

Task 1. *Before working on Unit 14 answer the questions and play true or false game.*

1. What is archaeology?

2. What do archaeologists do? Tell true or false.

- Archaeologists study dinosaurs.
- Archaeologists study the earth by examining rocks and minerals.
- Archaeologists study people by examining the tools they used and the places they lived.
- Archaeologists, like Indiana Jones, go on treasure seeking adventures.
- Archaeologists spend comparatively little time on excavations and more time on research and laboratory analysis.

Task 2. *Read the words to the text and make your own sentences with them.*

1. remains – остатки, останки

2. features – останки; остатки поселений

3. biofacts – биологические продукты

4. to ally with – объединяться; соединяться

5. mainstream media – основные СМИ

6. public involvement – участие общественности

7. outreach – информационно-разъяснительная работа

8. to relegate – низводить; переводить в низшую категорию

9. indemnity insurance – страхование возмещения ущерба

Task 3. *Read and translate the text.*

ARCHAEOLOGY

"... digging consists very largely in observation, recording and interpretation." C. Leonard Woolley
Archaeology is the study of human cultures through the recovery, documentation and analysis of material remains and

environmental data, including architecture, artifacts, biofacts, human remains, and landscapes.

The goals of archaeology are to document and explain the origins and development of human culture, understand culture history, chronicle cultural evolution, and study human behaviour and ecology, for both prehistoric and historic societies. It is considered in North America to be one of the four sub-fields of anthropology. Traditional archaeology is viewed as the study of pre-historical human cultures; that is cultures that existed before the development of writing for that culture. Historical archaeology is the study of cultures with some form of writing. In the study of relatively recent cultures archaeology is closely allied with ethnography.

This is the case in large parts of North America, Oceania, Siberia, and other places where the study of archaeology mingles with the living traditions of the cultures being studied. In the study of cultures that were literate or had literate neighbours, history and archaeology supplement one another for broader understanding of the complete cultural context, as at Hadrian's Wall. Early archaeology was largely an attempt to uncover spectacular artefacts and features, or to explore vast and mysterious abandoned cities. Such pursuits portrayed in books (such as *King Solomon's Mines* 2) and films (such as *The Mummy* and *Raiders of the Lost Ark* 3) continue to fascinate the public.

Much thorough and productive research has indeed been conducted in dramatic locales (местность; место действия) such as Copán 4 and the Valley of the Kings 5, but the stuff of modern archaeology is not so reliably sensational. In addition, archaeological adventure stories tend to ignore the painstaking work involved in modern survey, excavation, and data processing techniques. Some archaeologists refer to such portrayals as "pseudoarchaeology". Nevertheless, archaeology has profited from its portrayal in the mainstream media.

Many practitioners point to the childhood excitement of *Indiana Jones* films and *Tomb Raider* games as the inspiration for them to enter the field. Archaeologists are also very much reliant on public support; the question of exactly who they are doing their work for is often discussed. Without a strong public interest in the subject, often sparked by significant finds and celebrity archaeologists, it would be a great deal harder for archaeologists to gain the political and financial support they require.

In the UK, popular archaeology programmes such as *Time Team* and *Meet the Ancestors* have resulted in a huge upsurge in public interest. Where possible, archaeologists now make more provision for public involvement and outreach in larger projects than they once did. However, the move towards being more professional has meant that volunteer places are now relegated to unskilled labour and even this is less freely available than before.

Developer-funded excavation necessitates a well-trained staff that can work quickly and accurately, observing the necessary health and safety and indemnity insurance issues involved in working on a modern building site with tight deadlines. Certain charities and local government bodies sometimes offer places on research projects either as part of academic work or as a defined community project. There is also a flourishing industry selling places on commercial training excavations and archaeological holiday tours.

Notes:

1. Hadrian's Wall – Вал Адриана(Стена Адриана)
2. King Solomon's Mines – Копи царя Соломона(приключенческий роман Генри Райдера Хаггарда)
3. Raiders of the Lost Ark – фильм«Похитители утраченного ковчега» (также известный как«Индиана Джонс: В поисках утраченного ковчега»)
4. Copán – Копан(одно из крупнейших археологических городищ на территории Гондураса)
5. Valley of the Kings – Долина царей
6. Tomb Raider games – Расхитители гробниц(компьютерные игры)

Task 4. Find in the text the English equivalents of the following Russian words and expressions:

находить интересные артефакты, останки и остатки поселений; зарождение и развитие человеческой культуры; исследовать большие, таинственные, заброшенные города; раскопки, финансируемые застройщиками игнорировать кропотливый труд, включающий в себя современные методы исследования местности, раскопки, технику обработки данных; значительное повышение общественного интереса; материальные остатки; данные об окружающей среде; стремление к большему профессионализму; изучение доисторических человеческих культур; неквалифицированная рабочая сила; биологические продук-ты; научные проекты.

Task 5. Answer the questions.

1. What is archaeology? How does archaeology study human past?
2. What are the goals of archaeology?
3. What is archaeology considered to be in North America?
4. How is traditional archaeology viewed?

5. What is historical archaeology?
6. What science is archaeology closely allied in the study of relatively recent cultures?
7. Where do history and archaeology supplement one another for broader understanding of the complete cultural context?
8. What aspect of the early archaeology fascinates the public and is portrayed in books and films?
9. How does archaeology profit from its portrayal in the mainstream media?
10. What do archaeologists do to increase public interest in their work?
11. How can people take part in excavations?

Task 6. *Tell about archaeology and how it helps history in studying the past.*

Task 7. *Translate into English.*

Археология(от греческих слов археос– древний и логос– слово, учение) – это наука, изучающая по вещественным источникам (artefacts or artifacts) историческое прошлое человечества. Веществен-ные источники– это орудия производства и созданные с их помощью материальные блага: постройки, оружие, украшения, посуда, произ-ведения искусства– всё, что является результатом трудовой деятель-ности человека. Вещественные источники в отличие(as distinguished from; unlike) от письменных не содержат прямого рассказа об истори-ческих событиях, и основанные на них исторические выводы являют-ся результатом научной реконструкции. Своеобразие вещественных источников вызвало необходимость изучения их специалистами-археологами. Они производят раскопки археологических памятников, исследуют и публикуют находки и результаты раскопок и восстанав-ливают по этим данным историческое прошлое человечества. Особое значение имеет археология для изучения эпох, когда не существовало письменности.

Археология необычайно расширила пространственный и временной горизонт истории(space and time history horizon). Пись-менность существует около 5000 лет, и весь предшествующий период истории человечества(равный, по новейшим данным, почти 2 млн лет) стал известен только благодаря развитию археологии. Да и древ-няя письменность египетские иероглифы(Egyptian hieroglyphics), ли-нейное греческое письмо(Greek linear writing), вавилонская клино-пись(Babylon cuneiform characters) были открыты археологами.

Task 8. *Read and translate the text and interview about the work of an archaeologist.*

MEET THE ARCHAEOLOGISTS

Archaeologists examine ancient sites and objects to learn about the past. They may specialise in particular geographical areas, historical periods, or types of object, such as pottery, coins or bones. Excavations, commonly called 'digs', are only part of an archaeologist's work, which also includes recording, analysing and interpreting archaeological remains. Archaeologists are also involved in the preservation and conservation of artifacts, historic sites and monuments curating, publicising and displaying artifacts and carrying out research and educational work. Many love the actual work of digging and get tired of tedious but necessary paperwork. Their most common trait is that they all share a love for archaeology, and are enthusiastic even after many years of work in the subject. Dr. Elizabeth Chilton is an assistant professor of archaeology at Harvard University and director of the New England Archaeology Laboratory. She is most interested in the archaeology and history of native peoples in north-eastern North America. Here is her interview about her work

Sam: When did you become an archaeologist or how old were you when you started?

Dr. Chilton: I became an archaeologist in college, when I was 21 years old. That was in 1984.

Sam: What got you interested in archaeology?

Dr. Chilton: I love the combination of scientific and humanistic, of creativity and logic. I also liked working outdoors, even though excavation is only one small part of what a professional archaeologist does.

Sam: What training or education has helped you most as an archaeologist?

Dr. Chilton: I received a B.A. degree in anthropology, but graduate school provided me with the best training. I received a Ph.D. after 7 years of graduate school (that was after four years of college, and two years of working as a "contract archaeologist" (which is archaeological work in advance of construction projects). You don't need to have a Ph.D. to be a professional archaeologist, but you need to have a B.A., for the most part, and a Masters degree helps.

Sam: What kind of archaeological work or what field do you work in?

Dr. Chilton: New England prehistoric archaeology. I study Native Americans who lived between 11,000 and 400 years ago in the New England region. I often direct excavations in the summer and do lab work, research, and teaching during the rest of the year.

Sam: Can you tell me about any interesting field experiences you've had?

Dr. Chilton: Right after college, I volunteered on a project in Belize studying the Maya (volunteering is a great way to get experience!). We excavated Maya

buildings and discovered a tomb that was more than 1,000 years old. Even though I enjoyed the experience in Belize a great deal, I decided to focus on prehistoric Native Americans in New England because we know so little about them.

Sam: Where have you found your most interesting artifacts?

Dr. Chilton: When doing research on museum collections! But also when digging on Martha's Vineyard in Massachusetts.

Sam: How many hours a day do you work at a dig?

Dr. Chilton: My digs are usually only 5 – 8 weeks in the summer. But when we are digging, we work from 8 in the morning to 5 in the afternoon, Monday through Friday. Sometimes if we find something interesting or important we may stay late.

Sam: What tools do you use?

Dr. Chilton: A trowel, a shovel, a screen (for sifting dirt), a measuring tape and line levels (for taking depth measurements). Cameras and note-taking are also very important for recording information.

Sam: What is your favourite thing about archaeology?

Dr. Chilton: Digging! And learning about time periods for which we have not written history

Sam: Is there anything you don't like about archaeology?

Dr. Chilton: Sometimes the note-taking and all of the laboratory work that needs to be done can become boring and tedious at times.

Sam: What would you say to a child who was thinking about archaeology for a career?

Dr. Chilton: First of all, you will never make a lot of money being a professional archaeologist. You need to do it because you love it. Luckily, in the United States there are PLENTY of jobs in archaeology. So even though you may not get rich doing it, you still can make a decent living. The most important thing I would say it that archaeology is NOT treasure hunting. We are interested in objects for what they can tell us about past peoples. We are NOT interested in the monetary value of the things we dig up. Also, archaeology is never something you should try on your own without thorough training.

Task 11. *Tell about your archaeological practice.*

Task 12. *Before reading the text about chronology tell whether chronology is important for history and why; read the epigraph to the text and comment on it; explain the origin and meaning of the word "chronology".*

CHRONOLOGY

Life is not dated merely by years. Events are sometimes the best calendars.

Benjamin Disraeli

Chronology is the science of arranging events in their order of occurrence in time, such as the use of a timeline or sequence of events. It is also "the determination of the actual temporal sequence of past events". Chronology is part of periodization. It is also part of the discipline of history, including earth history, the earth sciences, and study of the geologic time scale.

Chronology is the science of locating historical events in time, basically a time line history and the use of and is distinct from, but relies upon chronometry or timekeeping, and historiography, which examines the writing of historical methods. Radiocarbon dating estimates the age of formerly living things by measuring the proportion of carbon-14 isotope in their carbon content.

The familiar terms calendar and era (within the meaning of a coherent system of numbered calendar years) concern two complementary fundamental concepts of chronology. For example during eight centuries the calendar belonging to the Christian era, which was taken in use in the 8th century by Bede, was the Julian calendar, but after the year 1582 it was the Gregorian calendar. Dionysius Exiguus (about the year 500) was the founder of that era, which is nowadays the most widespread dating system on earth. *Ab Urbe condita* Latin for "from the founding of the City (Rome)", traditionally set in 753 BC. It was used systematically for the first time only about the year 400, by the Iberian historian Orosius. Pope Joseph Scaliger began the modern science of chronology Boniface IV, in about the year 600, seems to have been the first who made a connection between these this era and Anno Domini. (AD 1 = AUC 754.)

While of critical importance to the historian, methods of determining chronology are used in most disciplines of science, especially astronomy, geology, palaeontology and archaeology. In the absence of written history, with its chronicles and king lists, late 19th century archaeologists found that they could develop relative chronologies based on pottery techniques and styles. Known wares discovered at strata in sometimes quite distant sites, the product of trade, helped extend the network of chronologies.

Some cultures have retained the name applied to them in reference to characteristic forms, for lack of an idea of what they called themselves: "The Beaker People" in northern Europe during the 3rd millennium BCE, for example. The study of the means of placing pottery and other cultural artifacts into some kind of order proceeds in two phases, classification and typology: Classification creates categories for the purposes of description, and typology seeks to identify and analyse changes that allow artifacts to be placed into sequences. Laboratory techniques including radiocarbon dating developed particularly in the

20th century helped constantly revise and refine the chronologies developed for specific cultural areas.

Notes:

Dionysius Exiguus (Dennis the Small, Dennis the Little or Dennis the Short, meaning humble) (c. 470 – 544) a 6th-century monk born in Scythia Minor, modern Dobruja shared by Romania and Bulgaria, is known as the inventor of the Anno Domini (AD) era, which is used in both the Gregorian calendar and Julian calendar.

Дионисий Малый, Дени Ма-лый(первая половина VI в.) – рим-ский аббат, скиф или гето-дак по происхождению, основоположник летоисчисления от рождения Христова(или от начала нашей эры), святой Румынской православной церкви.

Beaker people – the Bell-Beaker culture (sometimes shortened to Beaker culture, Beaker people, or Beaker folk) "Люди(народ) кубков" – культура колоколовидных кубков(около 2800 – 1900 до н. э.) – архео-логическая культура позднего неолита– раннего бронзового века Западной и Центральной Европы.

Task 13. Ask 10 questions to the text and make a short summary of it using your questions as a plan.

Task 14. Read and translate the text about chronicles, before reading the text answer the following questions:

1. What do you think a chronicle is? (Choose the correct answer).
 - Record of events in the order of their happening;
 - Arrangement of events with dates;
 - A list or table of events.
2. What word can be used as the best suited synonym for "chronicles"?
a) annals b) archives c) diary d) history e) journal f) narration
3. What famous chronicles do you know?
4. When and where were chronicles compiled? Who compiled them?
5. Where can we come across the word chronicle nowadays?

CHRONICLES

1. chronicle – хроника; летопись; хронологическое изложение событий; хронограф(памятник древней

письменности)

2. chronicler – летописец; историк; хроникёр

3. to range – выстраивать в ряд; располагать в порядке;

классифицировать

4. time line – отрезок времени; линия времени

5. "time lines" – краткое хронологическое изложение событий

6. to localise – локализовать; относить к определенному

месту; ограничивать распространение

7. to the extent that – постольку; в том смысле, что

Generally a chronicle is a historical account of facts and events ranged in chronological order, as in a time line. Typically, equal weight was given for historically important events and local events, the purpose being the recording of events that occurred, seen from the perspective of the chronicler. This is in contrast to a narrative or history, which sets selected events in a meaningful interpretive context and excludes those the author does not see as important. In modern times various contemporary newspapers or other periodicals have adopted "chronicle" as part of their name.

Various fictional stories have also adopted "chronicle" as part of their title, to give an impression of epic proportion to their stories. A chronicle which traces world history is called a universal chronicle. Chronicles are the predecessors of modern "time lines" rather than analytical histories. They represent accounts, in prose or verse, of local or distant events over a considerable period of time, both the lifetime of the individual chronicler and often those of several subsequent continuators. If the chronicles deal with events year by year, they are often called annals.

Unlike the modern historian, most chroniclers tended to take their information as they found it, and made little attempt to separate fact from legend. The most chroniclers' viewpoints are highly localised, to the extent that many anonymous chroniclers can be sited in individual abbeys. The most important English chronicles are the Anglo-Saxon Chronicle, started under the patronage of King Alfred in the 9th century and continued until the 12th century, and the Chronicles of England, Scotland and Ireland (1577 – 87) by Raphael Holinshed and other writers; the latter documents were important sources of materials for Elizabethan drama. Later 16th century Scottish chronicles written after the Reformation shape history according to Catholic or Protestant viewpoints. It is impossible to say how many chronicles exist, as the many ambiguities in the definition of the genre make it impossible to draw clear distinctions of what

should or should not be included. However, the Encyclopedia of the Medieval Chronicle lists some 2,500 items written between 300 and 1500 AD.

Notes:

Raphael Holinshed [ˈhɒlɪnʃed]– was an English chronicler, whose work, Holinshed's Chronicles, was one of the major sources used by William Shakespeare for some of his plays.

Рафаэль Холинshed один из авторов «Хроник Англии, Шотландии и Ирландии», известных как «Хроники» Холиншеда.

Шекспир использовал «Хроники» как источник для некоторых исторических пьес.

Task 15. *Answer the questions.*

1. What is a chronicle?
2. How were historical events treated in chronicles in contrast to a narrative or history?
3. What is a universal chronicle?
4. How is the word "chronicle" sometimes used nowadays?
5. Why are chronicles the predecessors of modern "time lines" rather than analytical histories?
6. What are chronicles dealing with events year by year often called?
7. In what way did most chroniclers tend to take their information?
8. Why are the most chroniclers' viewpoints highly localised?
9. What are the most important English chronicles?
10. What chronicles were important sources for Elizabethan drama?
11. Is it possible to say how many chronicles exist? Why?

Task 16. *Make the written translation of the following.*

Летопись(Chronicle) – это исторический жанр(historical genre) древнерусской литературы, представляющий собой погодовую, более или менее подробную запись исторических событий (more or less detailed historical events account (recording)). В Византии(Byzantium) ана-логи летописи(chronicle analogues) назывались хрониками, в Западной Европе в Средние века анналами и хрониками. Летописи сохранились в большом количестве так называемых списков(scopy) 14 – 18 веков. Под списком подразумевается переписывание» («списание») с другого источника. Списки эти по месту со-ставления(place of compilation) или изображаемым событиям исклю-чительно(exclusively) или преимущественно(predominantly) делятся на разряды(categories). Списки одного разряда различаются между со-бой(differ from one another) не только в выражениях, но даже в подбо-ре известий, вследствие чего они делятся на редакции (изводы(recensions)).

Task 17. *Tell about chronicle writing and most famous chronicles (12 – 15 sentences).*

Task 18. *Before reading the text say some words about the oldest Russia chronicle. Where and by whom was it compiled? Read and translate the text.*

PRIMARY CHRONICLE

1. the Primary Chronicle – Первоначальная летопись
2. Tale of Bygone Years – Повесть временных лет
3. original compilation – начальный свод
4. anecdotal stories – отдельные рассказы
5. serpent – змея
6. to conceal – прятать; укрывать; затаивать
7. vengeance ['venGqns] – месть; мщение; возмездие
8. labours of Saints Cyril and Methodius – труды Кирилла и Мефодия
9. to suppress – запрещать; пресекать
10. worship ['wWSIp] – почитание; поклонение
11. append [q'pend] – прибавлять; добавлять
12. glorify ['glO:rIfal] – прославлять
13. codex ['kqvdeks]

(pl. codices ['kqvdlIsJz]) – рукопись, свод

14. Laurentian codex – Лаврентьевский летописный свод

15. revisit – заново пересматривать

The Primary Chronicle (often translated into English as Tale of Bygone Years) is a history of Kievan Rus from about 850 to 1110, originally compiled in Kiev about 1113. The work is considered to be a fundamental in the interpretation of the history of the Eastern Slavs. The original compilation was long considered to be the work of a monk named Nestor and hence was formerly referred to as Nestor's Chronicle or Nestor's manuscript. His compilation has not been preserved. Nestor's many sources included earlier (now-lost) Slavonic chronicles, the Byzantine annals, native legends and Norse Sagas, several Greek religious texts, Rus-Byzantine treaties, and oral accounts of Yan Vyshatich and other military leaders. Nestor worked at the court of Sviatopolk II of Kiev and probably shared his pro-Scandinavian policies. Tale of Bygone Years in Radzivil Chronicle The early part is rich in anecdotal [ˌxnlk'doutql] stories, among which there is the arrival of the three Varangian brothers, the founding of Kiev, the murder of Askold and Dir, the death of Oleg, who was killed by a serpent concealed in the skeleton of his horse, and the vengeance taken by Olga, the wife of Igor, on the Drevlians, who had murdered her husband.

The account of the labours of Saints Cyril and Methodius among the Slavic peoples is also very interesting, and to Nestor we owe the tale of how Vladimir the Great suppressed the worship of Perun and other traditional gods at Kiev. In the year 1116, Nestor's text was extensively edited by hegumen [hJ'gjHmqn] Sylvester who appended his name at the end of the chronicle. As Vladimir Monomakh was the patron of Vydubychi village where Sylvester's monastery was situated, the new edition glorified that prince and made him the central figure of later narrative. This second version of Nestor's work is preserved in the Laurentian codex. A third edition followed two years later and centered on the person of Vladimir's son and heir, Mstislav the Great. The author of this revision could have been Greek, for he corrected and updated much data on Byzantine affairs.

This latest revision of Nestor's work is preserved in the Hypatian codex. Because the original of the chronicle as well as the earliest known copies are lost, it is difficult to establish the original content of the chronicle. The two main sources for the chronicle's text as it is known presently are the Laurentian codex and the Hypatian codex. Numerous monographs and published versions of the chronicle have been made, the earliest known being in 1767. Aleksey Shakhmatov was the first who published a textological analysis of the narrative in 1908. Dmitry Likhachev and other Soviet scholars partly revisited his findings. Their versions attempted to reconstruct the pre-Nestorian chronicle, compiled at the court of Yaroslav the Wise in the mid-11th century.

Task 19. *Using expressions from Task 17, tell whether the following statements are true or not.*

1. The Primary Chronicle tells about the founding of Moscow in 1147.
2. The original compilation was long considered to be the work of a monk named Nestor.
3. The Primary Chronicle was based on the native legends and Norse Sagas.
4. The original compilation has not been preserved.
5. Aleksey Shakhmatov was the first who published a textological analysis.
6. The author of the third chronicle revision could have been Greek.

Task 20. *Make 12 questions to the text and give the short summary of it (10 – 12 sentences).*

Task 21. *Translate into Russian the following history quotes. Express your opinion about them. Find some more quotes.*

1. History is a pack of lies about events that never happened told by people who weren't there. (George Santayana)
2. History is a tool used by politicians to justify their intentions. (Ted Koppel)
3. History not used is nothing, for all intellectual life is action, like practical life, and if you don't use the stuff – well, it might as well be dead. (A. J. Toynbee).

UNIT 15

HISTORICAL FIGURES, EVENTS & PLACES...

Task 1. *Look through the text and answer the questions, think of the title for this text and express your own idea about the personality role in history.*

When we think over historical events, the question always arises as to the role of historical personalities and to what extent and in what manner they influence the course of history and the choice of this or that evolutionary alternative. The role of outstanding people is widely known in the process of state formation, the creation of religions and civilizations; the role of individuals is widely recognized with respect to spiritual culture, science, discoveries. In cases requiring only one person (for example, a monarch; crown prince; commander-in-chief) or where this person defines the canons (a creator or reformer of an orthodox religion, such as Muhammad, Luther, Calvin) the role of the individual is much more important than in cases that imply alternatives (in science, culture, inventions, etc.), let alone the spheres where very many people are employed.

Thus, there are always outstanding personalities in any business. But only few of them can be estimated as having such a significant role at the national and international scale that without them the economic development would have gone in a different way or they could not be somehow substituted. The role of an individual is directly connected with the forces which the society possesses at the moment and entrusts the individual, compliance with time and situation and the ability to realize a historical chance. The problem of the role of an individual in history for every generation is always relevant and is solved in a new way.

1. Is the role of personality in history important or not?
2. Who can be called an outstanding historical figure (personality)?
3. What outstanding world and national historical figures can you name?

Task 2. *Before reading the text tell what you know about Julius Caesar what famous words are ascribed to him. Read and translate the text in writing.*

JULIUS CAESAR

The statesman and general Julius Caesar (100 – 44 B.C.) expanded the Roman Republic through a series of battles across Europe before declaring himself dictator for life. He died famously on the steps of the Senate at the hands of political rivals. Julius Caesar is often remembered as one of the greatest military minds in history and credited with laying the foundation for the Roman Empire.

Gaius Julius Caesar, one of the world's greatest military leaders, was born into a senatorial, patrician family and was the nephew of another famous Roman general, Marius. After the death of Marius and the rise of Sulla, Caesar's life was for a time in jeopardy, but in the early 60s B.C. he launched his own successful political and military career. Rising rapidly, he campaigned successfully for the consulship in 60 B.C. and struck a deal with two of Rome's leading figures, Pompey the Great and Crassus. Together the three of them became known as the First Triumvirate and controlled Rome throughout the 50s B.C., until Caesar and Pompey, after Crassus's death, went to war against one another in 49 B.C.

During the heyday of the First Triumvirate, Caesar devoted his energies to the conquest of Gaul (modern France). Caesar was by then inextricably involved in the affairs of Gaul. Over the next several years, in a series of brilliant campaigns, the Roman general conquered all of Gaul and made it a Roman province. The conquest required several difficult battles in northern Gaul and the crossing of the Rhine over a trestle bridge constructed by Roman engineers. In the summers of 55 and 54 B.C., Caesar sailed across the English Channel, thereby securing his northern flank along the Rhine in Gaul by precluding a Celtic attack from across the Channel, though Britain did not become a Roman province for another hundred years. Early in 49, as his command in Gaul was coming to an end,

Caesar began civil war with his old associate, Pompey the Great, who had allied himself with the Roman Senate against Caesar. In a surprising blitzkrieg, Caesar invaded Italy and drove Pompey into Macedonia in less than seventy days.

Since Pompey had a fleet and Caesar did not, Caesar decided to attack Spain, where Pompey had strong support, while Caesar's men constructed warships. Victorious in Spain, Caesar then sailed to Macedonia, but he could not dislodge Pompey from his base. Caesar finally raised the siege, fell back into central Greece, and defeated Pompey, who had pursued him. Caesar was then drawn into an affair with Cleopatra in Egypt and finally had to fight two more battles with Pompey followers in North Africa and in Spain. Triumphant all over the Mediterranean, the great general was assassinated by political rivals on the Ides [aIdz]of March in 44 B.C., as he prepared an invasion of the Parthian Empire.

Task 3. *Say whether it is true, false or partially true.*

1. Julius Caesar is often remembered as the founder of the Roman Empire.
2. Julius Caesar was one of the world's greatest military leaders.
3. Caesar conquered Britain making it a part of the Roman Empire.
4. Early in 49 Caesar began civil war with his old associate, Pompey.
5. Through a series of battles Caesar became triumphant all over the Mediterranean.
6. After defeating Pompey Caesar proclaimed himself an emperor.
7. Caesar was assassinated by a group of senators led by Brutus.
8. Julius Caesar expanded the territory of the Roman Republic.

Task 4. *Ask 10 questions on the text; make a brief story of Caesar's life.*

Task 5. *Read and translate the text about King Arthur. Was he a legendary or real person?*

The legends of King Arthur began to appear in the twelfth century, and it is possible that they are based on a Celtic leader in the fifth or sixth century who defended his country against Saxon invasion. King Arthur was the son of Pendragon, and was born in Tintagel in Cornwall. He was brought up by Merlin, an old Celtic magician, and became king of Britain when he was fifteen. He proved his right to be king when he managed to pull a sword from a rock. He had to fight many lords, and when, with Merlin's help, he defeated them, he received the magic sword Excalibur from the Lady of the Lake. He married Guinevere and lived in a castle at Camelot. His knights sat at a round table so that they were all equal – nobody was sitting at the head of the table.

Many of the stories in the legends are about the adventures of the knights, among them Lancelot, Perceval, Gawain, and Galahad. They spent their time hunting wild pigs, having feasts, and singing ballads. They often had to kill – dragons and giants. At all times they behaved very correctly, with respect, honour, and compassion. Arthur went to Rome to fight the emperor, Lucius, and he left his kingdom in the hands of his nephew, Modred. As he was entering Rome, Arthur learned that Modred had taken control of the kingdom and had captured Guinevere. He came back to England and defeated his nephew, but in the battle was seriously wounded. Arthur told Sir Belvedere, the last surviving knight, to throw Excalibur into the water of a lake. He did this, and the sword was caught by a hand which came out of the water and then took the sword below the surface. Arthur was then taken to the Isle of Avalon to get better. We understand that he did not die, but lives on and will return when his country needs him. The legend says that the following verse is written on his tomb:

HIC IACET ARTHURUS,

REX QUONDAM

REXQUE FUTURUS

(HERE LIES ARTHUR, THE ONCE

AND FUTURE KING)

Task 6. *Answer the questions and retell the text.*

1. When did the legends of King Arthur begin to appear?
2. Where was King Arthur born?
3. How did Arthur prove his right to be king?
4. How did King Arthur get his sword and what was its name?
5. Why did King Arthur and his knights sit at the round table?
6. How did the knights spend their time and how did they behave?
7. What finally happened with King Arthur and his knights?
8. What became of Excalibur?
9. What is written on King Arthur tomb?

Task 7. *Read the text about Peter the Great and tell what was his role in the history of Russia. Ask 10 questions on the text and make a summary of it.*

PETER THE GREAT

Peter the Great was a Russian czar who is best known for his extensive reforms in an attempt to establish Russia as a great nation. He created a strong navy, reorganized his army according to Western standards, secularized schools, administered greater control over the reactionary Orthodox Church, and introduced new administrative and territorial divisions of the country. He was born on June 9, 1672, in Moscow, Russia.

Peter the Great or Pyotr Alekseyevich was the fourteenth child of Czar Alexis by his second wife, Natalya Kirillovna Naryshkina. First he ruled jointly with his brother Ivan V from 1682, when Ivan died in 1696, Peter was officially declared Sovereign of all Russia. Peter inherited a nation that was severely underdeveloped compared to the culturally prosperous European countries. While the Renaissance and the Reformation swept through Europe, Russia rejected westernization and remained isolated from modernization. During his reign, Peter undertook extensive reforms in an attempt to reestablish Russia as a great nation. Peter overcame opposition from the country's medieval aristocracy and initiated a series of changes that affected all areas of Russian life.

Peter focused on the development of science and recruited several experts to educate his people about technological advancements. He concentrated on developing commerce and industry and created a gentrified bourgeoisie population. Mirroring Western culture, he modernized the Russian alphabet, introduced the Julian calendar, and established the first Russian newspaper. Peter was a far-sighted and skilful diplomat who abolished Russia's archaic form of government and appointed a viable Senate, which reguPortrait of Peter I by Godfrey Kneller, 1698. Peter's gift to the King of England lated all branches of administration, as well as making, groundbreaking accomplishments in Russia's foreign policy.

In course of the war with Sweden in the north Peter acquired territory in Estonia, Latvia and Finland; and through several wars with Turkey in the south, he secured access to the Black Sea. In 1709, he defeated the Swedish army at the city of Poltava. In 1712, Peter founded the city of St. Petersburg on the Neva River and moved there the capital from Moscow. Shortly after, St. Petersburg was deemed Russia's "window to Europe." Under Peter's rule, Russia became a great European nation. In 1721, he proclaimed Russia an empire and was accorded the title of Emperor of All Russia and "the Great." Although he proved to be an effective leader, Peter was also known to be cruel and tyrannical. He married twice and had 11 children, many of whom died in infancy. The eldest son from his first marriage, Alexis, was convicted of high treason by his father and secretly executed in 1718.

Peter died on February 8, 1725, without nominating an heir. He was buried in the Cathedral of St. Peter in St. Petersburg.

Task 9. *Prepare a talk or presentation about any historical figure you like.*

HISTORICAL EVENTS

Task 10. *Guess the meaning of the following international words:*

sovereign; totalitarian ; stagnant economy; political liberalization; autonomy; repress; ethnic disputes; legitimacy; authoritarian central regime; confederation; democracy; global; military-industrial sector; regional organisation.

Task 11. History consists of numerous historical events. There are series of events and separate events that can be documented, which is to say, dated, placed, described, classified, and named. And although historical events happen in particular time and place, their effects may continue to reverberate down the years and even for centuries. Read about the dissolution of the Soviet Union and tell whether the effect of this historical event is lingering or short-term, significant or not.

DISSOLUTION OF THE SOVIET UNION

1. to dissolve – распускать
2. to revive – возрождать
3. erstwhile ['wstwaɪl] – прежде; некогда; бывший
4. ally ['xlaɪ] – союзник; помощник; сподвижник
5. endorse – одобрять; поддерживать
6. conservative establishment – консервативные правящие круги
7. coup d'état ['kʰdeɪ'tR] – государственный переворот
8. outright independence – полная независимость
9. breakup of the Soviet Union – распад(развал) Советского Союза
10. a loose association of states – свободное объединение государств
11. supranational union – союз нескольких государств
12. cross-border crime prevention – предотвращение международных преступлений
13. full-fledged common market – сложившийся общий рынок
14. Warsaw Pact – Варшавский договор
15. legacy – наследие

The Union of Soviet Socialist Republics (USSR) was formally dissolved on December 25, 1991. This left all fifteen republics of the Soviet Union as

independent sovereign states. The dissolution of the world's first and largest Communist state also marked an end to the Cold War. In order to revive the stagnant Soviet economy, in the 1980s, Soviet leader Mikhail Gorbachev began a process of increasing political liberalization (glasnost/perestroika) in the erstwhile totalitarian, communist one-party state.

However, this liberalization led to the emergence of long-repressed nationalist movements and ethnic disputes within the diverse republics of the Soviet Union. The Revolutions of 1989 led to the fall of the socialist states allied to the Soviet Union. The Red Square riot and increased pressure on Gorbachev to introduce greater democracy and autonomy for the Soviet Union's constituent republics. Under Gorbachev's leadership, the Communist Party of the Soviet Union subsequently introduced direct elections, formed a new central legislature and ended its ban on political parties.

Although a March 1991 referendum showed a large majority of Soviet citizens voting to retain the Union, its legitimacy was marred by a boycott from the Baltic republics. The legislatures of the Soviet republics began passing laws undermining the control of the central government and endorsing independence. The increasing political unrest led the conservative establishment of the Soviet military and the Communist Party to attempt a coup d'état to oust Gorbachev and re-establish an authoritarian and strong central regime in August 1991.

Although foiled by popular agitation led by Boris Yeltsin, then the president of the Russian SFSR (Soviet Federative Socialist Republic), the coup attempt led to heightened fears that the reforms would be reversed, and most of the constituent republics began declaring outright independence. On December 8, 1991 the presidents of the Soviet republics of Russia, Ukraine and Belarus met secretly and agreed to dissolve the Soviet Union, replacing it with a loose, voluntary form of union known as the Commonwealth of Independent States. Two weeks later, 11 of the remaining 12 republics signed a protocol formally establishing the CIS and declaring that the Soviet Union had ceased to exist.

The Commonwealth of Independent States is a regional organization whose participating countries are former Soviet Republics, formed during the breakup of the Soviet Union. Now the CIS is a loose association of states and in no way comparable to a federation, confederation or supranational union such as the European Union. It is more comparable to the Commonwealth of Nations. Although the CIS has few supranational powers, it is aimed at being more than a purely symbolic organization, nominally possessing coordinating powers in the realm of trade, finance, lawmaking, and security. It has also promoted cooperation on cross-border crime prevention.

Some of the members of the CIS have established the Eurasian Economic Community with the aim of creating a full-fledged common market. The Revolutions of 1989 and the dissolution of the Soviet Union led to the end of

decades-long hostility between NATO and the Warsaw Pact, which had been the defining feature of the Cold War. Following the Cold War end, Russia cut military spending dramatically, but, as the military-industrial sector had previously employed one of every five Soviet adults, its dismantling left hundreds of millions throughout the former Soviet Union unemployed.

The legacy of the Cold War continues to influence world affairs. After the dissolution of the Soviet Union, the post-Cold War world is widely considered as unipolar, with the United States the sole remaining superpower. The Cold War defined the political role of the United States in the post-World War II world: by 1989 the US held military alliances with 50 countries, and had 1.5 million troops posted abroad in 117 countries. The Cold War also institutionalized a global commitment to huge, permanent peacetime military-industrial complexes and large-scale military funding of science.

Task 12. *Answer the questions. Retell the text using questions as a plan.*

1. When was the Soviet Union formally dissolved?
2. What political processes resulted in the dissolution of Soviet Union?
3. How did increasing political liberalization lead to breakup of the Soviet Union?
4. What was the legitimacy of a March 1991 referendum in favour of the Soviet Union marred by?
5. What event sped up the dissolution of Soviet Union?
6. When was it decided to dissolve the USSR?
7. What were effects of the USSR dissolution?
8. What kind of state association is CIS?
9. What is the legacy of the Cold War?

Task 13. *Tell about any historic event you think important.*

HISTORICAL PLACES

Task 14. There are many historical places all over the world. A place is considered historical for different reasons. Usually it is because something important happened there. Some cities are historical because of important things that they are known for, such as Philadelphia, both the Declaration of Independence and the Constitution were written there. Some places are associated with someone that contributed to society. Some places are historical because they were part of the founding of a city, such as first court house, bank

or school. Look through the texts about famous sites and tell why they are historical places.

Task 17. In the ancient times some historical places were known as World Wonders. Now different organizations and people make their lists of World Wonders. Tell how many World Wonders there were and what were they. Make your own list of World Wonders. Consult the Internet.

Task 18.

1. Read the text, put in the

correct articles, and say:

- a) whether you know the meaning of the word "Stonehenge";
- b) what this monument was used for (give your reasons);
- c) if Stonehenge is still a mystery to scholars (give your reasons).

STONEHENGE

Stonehenge is ... oldest of Britain's famous monuments. It has stood in ... middle of southern England for over 3,500 years. We don't know who built it, but it must have taken them ... very long time. They had to bring ... biggest stones, which weighed thirty tonnes, from hills twenty miles away, and they brought ... smaller four-tonne stones 200 miles from Wales. Even today this would be extremely difficult to do. Archaeologists used to think that Stonehenge was just ... temple for religious ceremonies.

Now they think it was also ... kind of calendar, which showed ... movements of ... sun and ... moon. These were probably very important to ... builders of Stonehenge for religious reasons, and because they were farmers who needed to know exactly when they had to plant and harvest their crops. If Stonehenge and the many smaller stone circles in Britain and France really are calendars, we have to change our ideas about people long ago.

They weren't primitive or ignorant people because it must have taken years of careful study to learn where to put the huge stones. They must have also thought very carefully about how to move ... stones over long distances. Though it's interesting to see Stonehenge today, ... early Britons who built it are far more fascinating.

2. Express agreement or disagreement with the following. Begin your answer with: "Certainly you are right" or "I'm afraid you are wrong".

1. Stonehenge belongs to the Paleolithic Age.
2. The builders of Stonehenge were known as farmers.
3. It wasn't easy for the ancient people to build this monument, was it?
4. This monument was important for druids.
5. It took people 20 or 30 years to build Stonehenge.
6. The ancient people who built Stonehenge acquired much scientific knowledge.
7. Stonehenge was built just for the fun of it.

Task 19. Read and translate the text putting into the gaps the suitable verbs from the box, the figure in the brackets shows how often some verbs should be used.

HADRIAN'S WALL

allow (2); be (12); become; begin; build (3); can; come; conquer, control, invade; live; ordered; rule; take, Hadrian's Wall ... a stone wall barrier built to separate the Romans and the Pict tribes in Scotland 2000 years ago. The Emperor Claudius ... southern Britain in 43 CE, but Scotland was never considered a part of the Roman Empire. The Roman armies ... Scotland several times, yet they never ... Scotland. The Romans ... the Wall because they ... afraid that the people of the north might attack them. It ... 117 kilometers (73 miles) long across the narrow neck of England, from the North Sea to the Irish Sea. The wall ... eight to ten feet wide and fifteen feet high. It ... Roman soldiers to control the movements of people coming into or leaving Roman Britain. It ... so well built that you can still see parts of it today. The Romans ... building the wall in 122 A.D. To control their newly won territory in England, the Romans ... heavily defended forts around the country. Most famous of all, on the northern edge of their British territory, the Romans also ... a coast-to-coast wall to protect Roman England from the tribes who ... in Scotland. Every Roman mile along the Wall there ... a mile castle, a fortified gateway which ... Roman soldiers to go on patrol to the north of Hadrian's Wall and control other people passing through the Wall. Between the mile castles ... two turrets at regular intervals from which soldiers ... keep watch over the surrounding countryside. There ... 16 forts in total along the length of the Wall. These meant that even more Roman soldiers ... based along the wall and the frontier ... more effectively controlled. Housesteads is the best-known fort on Hadrian's Wall. It covers 5 acres (2 hectares). It ... about 14 years to complete the Hadrian's Wall. The Wall is the largest structure ever made by the Romans. The Hadrian's Wall ... built on the orders of the Roman emperor Hadrian. It ... constructed by three legions of soldiers. Hadrian ... Emperor of Rome in A.D. 117

and ... for 21 years until A.D. 138. He ... to visit Britain in A.D. 122, one of the many stops on a tour of the western provinces of the Roman Empire. His mission ... to strengthen the defences along the northern Roman Empire. It is likely that during this visit that he ... the construction of the Wall.

Task 20. *Answer the questions and tell about Hadrian's Wall.*

1. What was Hadrian's Wall?
2. How long was Hadrian's Wall?
3. How wide and high was Hadrian's Wall?
4. When did the Romans build Hadrian's Wall?
5. Why did the Romans build Hadrian's Wall?
6. How long did it take to build Hadrian's Wall?
7. Who built Hadrian's Wall?
8. Who was Emperor Hadrian?

Task 21. *Translate in writing.*

THE STATUE OF LIBERTY

The Statue of Liberty was a joint effort between France and the United States, intended to commemorate the lasting friendship between the peoples of the two nations. The French sculptor Frederic-Auguste Bartholdi created the statue itself out of sheets of hammered copper, while Alexandre Gustave Eiffel, the man behind the famed Eiffel Tower, designed the statue's steel framework.

The Statue of Liberty was then given to the United States and erected atop an American-designed pedestal on a small island now known as Liberty Island, and dedicated by President Grover Cleveland in 1886. Over the years, the statue stood tall as millions of immigrants arrived in America via nearby Ellis Island; in 1986, it underwent an extensive renovation in honor of the centennial of its dedication. Today, the Statue of Liberty remains a symbol of freedom and democracy, as well as one of the world's most recognizable landmarks.

Looming above New York Harbor nearby, the Statue of Liberty provided a majestic welcome to those passing through Ellis Island. On a plaque at the entrance to the statue's pedestal is engraved a sonnet called "The New Colossus," written in 1883 by Emma Lazarus as part of a fundraising contest. Its most famous passage speaks to the statue's role as a welcoming symbol of freedom and democracy for the millions of immigrants who came to America seeking a new and better life: ...

"Give me your tired, your poor,

Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

... "А мне отдайте из глубин
бездонных своих изгоев, люд
забитый свой,
Пошлите мне отверженных,
бездомных,
Я им свечу у двери золотой!"

Task 22. *Tell about any historical place you like.*

UNIT 16

AMERICAN CONTINENT

Task 1. Match the words in column A with their meanings in column B.

AB 1) civilization a) an organized trip into unfamiliar regions, for scientific purposes.

2) colony

3) exploration

4) settlement

5) survival

6) discovery

7) demarcation

b) the act or fact of surviving or condition of having survived

c) a human society that has highly developed material and spiritual resources; complex cultural, political and legal organization.

d) a person, place or thing that has been discovered

e) a subject territory occupied by a settlement from the state from the ruling state

f) the act or state of settling or being settled

g) the act of establishing limits or boundaries

Task 2. *Insert the right words given below:*

obey, cleaned, built, established, founded, settled, discovered, inhabited, travelled, make, sailing, called.

1. North America was ... by Indians who perhaps 20 500 years ago ... there from Asia.

2. Christopher Columbus ... the New World ... to Asia.

3. As it was believed that he reached India the people who lived there were ... Indians.

4. Bleak and lonely immigrants ... colonies all along the Atlantic Ocean.

5. They ... the land, ... villages, ... governing bodies.

6. The American colonists feared that the new British taxes would ... trading difficult and refused to

Task 3. *Change the words in italics into their synonyms from your active vocabulary:*

1. North America's first settlers were the forefathers of the Indians.

2. The foreigners landed on a variety of coasts, from the sandy plains to rocky cliffs.

3. At last after a journey of ten weeks, land was discovered.

4. The District of Columbia, which was named for Christopher Columbus, pioneer of America, is 60 square miles in area and is not part of any state.

5. Negro servitude had been introduced into the American colonies in 1619 when the Dutch ship brought its cargo of human chattels in Virginia.

6. On April 14, 1865, when Abraham Lincoln was struck down by a terrorist's bullet, radical republicans exclaimed that it was " God's will".

Your active vocabulary: slavery, newcomer, discoverer, ancestors, voyage, assassin.

Task 4. *Choose the right Participle:*

1. About 500 years ago North America was a vast territory, inhabited / inhabitingby Indians.
2. In 1492 Christopher Columbus, an Italian, sailing / sailedunder the Spanish flag, set out for Asia and discovered a “New World”.
3. Philadelphia was a large city in Colonial America founded / foundingin 1682 by William Penn.
4. America is a land of contrasts, including / includedthe weather.
5. Having landed / landed, the admiral (Columbus) saw trees very green, and much water, and fruits of diverse kind.
6. The Second Continental Congress held / heldingin Philadelphia in May 1775 decided to organize an army to defend colonies.

Task 5. *Open the brackets using the right form of the verb in the Subjunctive Mood:*

1. William Penn insisted that the Indians (to be given) the same treatment as the settlers.
2. It is desirable that people always (to help) each other in difficult life situations.
3. If I (to go) to New Plymouth, a small town in the U.S., I (to see) the rock to which many tourists come to think of the first English settlers who landed near it more than three hundred years ago.
4. I wish I (to take part) in the Third International Congress “ The World after Chernobyl” which was held in Minsk.
5. The Supreme Court in its decision on May 17, 1954 demanded that segregation of races in public schools (to be banned).
6. It’s important that you (to study) the culture and traditions of the American people before you go to work there.
7. If we (to have) an opportunity to go to Harward University, we (to do) our

best not to miss it.

8. If I (to be) you I (to learn) English long ago.

9. I wish I (to see) the sights of Washington and other cities of the USA.

Task 6. Put the verbs in brackets into the right Tense Form:

1. The Declaration of Independence (to adopt) by the Congress on July 4, 1776 and since then this day (to celebrate) as a national holiday in America.

2. In 1832 Abraham Lincoln (to become) a candidate for the President of his state and in 1860 he (to elect) President of the USA.

3. At that time when many workers in Europe (to join) revolutionary labour movements, most Americans were not interested in destroying their basic system but in reforming it for their own benefit.

4. Environmental protection and equal employment laws in the USA (to be) among the strictest in the world.

5. Still, there (to be) many people in the U.S. who never (to work), or never (to be) able to, who (to remain) unemployed for a long period.

6. Philadelphia was a city where the U.S. Constitution (to adopt) and it remained the capital of the country for the next 10 years while Washington (to build).

7. The American Constitution (to formulate) in a way that allows it to evolve and change as a nation itself has grown and developed.

8. Today more than 200 years after it (to write), the Constitution remains vital, alive and the center of American political ideas and practices.

9. Being afraid of a powerful Federal Government the Americans (to add) 10 amendments guaranteeing liberties of the people – the Bill of Rights – to the Constitution in 1791 and since then 16 more amendments (to add) to the American Constitution.

Task 7. Translate the following sentences into Russian. Pay attention to the Verbals:

1. Knowing that the earth was round Christopher Columbus decided to reach India by sailing to the West.
2. Having made four voyages to American Continent Columbus died in Spain in 1506 being sure that he had reached Asia and not knowing anything of his great discovery of the New World.
3. Having made several expeditions to the American continent and having published the letters describing the land he had visited Amerige Vespucci, an Italian seaman, proved that it was not India but a new continent which was called " the New World".
4. The tendency to make new products available to and affordable for everybody is one obvious reason why American business has usually been supported by average Americans.
5. Adopted laws during the 1930s prohibited discrimination in hiring, forbade the hiring of young children and set the rights of independent labour unions to organize and strike peacefully.
6. Anyone trying to start a business in the USA is faced with regulations, restrictions laws from the level of government, state or local.
7. There seemed to be some truth in the observation that Americans are too proud to ask for help and welfare.
8. The decade of Great Depression ended with the break of World War II as America's started turning out the weapons of war.
9. In 1814 to hide the marks of the fire the browm stone walls of the President home were printed white and it has been the " White House" ever since.

Task 8. *Choose the right variant:*

How the Americans Chose Their First President Everyone (1. use to think; think; thinks; uses to think) of the President of the United States (2. to be; being; like; as) the most powerful man in (3. western world; the western world; West; occident). But when the representatives of the thirteen former

British colonies (4.found; met; encountered; put together) to draw up constitution of the new country (5.at; by; on; in) 1788, (6.a number; a big lot; a large amount; the most) of them were not sure whether they (7.should; would; ought; must) to have a President at all. There were even (8.few; a few; little; a little) who (9.had preferred; would have preferred; should have preferred; were preferring) a king, (10.although; however; nevertheless; in spite of) their successful war against the British king, George III.The decision was in doubt (11.until; as far as; so far as; by) the last moment. One group wanted (12.that the President was elected; the President would be elected; the President to be elected; to be elected the President) for life, while (13.another; other; the other; some other) suggested that (14.it should; it would; there would; there should) not be a President, because a Committee would govern the country better; the third group (15.would have liked; would; would like; would be liking) a President (16.that's; whose; which; of which) term of office would last seven years but who could not stand for re-election, because they were afraid he would spend his time (17.looking for; to look for; to look at; looking at) votes at the next election.In the end they chose George Washington as President for four years and let him (18.stand; to stand; be standing; that he stood) for re-election because they trusted him. But they were (19.so careful; too careful; careful enough; enough careful) to make rules in case a future President (20.would carry; carried; would behave; behaved) badly and these rules were used to get rid of President Nixon two hundred years later.

Task 9. Complete the following paragraphs by adding the appropriate prepositions given below:

About against as at for from in of to with Sitting Bill was born 1)____ 1831, South Dakota. 2)____ the age 3)____ 14, Siting Bill went 4)____ his father and other Sioux warriors to fight 5)____ a Crow tribe. Sitting Bill was very brave 6)____ the battle. His father was proud 7)____ him.Sitting Bill soon had a reputation 8)____ bravery. He became leader 9)____ the Midnight Strong Hearts, a society 10)____ the best warriors. When the Sioux tribes came together 11)____ one nation, they chose Sitting Bill 12)____ their leader. Sittng Bill was not surprised 13)____ the victory 14)____ Little Big Horn. Before the battle he had a dream. 15)____ the dream white soldiers fell 16)____ the sky 17)____ the ground. 18)____ this reason, he was not worried 19)____ what would happen.

Task 10. Correct the mistakes, if any, in the following sentences:

1. The United states of america has often been caled a nation of immigrants.
2. For centuries, people moved to the united States in search of the "American Dream".
3. Million of people a year still apply of visas to live and work in the US.

Nowadays, however, the United States has very strict immigrant controls.

4. There are two main type of visa.

5. Non-immigrant visas is given to people visiting the USA for a temporary period, for example, as tourist, or to study in an American university.

6. If you want to live in US permanent, you need immigrant visa.

7. (This is known as “green card”, although these days the visas are actually white, pink, or multi-coloured).

8. There is a number of ways in which you can qualify for a Green Card, such as having close relatives which are american citizens, or investing money to start your own busines in the US.

9. There are limited numbers of visas issued each year though, so you will propable be put on a waiting list.

10. This mean that even if you will meet all the requirements, it might be a long.

UNIT 17

OUTSTANDING PEOPLE

Answer the questions after the text and do its written translation.

VLADIMIR MONOMAKH (REIGN 1113 – 1125)

After the death of Sviatopolk the throne legally belonged to Oleg, son of Sviatoslav, cousin of Monomakh who was the son of Vsevolod. But the Kievans were determined to accept no one but Monomakh, and an uprising of theirs induced him to yield to the universal demand. Thus Sviatoslav was excluded, and Monomakh succeeded in bringing the large part of Russia under his power

During his reign he continued the war against the Polovtsi, as well as against the Finns in the north and east, and the Poles in the west. The steppe was cleared so thoroughly that tradition, with its customary exaggeration, says that he forced the Polovtsi back to the Caucasus. His relations to the Byzantine Empire have not yet been sufficiently cleared up. He was the son of a Byzantine princess, and his daughter Maria was married to Leo, son of the unfortunate emperor Romanus Diogenes, who was blinded in 1071 and banished to an island. According to a later tradition, which arose under the influence of Moscow, the emperor Alexius Comnenus, in order to put an end to the devastation of Thrace

by the Russian troops, sent to Vladimir a diadem (later to be known as “Shapka of Monomakh”) and other imperial insignia through Neophyte, metropolitan of Ephesus, who put the diadem on Vladimir’s head and called him Tsar. But contemporary accounts tell us nothing of all this. But the greater portion of Monomakh’s military activity fell into the reigns of his two predecessors. He was in his 61st year when he became grand-prince, and he naturally avoided all fighting as far as possible, employing force only when needed to maintain his position as overlord of Russia.

As far as circumstances permitted, he was a prince of peace, and a number of most important legislative measures are attributed to him, especially the laws relating to usury and to the half-free (zakupi). Monomakh died in 1125 at the then ripe old age of 73. He has left us a curious paper of instructions to his sons, which dates from 1117, and in which he gives them much sound advice, enforced with examples from his own life. It is a remarkable document worthy of quoting.

Questions to answer:

1. How did Vladimir Monomakh ascend the throne of Kiev?
2. What was his policy in regard to the Polovtsi and the Finns?
3. What were his relations to the Byzantine Empire?
4. What is the tradition about “Shapka of Monomakh”?
5. What period did the greater portion of Monomakh’s military activity fall?
6. Why did he avoid fighting as far as possible?
7. What kind of prince was Vladimir Monomakh?
8. What most important legislative measures are attributed to Monomakh?
9. What document did he leave us?

II. *Read the text, answer the questions after the text, do its written*

translation and tell about the most remarkable events of the period.

Elizabeth I (1533 – 1603)

Elizabeth I is a Tudor queen of England and Ireland, nicknamed ‘Gloriana’ and the ‘Virgin Queen’ who overcame many challenges and threats at home and from abroad to preside over a perceived ‘golden age’ in English history. Elizabeth was born in Greenwich on 7 September 1533, the only daughter of Henry VIII and his second wife, Anne Boleyn. When Elizabeth was two, Anne was beheaded for adultery on the orders of Henry, and Elizabeth was exiled from court. Her childhood was difficult, although she received a thorough Protestant education. In 1553, Elizabeth’s older half-sister Mary became queen.

Mary was determined to re-establish Catholicism in England and viewed the Protestant Elizabeth as a direct threat, briefly imprisoning her in the Tower of London. When Elizabeth succeeded to the throne in 1558 one of her priorities was to return England to the Protestant faith and one of her greatest legacies was to establish and secure an English form of Protestantism. Elizabeth's reign also saw England significantly expand its trade overseas while at home, Shakespeare, Spenser and Marlowe were at the forefront of a Renaissance in poetry and drama. Catholic challenges and plots persisted through much of Elizabeth's reign.

The focus of most of these was Elizabeth's cousin, Mary, Queen of Scots, a Catholic with a strong claim to the English throne, who sought exile in England in 1568. Elizabeth imprisoned her and she remained a prisoner for 20 years until Elizabeth was persuaded to agree to her execution in 1587. The ill-fated Spanish Armada was launched by Philip II of Spain the following year, bringing to a climax the threat posed to English independence from Spain since Elizabeth's accession.

Always a popular monarch, and a brilliant public speaker, Elizabeth proved a focus to unite the country against a common enemy. Despite pressure from her advisers, particularly her chief secretary, William Cecil, Lord Burghley, Elizabeth always refused to marry. She had a close relationship with Robert Dudley, Earl of Leicester, and was not averse to using the promise of marriage for diplomatic purposes, but asserted her independence until the end of her life. When she died on 23 March 1603, she was succeeded by the Protestant James VI of Scotland, the son of Mary, Queen of Scots.

Questions to answer:

1. What dynasty did Elizabeth I of England belong?
2. How was the period of her rule named? Why?
3. Whose daughter was she?
4. When and where was she born?
5. What was the year of 1533 famous in the Russian History for?
6. What happened when Elizabeth was two?
7. Why was she briefly imprisoned in the Tower of London by her half-sister?
8. What was one of her priorities when she succeeded to the throne in 1558?
9. What were the main troubles during her reign?
10. What was her marital status?

11. Who was she succeeded by?

III. Read and memorise the words, do the written translation of the text and tell about Hitler's plans and their failure.

THE RUSSIAN CAMPAIGN: 1941 – 1942

1. casts doubt – вызывать сомнения
2. eastern ally – восточный союзник
3. in charge of ... – во главе
4. take the route – выбирать маршрут
5. armoured corps – бронетанковые войска
6. advance v.– продвигаться; идти вперед; наступать
7. encircle.– окружать
8. thrust – напор; атака; удар
9. take prisoner – брать в плен; взять в плен
10. cross the obstacle – преодолевать преграду
11. urge the strategy – убедительно настаивать на
12. deteriorate.– ухудшаться; портиться
13. disable the Russian army – делать советскую армию небоеспособной

As early as the autumn of 1940, when the Battle of Britain cast doubt on his invasion plans across the Channel, Hitler's thoughts turned to an attack on his eastern ally, Stalin. He ordered plans to be prepared under the codename Barbarossa. In a directive dated 18 December 1940 he stated: "The German armed forces must be prepared to crush Soviet Russia in a quick campaign before the end of the war against England". Hitler's intention was that his quick campaign should begin early in May 1941, but precious weeks had been lost and it was not until June 22 that three army groups crossed the Russian border on a broad front from southern Poland to the Baltic coast. In charge of this campaign were the army commanders who together had carried out such a brilliant blitzkrieg to the west a year earlier. The first signs were that they will repeat their triumph.

Guderian's armoured corps advanced 50 miles in the first day. Four days later, on June 27, he reached Minsk, 200 miles inside Russia. 300,000 Russians, encircled by the German thrust, were taken prisoner. Guderian crossed the obstacle of the Dnieper River on July 10 and reached Smolensk on July 16. The

route he was taking lead directly to Moscow. Less than four weeks had passed, and 400 miles had been travelled. The Russian capital was now only 200 miles away. There was surely time. Guderian and other commanders urged the strategy of pushing straight on towards Moscow, but Hitler made a priority of disabling as much as possible of the Russian army. Guderian was ordered to swing south towards Kiev, where a pincer movement succeeded in capturing another 500,000 men (bringing the total number of prisoners in the campaign so far to about a million).

The move towards Moscow was resumed in early October. At the end of the month a victory at Vyazma brought another 600,000 Russian prisoners. But Moscow was still 125 miles ahead. The weather was deteriorating. The roads were deep in mud, soon to freeze. A few advance detachments struggled to the suburbs of the capital, in early December. But now the Russian winter had started in earnest. Further to the north another German army, pushing along the Baltic coast, had made similarly spectacular progress in the early weeks of the campaign. Russia's second city, Leningrad, was reached in August. But the Germans proved unable to capture it. They began a siege, which they hoped will be over before the winter. It turned out to last for 900 days, until January 1944.

The Germans, confident in their technique of blitzkrieg, had come unprepared for winter conditions. They now received orders from Hitler that no one was to turn back on any front. Remembering what happened to Napoleon's army on the march to Moscow, the shivering commanders and their men knew all too well the hidden strengths brought out in the Russians by depths of winter and extremes of danger. In December the Russians began their counteroffensive, using divisions brought from Siberia. They made progress, rolling the Germans back on some fronts as much as 150 miles. But in an astonishing feat of endurance, in appalling conditions, the German resolve held firm. It was fifteen months before the Russians dislodged the enemy from Vyazma, just 125 miles from the capital.

So when summer returned, in 1942, the Germans were in place for a renewed offensive. This time it was directed to the south. Hitler had his eye on the oil fields of the Caucasus. Once again, even though the German divisions were much weakened by their deprivations, the assault was carried out with extraordinary verve. The strategy was to capture three salient points which protect the Caucasus, the valuable region between the Black Sea and the Caspian. They were Sebastopol on the Black Sea coast, Rostov at the mouth of the

Don and Stalingrad on the Volga.

The campaign was launched in early June. A month later the Crimea and Sebastopol were in German hands. Rostov fell on July 25, enabling a German army to press on towards the oil fields. But the third target, Stalingrad, proved elusive. With extreme tenacity, fighting from house to house, the Russians

defended this city which protected routes from the north and east. So the Germans began a second winter on Russian soil, in the blitzkrieg that went wrong.

III. *Read the text and do its written translation, tell about significance of Stalingrad Battle and King George IV gift to the citizens of Stalingrad.*

1. pincer campaign – операция по взятию в клещи
2. extricate – вывести
3. surrender – сдаваться
4. apoplectic – чуть не хватил удар

UNNIT 18

LIVING HISTORY

I. Read and memorise the words to the text.

1. historical reenactment – историческая реконструкция
2. living history museums – музей живой истории
3. historic site – историческая достопримечательность
4. heritage interpreters – люди, занимающиеся пропагандой культурного наследия, экскурсоводы
5. observer – зритель, наблюдатель
6. participant – участник
7. period dress – одежда определённого периода
8. encampment – лагерь
9. educational medium – средство обучения; учебное пособие
10. pastime – занятие; времяпрепровождение; развлечение; игра
11. handicrafts – ремесла; ручная работа; рукоделие; вещи ручной работы
12. spinning – прядение
13. sewing – шитьё

14. loom weaving –браное ткачество
15. cloth dyeing –окраска тканей
16. basket weaving –плетение корзин
17. leather-working –выделка кож
18. rope making –изготовление канатов и верёвок
19. shoemaking –сапожное ремесло
20. metalworking –обработка металла
21. glassblowing –выдувание стекла
22. woodworking –обработка дерева, столярное ремесло
23. authentic techniques –подлинные технические приёмы
24. replica –точная копия
25. bridge the gap –ликвидировать пробел
26. creating a setting –создание обстановки
27. material culture –материальная культура
28. jumping-off point –отправная точка, исходный пункт
29. embody –воплощать

II. Read and translate the text, answer the questions after the text and tell about living history.

Living history is an activity that incorporates historical tools, activities and dress into an interactive presentation that seeks to give observers and participants a sense of stepping back in time. Although it does not necessarily seek to reenact a specific event in history, living history is similar to, and sometimes incorporates, historical reenactment.

Living history is an educational medium used by living history museums, historic sites, heritage interpreters, schools and historical reenactment groups to educate the public in particular areas of history, such as clothing styles, pastimes and handicrafts, or to simply convey a sense of the everyday life of a certain period in history.

Activities may be confined to wearing period dress and perhaps explaining relevant historical information. Living history portrayal often involves demonstrating everyday activities such as cooking, cleaning, medical care, or particular skills and handicrafts. Depending on the historical period portrayed,

these might include spinning, sewing, loom weaving, cloth dyeing, basket weaving, leatherwork-ing, rope making , shoemaking, metalworking, glassblowing, woodworking or other crafts.

Considerable research is often applied to identifying authentic techniques and often recreating replica tools and equipment. Historical reenactment groups often attempt to organize such displays in an encampment or display area. An actress playing the role of Mary Queen of Scots at a Scottish fair in 2003 at an event, and have a separate area for combat reenactment activities. While some such exhibits may be conducted in character as a representation of typical everyday life, others are specifically organized to inform the public and so might include an emphasis on handicrafts or other day-to-day activities, which are convenient to stage and interesting to watch, and may be explained out of character.

Living history can be a tool used to bridge the gap between school and daily life to educate people on historical topics. Many factors contribute to creating a setting in which visitors to living history sites can become active participants in their historical education. Two of the most important are the material culture and the interpreters. Material culture both grounds the audience in the time and place being portrayed, and provides a jumping-off point for conversation. "Interpreters" are the individuals who embody historical figures at living history sites. It is their responsibility to take the historical research that has been done on the sites and decide what meaning it has. These meanings are often a melding of fact and folklore.

Folklore is an important aspect of living histories because it provides stories which visitors relate to. Whether it is an interpreter embodying a past individual's personal story or discussing a superstition of the time, these accounts allow the audience to see these past figures not as names on a page, but as actual people. However, folklore is also more than stories. Objects, such as dolls or handmade clothing, among others, are considered "folk artefacts," which are grouped under the heading of "material culture."

1. Answer the questions to the text:

1. What is living history?
2. What is it similar to?
3. What is it used by and for?
4. What may activities be confined to?
5. What does living history portrayal often involve?
6. How do historical reenactment groups often attempt to organize their displays?

7. In what way may living history exhibits be conducted?
8. What factors contribute to creating a setting in which visitors to living history sites can become active participants in their historical education?
9. Why is folklore so important?

2. Read the sentences and tell whether they are true to text or not.

1. Living history is historical reenactment of certain historical events.
2. Historical reenactment groups recreate replica tools and equipment.
3. Living history can bridge the gap between school and daily life to educate people on historical topics.
4. "Folk artefacts" are authentic objects from the past.

III. *Read and translate the text, answer the questions after the text and tell about different kinds historical reenactment you know.*

1. historical reenactment – историческая реконструкция

2. reenact – восстанавливать; проигрывать

какое-либо событие

3. reenactor – реконструктор

4. scripted – инсценированный

5. public spectacle – публичное зрелище

6. mass pageants – массовые пышные зрелища

7. centennial – столетняя годовщина

8. amateur – любитель; непрофессионал

9. firefighter – пожарный

10. historical perspective – историческая перспектива

11. mainstream – представляющий большинство

12. put on a good show – хорошо выглядеть

13. combat demonstrations – постановочные поединки

14. mock battle – потешный бой

15. arena – арена; место действия; поле сражения

16. question the motivation – ставить под сомнение мотивировку
17. steeped in knowledge – вооруженные знаниями
18. personal grooming – личная гигиена
19. align with – совпадать с..., соответствовать

HISTORICAL REENACTMENT

Historical reenactment is a scripted educational or entertainment activity in which participants follow a prearranged plan to recreate aspects of a historical event or period – often a military engagement or display. This may be as narrow as a specific moment from a battle or as broad as an entire period. Activities related to "reenactment" have a long history.

The Romans staged recreations of famous battles within their amphitheaters as a form of public spectacle. In the Middle Ages, tournaments often reenacted historical themes from Ancient Rome or elsewhere. In the nineteenth century, reenactments were popular in a number of countries, e.g. the Eglinton Tournament of 1839 in Britain. During the early twentieth century they were popular in Russia with re-enactments of the Siege of Sevastopol (1854 – 1855) (1906), the Battle of Borodino (1812) in St Petersburg and the Taking of Azov (1696) in Voronezh in 1918. In 1920, there was a reenactment of the 1917 Storming of the Winter Palace on the third anniversary of the event.

This reenactment inspired the scenes in Sergei Eisenstein's film *October*. Likewise, mass pageants were used to commemorate civic events like the 150th anniversary of the founding of St Louis, held in 1914. Particularly during and since the centennial of the American Civil War in the United States beginning in 1961, reenactments of Civil War battles has attracted many reenactors, who are some of the most dedicated. Most participants are amateurs who pursue history as a hobby. Participants within this hobby are extremely diverse.

The ages of participants range from young children whose parents bring them along to events, to the elderly. Among adult participants, people from all different walks of life can be found: college students, firefighters, lawyers, members of the armed forces, doctors, and even professional historians. Reasons given for participating vary. Some participants are interested in getting a historical perspective on a particular period or war, particularly if they can trace their ancestry back to an individual or individuals who were involved. Others participate for the escapism that such events offer. Reenactors are commonly divided (or self-divide) into several broadly defined categories, based on the level of concern for authenticity. (It should be noted that these definitions and categorisation is primarily that of the USA. Other countries have different terms of art, slang and definitions)

Mainstream reenactors make an effort to appear authentic, but may come out of character in the absence of an audience. Visible stitches are likely to be sewn in a period-correct manner, but hidden stitches and undergarments may not be period-appropriate. Food consumed before an audience is likely to be generally appropriate to the period, but it may not be seasonally and locally appropriate. Modern items are sometimes used "after hours" or in a hidden fashion.

The common attitude is to put on a good show, but that accuracy need only go as far as others can see. Combat demonstrations are mock battles put on by reenacting organizations and/or private parties primarily to show the public what combat in the period might have been like. Combat demonstrations are only loosely based on actual battles, if at all, and may simply consist of demonstrations of basic tactics and maneuvering techniques. Scripted battles are reenactment in the strictest sense; the battles are planned out beforehand so that the companies and regiments make the same actions that were taken in the original battles. They are often fought at or near the original battle ground or at a place very similar to the original.

These demonstrations vary widely in size from a few hundred fighters to several thousand, as do the arenas used (getting the right balance can often make or break the spectacle for the public). Many castles, museums, and other historical tourist attractions employ actors or professional reenactors as part of the experience. These usually address the recreation of a specific town, village, or activity within a certain time frame. Commercial reenactment shows are usually choreographed and follow a script. Motion picture and television producers often turn to reenactment groups for support; some films benefited greatly from the input of reenactors, who arrived on set fully equipped and steeped in knowledge of military procedures, camp life, and tactics.

Critics question the motivation of reenactors; some suggest concerns about the level of immersion found in some areas, notably those involving 20th century conflicts where combatants had stricter regulations regarding personal grooming. The average age of reenactors is generally far higher than the average age of soldiers in most conflicts. Few reenactment units discriminate based on age and physical condition. Some critics have complained about the exclusion of women from American Civil War combat reenactment units. There is a tendency of reenactors to gravitate towards "elite" units such as commandos, paratroopers, or Waffen-SS units. This results in under-representation in the reenactment community of what were the most common types of military troops in the period being reenacted. Weapons can be a concern in countries where weapons of most forms are legally banned or socially frowned on (such as in the UK).

A final concern is that reenactors may be accused of being, or actually be, aligned with the political beliefs that some of the reenacted armies fought for, such as Nazism.

Answer the questions to the text:

1. What is historical reenactment?
2. May historical reenactment be as narrow as a specific moment from a battle or as broad as an entire period?
3. How old is historical reenactment?
4. What activities related to were there in different periods of time?
5. Who participates in historical reenactment?
6. What are the reasons for participating?
7. How are reenactors commonly divided?
8. What are mainstream reenactors characterised by?
9. What types of reenactments can there be?
10. Do motion picture and television producers turn to reenactment groups?
11. How did some films benefit from the input of reenactors?
12. What are the main points of reenactors' criticism?

IV. Translate the text below from Russian into English.

НАПРАВЛЕНИЯ ИСТОРИЧЕСКОЙ РЕКОНСТРУКЦИИ

Живая история– научная дисциплина, находящаяся на пересечении таких дисциплин, как «экспериментальная археология» и «музейная педагогика». Живая история– это воссоздание повседневного быта жителей какого-либо места в определенный исторический период. Тут важно абсолютно все, начиная с одежды и заканчивая аутентичными рецептами кухни. Подобные мероприятия интересны не только самим участникам, но и зрителям, которые могут воочию (with their own eyes) посмотреть на нехрестоматийную историю своей страны (see history of their country not from the textbooks), на то, как жили их предки. Данное направление очень популярно и развито в Западной Европе, там существуют десятки «музеев под открытым небом», где живут и трудятся люди в обстановке былых времен. Турниры– суть этого направления– изучение и применение на практике военного искусства определенной эпохи. Многие берутся из источников того времени, кое-что додумывается людьми исходя из здравого смысла. В результате получается зрелищное представление, посмотреть которое будет интересно каждому, ведь вблизи все воспринимается особенно остро. Турниры можно разделить на постановочные (для зрителей) и спортивные, на которых люди хотят объективно оценить свои силы, умения.

HISTORICAL RESEARCH

I. Read and memorise the words:

1. to take a course of history – проходить(изучать) курс истории
2. to etch – гравировать; оставлять неизгладимый след
3. indelible [in'delɪbl] – неизгладимый; нестираемый; несмываемый
4. in memory – в памяти
5. before the paper is due – накануне сдачи работы
6. coherent [kəu'hɪkərɪnt] – связный; понятный; логически последовательный
7. how on earth – каким образом
8. to wind up – заканчивать
9. let alone – не говоря уж; тем более; что уж говорить о
10. wrestle with – ломать голову над; бороться с ч.-л.
11. pressure ['preʃə] – давление, нажим
12. deadline – срок; крайний срок, последний срок
13. level ['levl] – уровень
14. caffeine ['kæfɪn] – кофеин
15. to put pen to paper – взяться за перо; начать писать
16. to hand in – вручать; сдавать; сдать; подавать
17. to dread – бояться; страшиться, опасаться
18. grading – амер. аттестация; выставление отметок
19. to drive away from – оттолкнуть от ч.-л.
20. to have in mind – иметь ч.-л. в виду
21. traumatic [trɔ'mætɪk] – болезненный; травмирующий
22. educational – познавательный; обучающий
23. rewarding [rɪ'wɔ:dɪŋ] – полезный, стоящий; благодарный
24. worth addressing – заслуживающий решения
25. secondary – второстепенный; вспомогательный; дополнительный

26. source – источник, исток, первоисточник
27. secondary sources – вторичные источники
28. interlibrary loan – книга, взятая по межбиблиотечному обмену
29. primary historical sources – исторические первоисточники
30. to message – посылать сообщение
31. reference librarian – библиограф-консультант
32. to craft – изготавливать(вручную)
33. to match evidence
- to argument – подкрепить доводы доказательствами
34. falling into common
- historical fallacies – впасть в широко распространённые исторические заблуждения
35. to pre-empt challenges – предвосхитить сложные проблемы(задачи)
36. by and large – в общем; в общем и целом; в целом
37. to have it – догадаться; найти ответ; найти решение
38. osmosis – постепенное осознание; постижение

II. *Look through the text and find the answers to the questions after it, give the main idea of the text.*

WRITING A RESEARCH PAPER

For all who have taken history courses in college, the experience of writing a research paper is etched indelibly in memory: late nights before the paper is due, sitting in pale light in front of a computer monitor or typewriter, a huge stack of books (most of them all-too-recently acquired) propped next to the desk, drinking endless cups of coffee or bottles of Jolt cola. Most of all, we remember the endless, panicked wondering: how on earth was something coherent going to wind up on the page – let alone fill eight, or ten, or twelve of them? After wrestling with material for days, the pressure of the deadline and level of caffeine in the body rise enough, and pen is finally put to paper. Many hours later, a paper is born – all too often

something students are not proud to hand in, and something professors dread grading. "Whatever does not kill us makes us stronger." While Nietzsche may sometimes have been right, he likely did not have writing history papers in mind. On the contrary, students' bad experiences writing papers can not drive some of them away from history. So what is necessary to make this process less traumatic, more educational, and ultimately more rewarding for all concerned? The assignment of preparing a research paper for a college-level history course is an important one which should not be neglected. In no other endeavor are so many history-related skills required of students.

Just think of the steps required: First, students must find a historical problem worth addressing. This is done most often by reading and comparing secondary history sources, such as monographs and journal articles. Simply finding relevant secondary materials requires its own particular set of skills in using the library: searching catalogs, accessing on-line databases, using interlibrary loan, and even knowing how to pose questions to reference librarians. Reading these sources, determining their arguments, and putting them in conversation with each other constitute another broad set of skills which are enormously difficult to master. Second, having developed a historical problem, students must find a set of primary historical sources which can actually address the question they have formulated. Once again, this is no easy task. It requires another array of skills in using the library. Students must know how to message the on-line library catalog, and perhaps even use the card catalog. They must be willing to explore the stacks, learn to use special collections, travel off campus to new libraries, or interview informants.

Finally, students must put all this information together and actually produce knowledge. They must craft a paper wherein they pose a clear historical problem and then offer a thesis addressing it. In a well-structured, grammatically correct essay, they must work their way through an argument without falling into common historical fallacies. They must match evidence to argument, subordinate little ideas to big ones, and anticipate and pre-empt challenges to their argument.

It is little wonder that college history students, especially first-years

and non-majors, can find the research paper assignment so traumatic. Most students do not have it so easy. Many do not have the innate passion for the past. Many do not have learning styles which make them likely candidates for the "osmosis" technique many of us used. These students deserve every opportunity to succeed, and it is important that they do. Even those with little apparent interest in the past need to approach what they read with a critical, analytical eye. In this age of information overload, they need to know how to pose critical questions, uncover the data which can answer their queries, and present their findings to themselves, their employers, and to the world at large.

Questions to answer:

1. Why is the experience of writing a research paper sometimes etched indelibly in students' memory?
2. What do we remember most of all?

III. Study the vocabulary and read the text given below. Be ready to speak about different kinds of research and your own experience in writing research papers.

RESEARCH PAPER

1. academic research – научное исследование; университетская наука
2. academic paper – научная статья; научная публикация
3. term paper – курсовой проект; курсовая работа
4. thesis (theses) – диссертация; курсовая работа; основное положение доклада; тезис; сочинение; диплом
5. dissertation – трактат; диссертация; рассуждение
6. scholarship – учёность; эрудиция; образованность; научные знания; стипендия; грант, целевая денежная дотация на обучение в Америке
7. grey literature – внеиздательская литература; малоизвестная или малоспрашиваемая литература (ведомственные отчёты, диссертации)

8. peer review – рецензирование
9. editorial refereeing – редакторское рецензирование
10. interdisciplinary – междисциплинарный
11. output – итог; результат; выходные данные; выпуск
(лит. произведения); выходной документ
12. to account for – составлять; обеспечивать; лежать в основе;
составлять долю
13. grade – оценка
14. to fall out of favor – стать непопулярным
15. common usage – широкое использование
16. accurate – точный
17. cognate – родственное слово

Research paper may refer to:

- Academic paper (scholarly paper), which is published in academic journals and contains original research results or reviews existing results;
- Term paper, written by high school or college students;
- Thesis or dissertation, a document submitted in support of a candidature for a degree or professional qualification, presenting the author's research and findings.

Academic publishing describes the subfield of publishing which distributes academic research and scholarship. Most academic work is published in journal article, book or thesis form. The part of academic written

output that is not formally published but merely printed up or posted on the Internet is often called the "grey literature". Most scientific and scholarly journals, and many academic and scholarly books, though not all, are based on some form of peer review or editorial refereeing to qualify texts for publication. Peer review quality and selectivity standards vary greatly from journal to journal, publisher to publisher, and field to field.

A 'term paper' is a research paper written by students over an academic term, accounting for a large part of a grade. Term papers are generally intended to

describe an event, a concept, or argue a point. A term paper is a written original work discussing a topic in detail, usually several

typed pages in length and is often due at the end of a semester. There is

much overlap between the terms "research paper" and "term paper". The

phrase "term paper" was originally used to describe a paper (usually a research based paper) that was due at the end of the "term" – either a semester or quarter, depending on which unit of measure a school used. However, the term has fallen out of favor. Common usage has "term paper" and

"research paper" as interchangeable, but this is not completely accurate.

Not all term papers involve academic research, and not all research papers are term papers.

In the present day an entire industry has sprung up to provide plagiarized, pre-written, or custom written term papers to students of varying levels of education. There are many websites that sell term papers of all levels of quality and writing proficiency, but are often claimed by academic

institutions as seriously undermining the academic integrity of the student.

Use of such papers is frowned upon by educators and administrators, and submission of these works is considered plagiarism, and grounds for disciplinary action on the basis of academic dishonesty. These papers are in

some rare cases used as a "model" for a student to use as a starting point in their research, but this is also considered ethically questionable and is usually a pretext for plagiarism.

A thesis or dissertation is a document submitted in support of candidature for an academic degree or professional qualification presenting the

author's research and findings. In some countries/universities, the word

"thesis" or a cognate is used as part of a bachelor's or master's course,

while "dissertation" is normally applied to a doctorate, while in others, the reverse is true.

The word dissertation can at times be used to describe a treatise

without relation to obtaining an academic degree. The term thesis is also

used to refer to the general claim of an essay or similar work.

Questions to answer:

1. What may research paper refer to?
2. What does academic publishing describe?
3. Where is most academic work published?
4. What is often called the "grey literature"?
5. What are most scientific and scholarly journals and many academic and scholarly books based on?
6. What are peer review quality and selectivity standards of scientific and scholarly journals and books like?
7. What is a 'term paper'? When is it written?
8. What research material do term papers usually contain?
9. How big are term papers?
10. What do "term paper" and "research paper" mean in common usage?
11. What does a thesis or dissertation usually mean?
12. What is the difference between a thesis and dissertation?
13. What do terms an academic dissertation or thesis and dissertation mean in Russia?
14. What does a student need to complete a master's degree in Russia?

IV. Read the tips on writing a research paper and tell what tips you think to be most useful. Ask questions about a research paper.

TIPS ON WRITING A HISTORICAL ESSAY OR RESEARCH PAPER

Whether you are writing a term work or a 20-page research paper, there are some basic guidelines which you should keep in mind.

An essay is not simply a list of facts. You must organize the facts into themes which support a central argument or thesis. This thesis should be

introduced in the beginning of the paper and developed throughout the paper one step at a time. The stronger your thesis, the easier it will be for you

to develop a strong argument. Use an outline to organize your thoughts in a

clear, coherent and logical manner and to guide you in writing the essay.

Organizationally, the essay has three main parts:

I. Introduction

Use the introduction to state your thesis, outline the main points you will make in the essay, and describe the conclusions which you will draw in the essay. History essays are not mystery papers; the reader should know from the beginning what your conclusions are. Use the introduction to draw the reader into the essay. Often it is easier to write your introduction last, after you clearly know what arguments you develop in the essay.

II. Body

The body is the bulk of your paper, the place where you present your facts and develop your thoughts and arguments. The body can be developed chronologically, thematically, geographically, or in any number of ways, but you must make it clear how you are approaching and organizing the material. While you write the essay, keep in mind the following points:

1. Write in paragraphs.

Each paragraph is a unit of thought limited to one major idea. Each paragraph should relate to and support your thesis or central argument. Use specific and concrete examples to support your general statements. Be sure your facts are correct and that they support your argument.

2. Use good grammar.

This includes writing in complete sentences, using past tense instead of present tense when appropriate, using active verbs instead of passive ones, varying your vocabulary, and avoiding sexist language (i.e. don't use the generic "he" or talk about the history of man when you mean the history of humans or people).

3. Avoid first person and redundant phrases such as "in my opinion" or "I believe that." Be direct in your writing. If you have taken an English

composition class, bring those skills into your essay.

4. Write analytically, not descriptively. Do not just explain what happened, but also try to explain why it happened and why it is significant. Facts are important, but without interpretation they become meaningless. Rarely are there any "correct" answers. Rather, it is more important that you are able to use the material to develop an argument which supports your point of view. You will be rewarded for independent and original thought.

5. Don't be afraid to give your opinions and interpretations of the material (this is your thesis!). Be critical of your readings and the lectures.

Look for new ways of approaching the material. When you disagree with an author's views, say so.

6. Be creative. Make your essay interesting to read. Don't assume that the instructor knows everything that there is to know on your topic.

Write as if you are teaching someone something that is new and interesting. This will automatically make your paper a better one.

III. Conclusion

The conclusion can be as simple as a restatement of your introduction. It should emphasize your thesis, and briefly summarize how you have proven it in the body of the paper. In this way, your paper is cyclical – you end up where you started. You can also use the conclusion to state your own interpretations, to assess and argue with the material you have read, and to point to gaps in our historical knowledge.

Henry of Huntingdon based some of his work on Geoffrey of Monmouth's 'Historia Regum Britanniae' ('The History of the Kings of Britain'), written in about 1136. It is the main source for the most famous legend relating to Stonehenge. This relates the defeat of the Saxon king

Hengist by the rightful British king, Aurelius Ambrosius. As a celebration and everlasting memorial to his victory, Merlin brought a stone circle, the Giants' Round, from Ireland to Salisbury Plain. Upon his death Aurelius

was buried within the Giants' Round, as was his successor, Utherpendragon, whose son was the great King Arthur of Britain.

Throughout the following centuries Geoffrey's history of Stonehenge, though criticised, remained popular and tales of Merlin and Arthurian legend continues to be linked to the monument.

ABSTRACT

V. Read and translate the text about writing an abstract. Give your opinion whether writing a good abstract important for a scientific article or not. Why?

ABSTRACT

An abstract (or summary) is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application. Abstracting and indexing services for various academic disciplines are aimed at compiling a body of literature for that particular subject.

Academic literature uses the abstract to succinctly communicate complex research. An abstract may act as a stand-alone entity instead of a full paper. As such, an abstract is used by many organizations as the basis for selecting research that is proposed for presentation in the form of a poster, platform/oral presentation or workshop presentation at an academic conference. Most literature database search engines index only abstracts rather than providing the entire text of the paper.

Abstracts are protected under copyrightlaw just as any other form of written speech is protected. However, publishers of scientific articles invariably make abstracts publicly available,even when the article itself is protected by a toll barrier. The abstractcan convey the main results and conclusions of a scientific article but the full text article must be consulted for

details of the methodology, the full experimental results, and a critical discussion of the interpretations and conclusions. Consulting the abstract

alone is inadequate for scholarship and may lead to inappropriate decisions.

An abstract allows one to sift through copious amounts of papers for ones in which the researcher can have more confidence that they will be relevant to his or her research. Once papers are chosen based on the abstract, they must be read carefully to be evaluated for relevance. It is commonly surmised that one must not base reference citations on the abstract alone, but the entire merits of a paper.

An academic abstract typically outlines four elements relevant to the completed work:

- The research focus i.e. statement of the problem(s)/research issue(s) addressed;
- The research methods used (experimental research, case studies, questionnaires);
- The results/findings of the research; and
- The main conclusions and recommendations.

It may also contain brief references, although some publications' standard style omits references from the abstract. Abstract length varies by discipline and publisher requirements. Typical length ranges from

100 to 500 words, but very rarely more than a page and occasionally just a few words. An abstract may or may not have the section title of "abstract" explicitly listed as an antecedent to content.

Abstracts are usually followed by a list of keywords selected by the author. The instructions for authors will state how many keywords are required and may even provide a list of recommended keywords. Choosing appropriate keywords is important, because these are used for indexing purposes. Well-chosen keywords enable your manuscript to be more easily identified and cited.

Answer the questions to the text:

1. What is an abstract?
2. How does it help the reader?
3. What is the position of an abstract in a manuscript?
4. What are abstracting and indexing services for various academic disciplines aimed at?
5. How does academic literature use the abstracts?
6. Are abstracts necessarily protected under copyright law or not?
7. How do researchers sometimes use the abstracts?
8. What four elements does an academic abstract typically outline?
9. What can an academic abstract also contain?
10. What is the typical abstract length?
11. Why are keywords important?

ABSTRACT SAMPLES

1. Read the abstract and study its translation.

Abstract

The thesis covers different aspects
of commercial intercourse between

Central Asia and Russia in the
second half of the 17th

– first quarter of the 18th century: a complete picture of commercial intercourse realized along the Volga-Caspian and Siberian ways is offered, conditions promoting and impeding the strengthening of contacts between Central Asia and Russia are studied. Special attention is paid to the change of the character of mutual relations between the states in the period of the Russian Empire

2. Translate the abstracts from English into Russian.

1. Abstract: Guidance is presented for authors and editors preparing abstracts that represent the content of texts reporting on the results of experimental work or descriptive or discursive studies. Suggestions for the placement of abstracts within publications or other media are

given, along with recommendations for abstracting specific documents. Types of abstracts and their content are described. Also included are suggestions on the style of abstracts and a list of selected

readings on the subject of abstracting. Examples of abstracts are appended.

2. "The Commemoration and Memorialization of the American Revolution"
Benjamin Herman and Jean Lee (Mentor), History.

This project involves discovering how the American Revolution was remembered during the nineteenth century. The goal is to show that the American Revolution was memorialized by the actions of the United States government during the 1800s. This has been done by examining events such as the Supreme Court cases of John Marshall and the Nullification Crisis. Upon examination of these events, it becomes clear that John Marshall and John Calhoun (creator of the Doctrine of Nullification) attempted to use the American Revolution to bolster their claims by citing speeches from Founding Fathers. Through showing that the American Revolution lives on in memory, this research highlights the importance of the revolution in shaping the actions of the United States government.

3. Ousterhout, Robert. The temple, the sepulchre, and the martyrion of the Savior. *Gesta*. 29(1): 44 – 53; 1990.

Examines the ideological relationship of the Holy Sepulchre and the Temple of Jerusalem, as manifest in writings, ceremonies and architecture. A possible relationship between the form of the Tomb aedicula at the Holy Sepulchre and early representations of the Ark of the

Covenant is explored. Related to this, the origin and significance of the term martyrion in reference to the site of the Holy Sepulchre is discussed. Concludes with comments on the interpretation of the symbolic language of architecture.

Notes:

the Holy Sepulchre – Гроб Господень

Temple of Jerusalem – Иерусалимский храм

aedicula (aediculas, aediculae) – ниша для размещения небольшой статуи

martyrion – мавзолей (здание-памятник в честь христианских мучеников)

3. Read the useful phrases for writing abstracts, translate and study them.

1. The article (research, work, paper, report...)

aims to illuminate

examines the role of...

explores why...

investigates the effects of...

assesses the impact of...on...

developed and tested the idea that...

2. The author

investigated the role of...

outlines how...

introduces the concept of...

extends prior work on...

examines the relationship between...and...

identifies...

evaluates these...by...

3. In this study (dissertation, research) the author proposes a model of...

4. This study (dissertation, research) is motivated by two research questions: (1) ..., (2)...

5. To examine these questions, the study...

6. This monument dating is a fundamental question in Russian Medieval History of Russia.

7. We suggest (argue) that a new generation of research in this area needs to address the extended question: [Insert your research question]?

8. This study (dissertation, research)...
offers two hypotheses: (1) ...; and (2)...
tested hypotheses regarding the relationship between...and...

9. It was hypothesized that ... is negatively (positively) related to...

10. This study (dissertation, research) has three goals: (1) ..., (2) ... and (3)...

11. Previous research (extent research, previous studies, or prior studies)...
indicates that...
offers a descriptive account of...
has shown that...

12. Literature on this subject has focused almost exclusively on...

13. This study (dissertation, research) addresses major gaps in the literature.

14. Drawing on ... theories research, we argue that...

15. The author develops theory to explain how...

16. The most important contribution is...

17. This study advances our understanding of...

18. To date, no systematic investigation has considered...

19. We examine how organisations use [insert text] to overcome...

20. The author conducted...
in-depth case studies of...
a field study to test his hypotheses.
an inductive study of...

21. We employed multiple methods to test (to prove)...

22. The findings from the research...
illustrate how...
address a controversial belief among practitioners that...
illustrate the antecedents and consequences of ... and ... in...

23. The findings...
provide support for the key arguments.

support the prediction that...

support the model: ...

offer insights into...

prompt a re-thinking of ...

24. We (The author) conclude(s) that...

5. Read and translate the text, write the abstract of it and answer the questions after the text.

RESEARCH ON STONEHENGE

Stonehenge has been the subject of myth, legend and, more recently, of academic research for more than eight centuries. One of the earliest references to Stonehenge dates from the mid-12th century and comes

from Henry of Huntingdon, an archdeacon in the Diocese of Lincoln, in his publication on the history of the English, 'Historia Anglorum'. He wrote of 'Stanenges, where stones of wonderful size have been erected after the manner of doorways, so that doorway appears to have been raised upon doorway; and no one can conceive how such great stones have been so raised aloft, or why they were built there'.

The place-name derived from Old English and its meaning has

been commonly interpreted as a description of hanging, hinged, or suspended stones, perhaps a reference to the architecture of the

monument's uprights Henry of

Huntingdon based some of his

work on Geoffrey of Monmouth's 'Historia Regum Britanniae' ('The History of the Kings of Britain'), written in

about 1136. It is the main source

for the most famous legend relating to Stonehenge. This relates

the defeat of the Saxon king

Hengist by the rightful British

king, Aurelius Ambrosius. As a

celebration and everlasting memorial to his victory, Merlin brought a stone circle, the Giants' Round, from Ireland to Salisbury Plain. Upon his death Aurelius was buried within the Giants' Round, as was his successor, Utherpendragon, whose son was the great King Arthur of Britain.

'A Roman Work and Temple', a plate from Inigo Jones' 'Stonehenge Restored' (1725); Jones was so convinced by the geometry and symmetry of Stonehenge that he added another central trilithon to his reconstruction

© English Heritage Photo Library

Throughout the following centuries Geoffrey's history of Stonehenge, though criticised, remained popular and tales of Merlin and Arthurian legend continues to be linked to the monument.

There are three surviving early manuscript images of Stonehenge. One, in the 'Roman de Brut' ('History of Britain'), of 1338 – 40, shows Merlin placing a lintel at Stonehenge. Another 14th-century depiction appears in the 'Scala Mundi' ('Chronicle of the World') and shows a rather rectangular Stonehenge. Another recent discovery, dating from about 1440, shows a sketch of four of the trilithons. It is not until the 16th century that we have more detailed descriptions, together with depictions of Stonehenge that were actually drawn at the site. In the 17th century, Stonehenge started to receive royal visits. Prompted by a visit made by James I in 1620, the duke of Buckingham undertook the first known excavation in the centre of the monument. James I subsequently commissioned the architect Inigo Jones to conduct a survey and study of the monument. Following Jones's death the work was completed by his assistant, John Webb, and published in 1655. In this first book dedicated to Stonehenge, Jones argued that Stonehenge could only have been built by the Roman civilisation. The result was a plan of

Stonehenge that he believed conformed to the Tuscan order of classical architecture; a geometrical design of four triangles within a circle.

As debates continued over who built Stonehenge, a claim for the native British came from a Wiltshire-born man, John Aubrey. By command of

Charles II he produced one of the first accurate plans of Stonehenge in 1666,

and was the first to record what we now call the Aubrey Holes in his honour. He made comparative studies of other stone circles of the British Isles

and was the first person to discover and recognise the importance

of Avebury henge and stone circle. He also noted similar stone circles in the

more distant parts of the British Isles, which had not seen occupation by the

Romans, Saxons or Danes, and logically concluded that they were temples

of the native British. He further assumed that 'these ancient Monuments

were Temples of the Priests of the most eminent Order, viz, Druids' – the

Druids being the only prehistoric British priests mentioned in classical texts.

In the 18th century, Aubrey's pioneering fieldwork paved the way for

more detailed observation and recording by the antiquary William Stukeley.

He spent each summer between 1721 and 1724 surveying and drawing at

Stonehenge and Avebury. He observed details such as the stones of the

outer sarsen circle being smoother on the inside and the principal line of the

monument being to the northeast, 'where abouts the sun rises, when the days

are longest'. He was the first antiquary to observe and record the monuments

in the surrounding landscape, such as the Avenue and the Cursus, and to

investigate nearby barrows. Like Aubrey, Stukeley claimed that 'we may very

reasonably conclude, the elegant and the magnificent structure of Stonehenge was as the metropolitical church of the chief Druid of Britain'.

From the early nineteenth century onwards the antiquarians Sir Richard Colt Hoare and William Cunnington conducted excavations into over

200 barrows in the landscape surrounding Stonehenge, and Cunnington

excavated at Stonehenge three times before his death in 1810. The results of

their fieldwork were published in 1812 in the first volume of *The Ancient*

History of Wiltshire, which included wonderful illustrations by Philip Crocker, and many of their finds can be seen today in the Wiltshire Heritage Museum in Devizes.

In 1874 and 1877 Professor Flinders Petrie surveyed Stonehenge in detail, and devised the numbering system for the stones that is still in use today. With the emergence of army training on the Salisbury Plain from the late nineteenth century, Stonehenge was the first archaeological site to be photographed from the air in 1906.

In the later part of the twentieth century it was recognised that, despite many investigations over the century in which almost half of the monument had been investigated, there did not exist a definitive account of Stonehenge based on the primary archaeological records. As part of a new management strategy, in 1993 English Heritage commissioned Wessex Archaeology to collate and organise a site archive of the excavations carried out at Stonehenge during the 20th century. The resulting publication provided a definitive account of the structural history of Stonehenge in 1995.

The publication further refined Atkinson's three-phase model for the construction of Stonehenge. Due to the difficulties of relating separate parts of the site to each other, the sequence was divided into two separate parts, one covering the centre and the other the periphery of the site.

In 2008 the first excavation within the stone circle for some forty years took place. This was led by Professors Geoffrey Wainwright and Timothy Darvill and set out to investigate and date the double bluestone circle. Also in 2008 the cremations reburied there were retrieved and analysed. These targeted research excavations have set out to address specific research questions, as part of wider investigations into Stonehenge, its stones and its landscape.

Recently, revisions have been proposed to the accepted chronology published by in 1995. Currently, work is ongoing to refine these further

and re-assess the sequence for the construction phases of Stonehenge. This work is based upon the results of recent excavations at the site, reinterpretation of previously recorded stratigraphy, and new analysis of radiocarbon dates. Other projects are helping increase our understanding of the landscape surrounding Stonehenge, such as English Heritage's own 'Stonehenge Landscape Project', a major series of excavations that form the 'Stonehenge Riverside Project' and also new geophysical surveys of the landscape.

Questions to the text:

1. What is one of the earliest references to Stonehenge?
2. What is the main source for the most famous legends relating to Stonehenge?
3. What are three surviving early manuscript images of Stonehenge?
4. What did Jones think about Stonehenge?
5. Who proved that Stonehenge was built by the native British? How?
6. Who was the first to discover the principal line of the monument being to the northeast, 'whereabouts the sun rises, when the days are longest'?
7. Who conducted excavations into over 200 barrows in the landscape surrounding Stonehenge from the early nineteenth century onwards?
8. When was the numbering system for the stones that is still in use today devised? Who did it?
9. Why was Stonehenge the first archaeological site to be photographed from the air in 1906?
10. Why did English Heritage in 1993 commission Wessex Archaeology to collate and organise a site archive of the excavations carried out at Stonehenge during the 20th century?
11. What was the reason that the sequence was divided into two separate parts, one covering the centre and the other the periphery of the site?
12. What was done in 2008?
13. What work in connection with Stonehenge is currently ongoing?

14. What other Stonehenge projects are being implemented?

VI. Read and translate a post-graduate student story about himself and his research. Write the story about your own research and retell it.

A POST-GRADUATE STUDENT ABOUT HIMSELF

I am a post-graduate student of the History Department. I have been fond of history since school, that's why I entered this faculty. After 4 years of study at the History Department I continued my studies to get my Master's degree. After that I decided to take post-graduate courses. I major in world history. To put it more precisely, I am an orientalist. My scientific interests range with the modern history of Asia. This period is of special interest to me because active penetration of western countries to the east began in that time. The background of contemporary antagonisms between the west and the east should be looked for just in the period of modern history. The Russian Empire began to expand into Asia from the 17th century, eventually taking control of all of Siberia and most of Central Asia by the end of the 19th century. The Ottoman Empire controlled Turkey and the Middle East from the 16th century onwards. The riches of India, China and Ottoman blockading the route led to discovery age in Europe which led to discovery of America, sea route to India, etc. By the 1900s the European powers had control of many parts of Asia, such as British India, French Indochina, Spanish East Indies, and Portuguese Macau and Goa. The Great Game between Russia and Britain was the struggle for power in the Central Asian region in the nineteenth century. Parts of Asia, such as Persia, Thailand and most of China, remained free from European control, although not influence. So the topic of interrelations between the east and the west attracts me most of all. That's why I have chosen the process of formation and development of commercial intercourse between Central Asia and Russia in the second half of the 17th– first quarter of the 18th century as the subject of my thesis. The chronological framework of the thesis encompasses the period of

early modern history when economic and political reforms took place in Russia, the foundations of the empire were laid and the transition to the capitalist society occurred. In the second half of the 17th century the system of Russia's international relations was formed. The contacts between Central Asia and Russia became regular at that time. Consolidation of power in Central Asian khanates in the middle of the 17th century allowed them to broaden their ties with powerful Russia. Quick delivery and disposal of Central Asian goods in Russia disclosed new production potentialities of Bukhara and Khiva. As regards Russian economy, it needed new sources of raw material and outlets of industrial output of the first manufactories. The formation of the Russian empire in the first quarter of the 18th century caused increased interest in the strengthening of its foreign impact. In this period interrelations with Bukhara and Khiva became important for Russia not only as the very fact but also as the means of penetrating to farther eastern countries. Regular commercial contacts between Central Asia and Russia created the atmosphere of trust and mutual understanding which favoured stable interior development of the countries. These reasons stipulate the urgency of studying of commercial intercourse between Central Asia and Russia in the second half of the 17th– first quarter of the 18th century. My scientific advisor thinks that the thesis on this topic can be submitted to defense for getting a Ph.D. degree in history. Some parts of my thesis are ready, but I am still in the process of collecting material and writing the dissertation. I often go to Moscow to look for the necessary material. I work in the libraries and archives there. I have already published 2 scientific articles on the topic of my study. Writing a thesis takes much time and effort, but it's interesting for me. I am sure that I'll be able to defend the thesis and get my Ph.D. degree in history.

PROFESSIONAL COMMUNICATION. PRESENTATION

PROFESSIONAL

COMMUNICATION

ПРОФЕССИОНАЛЬНОЕ

ОБЩЕНИЕ

Public speech Публичное выступление

1. Beginning of a lecture, speech,

report, presentation

1. Начало лекции, выступления,
сообщения, презентации

In my paper I want to highlight ... В своем докладе я хочу осветить...

The subject of my lecture (talk) is

... Тема моей лекции(моего выступ-ления) ...

I'm going to be talking about... Я собираюсь рассказать(погово-рить) о...

Let me begin with ... Позвольте мне начать с...

My introduction is going to be very

little. Мое вступление будет очень крат-ким.

I'll give you one or two sentences. Я изложу его вам в одном-двух предложениях.

2. Underlining the importance,
attracting attention of the audience

2. Подчеркивание важного,
привлечение внимания аудитории

It should be said that ... Следует, сказать, что...

It is interesting (= of interest) to
note that ...

Интересно отметить, что...

That's one thing I'd like to stress
very heavily.

На одну вещь мне хотелось бы об-ратить особое внимание.

I want to reinforce the following. (Я) хочу подчеркнуть следующее.

The following is terribly informable (terribly well / badly needed).

Следующее представляется необы-чайно важным(информативно по-лезным/
необходимым).

I want to call (to draw / to invite)

your attention to...

Хочу привлечь(обратить/ напра-вить) ваше внимание к(на) ...

It should be kept in mind that ... Следует помнить, что(Не следует забывать, что) ...

First(ly) ... / Second(ly) ... Во-первых, ... / Во-вторых, ...

Third(ly) ... / Fourth(ly) ... В-третьих, ... / В-четвертых, ...

3. The transition from one

thought to another

3. Переход от одной мысли

к другой

Now I come to ... Теперь я перехожу к...

I'm coming on now to speak about

... А теперь я перехожу к рассказу о...

Now we may pass to the next item

(on the agenda).

Теперь мы можем перейти к сле-дующему пункту(в повестке дня).

Here we can say ... Тут мы можем сказать...

We may pass these details. Мы можем опустить эти детали.

4. The expression of personal opinion about the uttering

4. Выражение личного мнения

о высказываемом

I (don't) think ... Я(не) думаю...

I (don't) believe ... Я(не) считаю...

In my opinion ... По моему мнению...

In my view ... На мой взгляд...

What I say (am saying) is that ... Как я считаю(по-моему) ...

I dare say ... Осмелюсь утверждать, что...

I am far from thinking (asserting)

that ... Я далек от того, чтобы думать(утверждать), что...

It's no exaggeration to say that ... Не будет преувеличением сказать, что... I'm sorry to say that ... К сожалению, я должен сказать, что...

5. Statements of known truths and facts

5. Сообщение об известных истинах и фактах

They say that / It's said that ... Говорят, что...

It is generally said that ... Обычно утверждают, что...

It goes without saying that ... Само собой, разумеется, что...

We need hardly mention that ... Вряд ли нужно упоминать о том, что...

6. Achieving feedback from the audience

6. Осуществление обратной связи с аудиторией

Any other points? Будут другие мнения?

Is that clear? Это ясно(понятно)?

Have I made my point clear? Я выразился(достаточно) ясно?

If there's anything you don't understand, please ask me.

Если вам что-то не ясно, пожалуйста-ста, спрашивайте.

7. How to avoid being categorical

in your statements

7. Как избежать категоричности

в своих высказываниях

As far as I know ... Насколько мне известно...

If I am not mistaken ... Если я не ошибаюсь...

If my memory serves me well

(doesn't fail me).

Если мне не изменяет память.

As far as I remember ... Насколько я помню...

8. Clarification and addition

to the above said

8. Пояснение и дополнения к сказанному

I mean to say that ... Этим я хочу сказать, что...

In other words ... Другими(иными) словами...

That is to say ... Иначе говоря...

To all this must be added that ... Ко всему этому следует добавить, что...

As I have already mentioned Как я уже упомянул...

I have forgotten to say that Я забыл(а) сказать, что...

The following (fact) speaks for itself.

Следующее говорит само за себя

(не требует комментариев).

9. The speech end and the

conclusions from the said above

9. Завершение выступления

и выводы из сказанного

I'd better stop here. Лучше я на этом останавлиюсь.

We've told a lot today. Мы сегодня достаточно много об-судили(говорили).

In conclusion ... В заключение...

I close with the words ... Я заканчиваю словами...

The last part of my talk will be devoted to ...

Последняя часть моего сообщения

будет посвящена...

Now I'm going to sum up what has

been said.

А теперь я собираюсь ре-зюмировать сказанное.

Summing up all that has been said

... Суммируя все, что было сказано...

Hence, it follows that ... Из этого следует, что...

This brings us to the conclusion

that ... Это позволяет нам сделать вывод о

том, что...

I hope you'll do some questions. Надеюсь, что вы зададите вопросы.

I thank the audience for your kind attention.

Благодарю присутствующих за любезное внимание.

VIII. Read and translate the expressions below used in different parts of presentations. Use them in your own presentations.

PRESENTATION

Introducing

yourself

Preparing

the audience

Delivering

the message

Winding-up

Good morning,

ladies and gentlemen

I'm going to be

talking about

Firstly... secondly...

Before closing

I'd like to summarize the main

points again.

We haven't all

met before, so

I'd better introduce myself,

I'm

_____ from _____

I'll start with

_____ and

then move on to

_____, finally I'm going to

This brings me

to my next

point

That's all I have

to say for the

moment

I hope you'll

excuse my English I'm a little

out of practice

I think, if you

don't mind

we'll leave

questions to the

end

To go back to

my earlier

point

Thank you for

listening

At this point we must consider

Now if there are

any questions

I'll be happy to

answer them

Now, to digress for a moment

Finally

IX. Read and translate the presentation about the English Parliament, find the typical public speech expressions and make your own presentation using these expressions.

Let us speak about the British Parliament, which, as far as I know, is the oldest Parliament in the world. My introduction is going to be very little. The history of the Parliament formation was not an easy one. It is generally said that when its meeting was convoked by Henry III in 1254, king and barons fell to quarrelling, and eventually to fighting, with the results that in 1264, firstly, the barons were victorious and secondly, their leader Simon de Monfort, emerged as regent of the country. I have nothing to say to this. To all this should be added that Monfort convened a "parliament" in 1265 which was attended not only by the barons, clergy, and two knights from each shire, but also it is interesting to note that there were two burgesses from each of 21 boroughs, or towns, known to be friendly to the baron's cause. In my view the gathering was only a factional meeting. It's no exaggeration to say that various other parliaments were held in the next 30 years, usually with no townsmen in attendance. But I want to draw your attention to the fact that a meeting convoked by Edward I in 1295 brought together all elements considered capable of giving help, and proved so similar to the broadly national gatherings of later centuries that it has ever since held a place in history as the "Model Parliament". I mean to say that two archbishops, 18 bishops, 66 abbots, 3 heads of religious orders, 9 earls, 41 barons, 61 knights of the shire, and 172 citizens and burgesses from the cities and boroughs – upwards of 400 persons in all – were present.

The following fact speaks for itself. Afterwards "Parliament" rapidly became a regular feature of the governmental system. We need hardly

mention that it was not definitely "established"; it merely grew up – by nobody's planning in advance – because the kings found occasional meetings of the kind useful for their purposes. Here we can say certainly the plan of calling in representatives of the counties and boroughs to participate in the public business along with the councillors flowed from no popular movement or demand. On the contrary, knights and burgesses who took their places along with the magnates knew that all that was expected of them was that they obediently agreed with new tax burdens. Now I'm going to sum up what has been said. Finally the day came when representation in Parliament was looked upon as a privilege, a benefit, and a source of power. But in my opinion nobody so regarded it in the times of which we are speaking. Thank you for listening. Now if there are any questions I'll be happy to answer them.

Test on Word Formation

I. Look at the following words. They are all verbs and nouns. Change them into adjectives and put into columns below:

Beauty fame noise type wonder friend panorama enjoy comfort
help romance nation dirt hospitality delicacy energy luxury
tradition

1. Words ending in -y: _____

2. Words ending in -ic: _____

3. Words ending in -ful: _____

4. Words ending in -able: _____

5. Words ending in -ous: _____

6. Words ending in -al: _____

II. a) Add each negative prefix to the adjectives given below:

il- im- in- un- ir- dis Comfortable; pleasant; acceptable; legal; legible; literate; courteous; honest; organised; practical; polite; patient; rational; regular; relevant; accurate; competent; capable.

b) Read the following sentences. Fill in the blanks with one of the negative adjectives from a). Sometimes more than one answer may be possible:

1. Passengers are reminded that it is ... to bring pets or other animals into the

UK, and that the punishment for anyone doing so is severe.

2. The whole tour was completely The rep was not there to meet us, the hotel was overbooked, and nobody knew what was happening.

3. Could you change the bed in my room? It was so ... that I didn't get any sleep last night.

4. The description of the facilities in your motorhomes is totally ... , and I suggest you get the errors corrected as soon as possible.

5. I'm not complaining about the colour of the car – that is What I am complaining about is the fact it is not safe to drive.

6. You cannot seriously expect my wife and I and four children to sleep in a single room. That is a completely ... suggestion.

Lexical-Grammar Test 1

Task 1. Give the English equivalents of the following words and phrase:

1. новая история; 2. история древнего мира; 3. средние века; 4. ход событий; 5. надписи на камне; 6. летописи; 7. государственность; 8. убеждение; 9. поработать; 10. предвидеть; 11. провозглашать; 12. унижение; 13. возрождать; 14. принимать во внимание; 15. пасть, рухнуть; 16. нарушать закон; 17. отступать; 18. с точки зрения; 19. декрет, указ; 20. поклоняться, почитать.

Task 2. Match the words in column A with their definitions in column B:

AB 1) to coincide

2) eternity

3) to plunder

a) to rob (people) especially during war or civil disaster

b) happen at the same time

c) time without end; the future life; period of time that seems endless

Task 3. Read the text below and decide which answer A, B, C or D best fits each space:

(1) ____ to tradition, the first American Thanksgiving was (2) ____ in 1621 by the English Pilgrims who had founded the Plymouth Colony. The Pilgrims marked the (3) ____ by (4) ____ with their Native American guests who brought gifts of food as a gesture of goodwill. Although this event was an important part of American colonial history, there is no (5) ____ that any of the (6) ____ thought of the feast as a thanksgiving celebration. Two years later, during a period of drought, a day of fasting and prayer was changed to one of thanksgiving because rains came during the prayers. (7) ____ the custom (8) ____ among New Englanders to (9) ____ celebrate Thanksgiving after the harvest.

1. A. Accordingly

B. Accordance

C. According

D. Accordant

2. A. celebrating

B. celebrated

C. celebration

D. celebrate

3. A. occasion

B. occasional

C. occasionally

D. occasionalism

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4. A. feast

B. feasted

C. festivity

D. feasting

5. A. evident

B. evidently

C. evidence

D. evidenced

6. A. participate

B. participating

C. participants

D. participated

7. A. Grade

B. Gradually

C. Graded

D. Gradual

8. A. prevailed

B. prevalence

C. prevailing

D. prevalent

9. A. annual

B. annum

C. annualize

D. annually

Task 4. Read the text below and decide which word (A, B, C or D) best fits each space:

The Seven Wonders of the Ancient World

Only one of the seven wonders of the ancient world (1) ____ exists. This is hardly (2) ____, as it is probably the most dramatic and indestructible. The Egyptian Pyramids were (3) ____ between 2550 BC and 2480 BC as royal burial places. They (4) ____ on the West bank of the Nile. However, the last century of human civilization has had a terrible (5) ____ on them, as pollution is decaying the stone. All of the (6) ____ six wonders have been completely (7) ____ by war or natural disasters. For example, the Colossus of Rhodes (8) ____ during an earthquake just 200 years after it was put up at the end of the 4th century. The statue was (9) ____ by scrap metal merchants in 654 AD. The Mausoleum in Haricarnassus survived (10) ____. It (11) ____ 19 centuries, but the white marble tomb was broken up and used for building (12) ____ by the crusaders in 1522. The statue of Zeus at Olympia is now (13) ____, but the temple in which it was housed still stands. In recent years people have (14) ____ to compile lists containing the seven wonders of the (15) ____ world. However nobody seems to (16) ____ to agree on what it should include.

1. A. always
B. still
C. again
D. yet
2. A. amazing
B. shocking
C. interesting
D. surprising
3. A. done
B. put
C. formed

D. built

4. A. stay

B. stand

C. exist

D. situate

5. A. nuisance

B. effect

C. trouble

D. affect

6. A. another

B. left

C. other

D. rest

7. A. broken

B. destroyed

C. wasted

D. damaged

8. A. pulled down

B. fell down

C. put down

D. got down

9. A. removed

B. disposed

C. received

D. transferred

10. A. farther

B. later

C. further

D. longer

11. A. lasted

B. kept

C. held

D. continued

12. A. purpose

B. reason

C. substance

D. material

13. A. missed

B. lost

C. disappeared

D. away

14. A. engaged

B. worked on

C. tried

D. tempted

15. A. fresh

B. latest

C. modern

D. current

16. A. able

B. capable

C. possible

D. probable

Task 5. Sentences are complete, but there is one mistake in A, B, C or D in each sentence. Identify one word or phrase that must be changed in order for the sentence to be correct:

1. The (A) Pyramids of Egypt, built at Giza during the 4th Dynasty are the oldest of (B) Seven Wonders of the World and the only ones (C) remaining intactly (D) today.
2. The city is noted chiefly by (A) hot mineral springs, which were known (B) in the time of the Roman Empire (C); remains of Roman baths have been discovered (D) here.
3. The Chinese (A) possessed the wealth and the skills that would enable (B) them to explore (C) but they had little (D) interest in the world outside of China.
4. Bacon wrote letters of a sound advice (A) to Elizabeth I, Queen of England, but his suggestions were never implemented (B), and he completely lost favour with (C) the Queen in 1553, when he opposed a bill for a royal subsidy (D).

Task 6. Complete the sentences below using the correct alternative form those marked A, B, C or D:

1. The story of the magnificent ____ castle the guide told us about was exciting.

- A. five-centuries-old;
- B. five-century's old;
- C. five-century old;
- D. five-century old's.

2. By ____ late 18th

and ____ Captain Cook's exploration of ____ southern Pacific, much of ____ world had been mapped.

- A. the, the, the, the;
- B. -, -, -, the;
- C. the, -, the, the;
- D. the, -, -, -.

3. In 1722 several thousand Polynesians inhabited the island, but ____ diseases and raids by slave traders reduced ____ number to fewer than 200

by ____ late 19th
century.

- A. the, the, -;
- B. the, a, the;
- C. -, the, -;
- D. -, the, the.

4. ____ Magna Carta was signed in 1512 by ____ King John of England.

- A. -, a;
- B. the, an;
- C. the, -;
- D. the, the.

5. It refers to the ways ancient Greeks spoke, worshipped, understood the nature of the physical world ____, organized their governments, made ____ livings, entertained ____, and related to ____ who were not Greek.

- A. themselves, them, themselves, the others;
- B. itself, their, itself, others;
- C. itself, their, themselves, others;
- D. themselves, -, themselves, the other.

6. The task of drafting the declaration fell to Jefferson, who was known for his ____ style.

- A. powerfully written;
- B. powerfull written;
- C. powerful writing;
- D. powerfully writing.

7. According to the legend, Fuji arose from the plain during a single night in 286 BC. ____ the mountain is ____ than the legend asserts.

- A. From a geological point of view, far more old;
- B. Geologically, a lot elder;

- C. From a geological point of view, quite more older;
 D. Geologically, much older.
8. The Greeks seem ____ papyrus as early as the beginning of the 5th century BC.
- A. to know;
 B. to have known;
 C. to have been knowing;
 D. to have been known.
9. These islands are said ____ by _____. The Netherlands, their motherland, _____ a sea-loving nation.
- A. to be discovered, Danes, was used to be;
 B. to have discovered, the Danish, used to being;
 C. to discover, Hollanders, was used to being;
 D. to have been discovered, the Dutch, used to be.
10. An important agreement was reached ____ the United Kingdom and its former colonies, which were known as dominions. These self-governing portions of ____ British Commonwealth included Australia, Ireland, ____ South Africa, and Canada.
- A. among, the, the;
 B. between, -, -;
 C. between, the, -;
 D. among, -, the.
11. Despite ____ this new assessment, however, many scholars still agree that Schliemann ____ invaluable contributions ____ the field of archaeology.
- A. of, made, in;
 B. -, did, into;
 C. -, made, to;
 D. of, did, to.

12. The term Middle Ages ____ by scholars in the 15th century to designate the interval between the downfall of the classical world of Greece and Rome and its rediscovery at the beginning of their own century, a revival in which they ____ they _____. Indeed, the notion of a long period of cultural darkness ____ by Petrarch even earlier.

- A. coined, had felt, participated, had expressed;
- B. is coined, feel, are participating, has been expressed;
- C. has coined, have felt, had participated, was expressed;
- D. was coined, felt, were participating, had been expressed.

13. If the people who ____ Stonehenge ____ considerable engineering skills they ____ raise the enormous stones to make up the monument. Stonehenge is structurally unique among European prehistoric monuments and ____ a large number of visitors every year.

- A. were building, hadn't possessed, wouldn't have been able, attracts;
- B. had been built, didn't possess, weren't able, is attracted;
- C. were built, were not possessing wouldn't be able, was attracting;
- D. have been building, were not possessed, hadn't been able, has been attracted.

Task 7. Supply the missing prepositions in the following sentences:

1. Kievskaya Rus appeared ____ the beginning ____ the 9th century.
2. Duke Nickolay Radzivill was fluent ____ the Belarusian, Polish and other European languages.
3. ____ a serious talk ____ Predslava the Mother Superior decided to admit ____ the girl ____ monastic vows.
4. Simeon of Polotsk didn't agree ____ the Jesuits' principle that the pupils were parted ____ their parents and were deprived ____ their influence.

LEXICAL-GRAMMAR TEST 2

Task 1. Give the English equivalents of the following words and phrases:

1. всеобщая история; 2. новейшая история; 3. заняться изучением истории; 4. научный работник; 5. обзоры; 6. мировоззрение; 7. рабство; 8. завоевывать, покорять; 9. угнетать; 10. свергать; 11. подписывать, ратифицировать; 12. залежь; 13. быть в рабстве; 14. как гласит старая легенда; 15. предки; 16. под руководством; 17. угроза; 18. гробница; 19. проследить, след; 20. отменять, упразднить.

Task 2. Match the words in column A with their definitions in column B:

AB 1) a constitution

2) to submit

3) to defeat

a) to overcome; to win a victory over

b) laws and principles according to which a state is governed

c) to put (oneself) under the control of another

Task 3. Read the text below and decide which answer A, B, C or D best fits each space:

During an (1) ____ 700 years ago, the England's King Edward I took the 181 kg Stone of Destiny from central Scotland. According to ancient prophecy, whoever had (2) ____ the stone would have (3) ____ over Scotland. According to legend, during coronations, the stone would make a (4) ____ noise if the person sitting on it was of royal (5) ____, and it would remain (6) ____ if the person was not of royal family. (7) ____ for a brief period of time, the stone has remained under the coronation (8) ____ at Westminster Abbey in London, England, for the last 700 years. (9) ____ English and British monarch has been crowned on the stone of Destiny since Edward brought it to Westminster Abbey in 1296.

1. A. invade

B. invasive

C. invaded

- D. invasion
2. A. owning
B. owned
C. ownership
D. own
3. A. powerfully
B. powerful
C. power
D. powered
4. A. groaning
B. groan
C. groaningly
D. groaned
5. A. blooded
B. bloodily
C. bloody
D. blood
6. A. silently
B. silence
C. silent
D. silencing
7. A. Exception
B. Excepting
C. Except
D. Excepted
8. A. seat
B. seated
C. seater

- D. seating
- 9. A. Everyone
- B. Each
- C. Everywhere
- D. Every

Task 4. Read the text below and decide which word A, B, C or D best fits each space:

Tattooing: an ancient tradition

Tattooing is an (1) ____ art. In ancient Greece, people who had tattoos were (2) ____ as members of the (3) ____ classes. On the other hand, tattooing was (4) ____ in Europe by the early Christians, (5) ____ thought that it was a sinful thing to (6) ____.

It was not (7) ____ the late 18th

century, when Captain Cook saw South Sea Islanders decorating their bodies with tattoos, that attitudes began to

(8) _____. Sailors came back from these islands with pictures of Christ on their backs and from then on, tattooing (9) ____ in popularity. A survey by the French army in 1881 (10) ____ that among the 378 men (11) ____ there were 1,333 designs.

Nowadays, not (12) ____ finds tattoos acceptable. Some people think that getting one is silly because tattoos are more or less permanent. There is also some (13) _____ about (14) _____ a blood disease from unsterilized needles.

Even for those who do want a tattoo, the (15) ____ of getting one is not painless, but the final result, in their eyes, is (16) ____ the pain.

- 1. A. elderly
- B. old
- C. original
- D. outdated
- 2. A. supposed

- B. realised
 - C. regarded
 - D. held
3. A. greater
- B. upper
 - C. high
 - D. extreme
4. A. banned
- B. exported
 - C. blamed
 - D. finished
5. A. whose
- B. that
 - C. they
 - D. who
6. A. be
- B. create
 - C. make
 - D. do
7. A. by
- B. until
 - C. for
 - D. since
8. A. vary
- B. convert
 - C. change
 - D. move
9. A. gained

- B. won
- C. earned
- D. made
- 10. A. declared
- B. said
- C. explained
- D. showed
- 11. A. inquired
- B. questioned
- C. demanded
- D. spoken
- 12. A. everybody
- B. every
- C. each
- D. nobody
- 13. A. danger
- B. trouble
- C. concern
- D. threat
- 14. A. gaining
- B. catching
- C. having
- D. infecting
- 15. A. progress
- B. system
- C. pace
- D. process
- 16. A. due

- B. worth
- C. owed
- D. deserved

Task 5. Sentences are complete, but there is one mistake in A, B, C or D in each sentence. Identify one word or phrase that must be changed in order for the sentence to be correct:

1. In 1973 the duke of Beaufort had introduced (A) the game to royalty (B) at (C) his country estate, Badminton House, and the sport became known as badminton (D).
2. The last continent to be discovered (A), Antarctica remained hidden (B) behind barriers of fog, storm, and sea ice until (C) it was first sighted in the (D) early 19th century.
3. When Lake Victoria (A) was discovered (B) by John Speke in 1858, he was believed (C) to be the source (D) of the Nile.
4. The most (A) famous library was based (B) by Alexander the Great over 2,300 years ago, in Alexandria. It was situated at the crossroads (C) of Europe, Africa and Asia and was a perfect location (D) for a centre of learning.

Task 6. Complete the sentences below using the correct alternative from those marked A, B, C or D:

1. The ___ history goes back to 1808.
 - A. state's newspaper's
 - B. state's newspaper
 - C. state newspapers'
 - D. state newspaper's
2. Stonehenge is ___ ancient megalithic monument located on the Salisbury plain in ___ southern England, about two miles west of ___ River Avon
 ___ biggest question that still remains concerning Stonehenge is why it was

built.

A. an; –; the; the

B. a; the; the; –

C. an; the; –; the

D. the; the; –; –

3. ____ stone picked up by ____ child on the banks of ____ Orange River in ____ South Africa in 1866 was a big diamond.

A. –, a, the, the

B. A, a, –, –

C. –, the, –, the

D. A, a, the, –

4. The island was named by ____ Dutch explorer who landed here on ____ Easter Day in 1722.

A. the, –

B. a, –

C. the, the

D. the, an

5. Colonies were ____ used as sources of raw materials ____ as markets for products of the home country.

A. either, and

B. neither, or

C. either, or

D. either, nor

6. During the French and Indian War, several colonies had refused to cooperate ____ in the war effort when their own borders were not ____ at risk.

A. in full, immediate

B. fully, immediately

C. in fully, immediate

D. full, immediately

7. The colonies stayed ____ to the coastline, never penetrating far inland, and in fact each was linked ____ to England than to the other colonies.

A. close, more closely

B. closely, closely

C. closely, more closely

D. close, more closer

8. ____ of the Cape Colony from the Dutch during the Napoleonic Wars allowed the British ____ a strong presence in southern Africa.

A. Acquiring, establishing

B. The acquisition, to establish

C. Having acquired, establishing

D. Acquired, to establish

9. For the ____ ____ man has tried to map his world ____.

A. millennium, -, exact

B. millenniums, a, exact

C. millennia, -, exactly

D. millennias, a, exactly

10. These original inhabitants, or ____ Aborigines, claim ____ in Australia since time immemorial.

A. the, have being

B. -, to have been

C. the, to be

D. -, being

11. Collective responsibility means that the Cabinet acts ____, even when Cabinet ministers do not all agree ____ a subject.

A. unanimous, with

B. unanimously, at

C. unanimously, upon

D. unanimous, to

12. Why Stonehenge ____ is still a mystery. There was a theory which stated that it ____ a type of astronomical clock or calendar, by which the people of that time ____ the seasons, hours of the day and the phases of the moon.

A. was built, had been, had calculated

B. had built, had been, were being calculated

C. was building, was being, had been calculated

D. has built, was, were calculated

13. China ____ the technology of silk production secret; the ancient Greeks speculated that silk ____ on a special tree in China.

A. had kept, would grow

B. kept, grew

C. would keep, had grown

D. was keeping, grow

Task 7. Supply the missing prepositions in the following sentences:

1. ____ 1586 Nesvizh was granted the right ____ an autonomous municipal administration (the so-called Magdeburg right), which added a lot ____ the grandeur and power ____ Nesvizh.

2. Belarus is situated ____ the eastern part ____ Europe.

3. Our native land is remarkably beautiful ____ its blue lakes and ribbons ____ rivers edged ____ thick forests.

4. Ignat Dameika made a great contribution ____ different branches ____ human knowledge.

5. People worshipped ____ Prometheus as a fighter ____ people's happiness ____ evil gods.

Task 1. Give the English equivalents of the following words and phrases:

1. грабить, воровать; 2. сопротивление; 3. святой; 4. осаждать; 5. сда-ваться;
6. царствовать, господствовать; 7. забастовка; 8. клясться; 9. про-свещение;
10. повстанец; 11. под предлогом; 12. подавить восстание;
13. ремесленник; 14. вторжение; 15. набеги; 16. дань; 17. крепостное пра-во;
18. непобедимый; 19. человечество; 20. с незапамятных времен.

Task 2. Match the words in column A with their definitions in column B:

A B

1. a tribe a) to suppress by force or authority
2. to put down b) to make a solemn promise or undertaking or declare solemnly
3. to vow c) a racial group especially one united by language and customs living as a community under one or more chiefs

Task 3. Read the text below and decide which answer A, B, C or D best fits each space:

The first globes were built by ancient Greeks. The earliest known globe was said to have been (1) ____ by the (2) ____ Crates about 150 BC. An ancient celestial globe that still (3) ____ was made about 150 AD as part of a (4) ____, called the Farnese Atlas, in the Naples Museum, Italy. The oldest (5) ____ terrestrial globe was built in Germany, in 1492. This globe does not show the Americas. As new (6) ____ were discovered in the 16th and 17th centuries, globes became more (7) _____. The world's largest globe is the Unisphere, which was built for the 1964 New York World's Fair. This (8) ____ steel globe is 37 m (9) ____ and weight 408,000 kg, including its base.

1. A. construct

B. constructive

C. constructing

D. constructed

2. A. scholarship

B. scholarly

- C. scholar
- D. scholastic
- 3. A. existing
- B. exists
- C. existence
- D. existed
- 4. A. sculptor
- B. sculpture
- C. sculpt
- D. sculptural
- 5. A. existing
- B. existed
- C. exists
- D. existence
- 6. A. land
- B. landless
- C. lands
- D. landed
- 7. A. accuracy
- B. accurate
- C. accurately
- D. accuracies
- 8. A. stain
- B. stained
- C. staining
- D. stainless
- 9. A. cross
- B. crossed

C. crossing

D. across

Task 4. Read the text below and decide which word A, B, C or D best fits each space:

Peter the Great

Peter the Great was Russia's fourth Romanov Tzar and (1)____ 6 foot 7 inches, probably the tallest, he also had an enormous (2) ____ for food and drink. Another "great" (3)____ of his personality was his (4)____, which was fearsome. But it was his thirst for knowledge combined with his (5)____ of a new Russia that made him a great leader. In 1697, motivated by his desire to break (6)____ from the constructions of Old Russian customs, Peter travelled around Europe learning valuable military and industrial (7)_____.

When he returned to Russia, Peter was (8)____ to throw off the remnants of the past. He dramatically (9)____ the powers of the Russian aristocracy and abolished age-old (10)____. In order to (11)____ his dream of a modernized Russia, he (12)____ universities, established the country's first newspaper and encouraged the development of industry. He also pushed back the empire's boundaries by (13)____ the armed forces. Before his death in 1725, Peter had had a new capital built and (14)____ it St. Petersburg. It was (15)____ on the Western cities he most admired, like Paris and London, and (16)____ the capital until the First World War.

1. A. high

B. with

C. standing

D. at

2. A. aptitude

B. applause

C. taste

D. appetite

3. A. banned

B. exported

C. blamed

D. finished

4. A. whose

B. that

C. they

D. who

5. A. be

B. create

C. make

D. do

6. A. by

B. until

C. for

D. since

7. A. vary

B. convert

C. change

D. move

8. A. gained

B. won

C. earned

D. made

9. A. declared

B. said

C. explained

D. showed

10. A. injured

B. questioned

C. demanded

D. spoken

11. A. everybody

B. every

C. each

D. nobody

12. A. danger

B. trouble

C. concern

D. threat

13. A. gaining

B. catching

C. having

D. infecting

14. A. progress

B. system

C. pace

D. process

15. A. due

B. worth

C. owed

D. deserved

Task 5. Sentences are complete, but there is one mistake in A, B, C or D in each sentence. Identify one word or phrase that must be changed in order for the sentence to be correct:

1. Seven Wonders of the World are works of art (A) and architecture regarded (B) by ancient Greek and Roman observers to be (C) the most extraordinary (D) structures of antiquity.

2. Alexander the Great (A) captured the city in 330 BC and planned to rebuild it and make it the (C) capital of his vast empire, but he was died (C) before he could carry out (D) his plans.

3. Babylon is one of the most important cities (A) of the ancient world, who is location (B) today is marked by a broad area (C) of ruins just east of the Euphrates River (D).

4. Belarus gave (A) the statues of the founder of the United Nations Organisation for (B) the great contribution of the Belarusian people (C) into victory (D) over fascism.

Task 6. Complete the sentences below using the correct alternative from those marked A, B, Cor D:

1. At its height in the early 1900s, the British Empire included over 20 ____ of the ____ land area and more than 400 ____ people.

A. percents, world, million

B. percent, world's, millions

C. percent, world's, million

D. percents, worlds', million

2. During ____ Renaissance, people thought that their own age and ____ time of ____ ancient Greece and Rome were advanced and civilized.

A. the, the, the

B. -, -, -

C. the, the, -

D. -, the, -

3. ____ dinosaur is a reptile that was ____ dominant land animal during ____ most of ____ Mezoic Era, but became ____ extinct at its close.

A. The, the the, the, the

B. The, the, -, the, -

C. A, a, -, -, -

D. A, the, the, the, the

4. ____ wealth acquired from ____ trade enabled ____ upper classes to live in ____ luxury.

A. The, the the, the

B. -, -, the, the

C. -, -, the, -

D. The, the, -, -

5. The official ____ is a table containing the holy days, ____ and festivals of the church.

A. Christian church calendar, saints' days

B. Christian's church calendar, saint days

C. Christian church's calendar, saint's days

D. Christian's church's calendar, saints' days

6. Although the British considered the act to be ____, many American colonies saw it as a violation of their rights.

A. perfect fair

B. perfectly fairly

C. perfect fairly

D. perfectly fair

7. It used to be said that oil-exporting countries depended on the oil-importing countries just as ____ as the ____ depended on the ____.

A. much, latter, former

B. much, last, first

C. the same, first, former

D. great, latter, first

8. The prime minister is appointed by the president ____ nomination by the

lower house. The government is responsible ____ the lower house of the national legislature.

- A. after, to
- B. with, for
- C. on, for
- D. before, before

9. The rise and spread of Christianity increased the demand ____ permanent ____ religious documents.

- A. on, writing
- B. for, written
- C. for, writing
- D. on, written

10. Alaska ____ to the United States since 1867, when it ____ from Russia by Secretary of State William H. Seward.

- A. has belonged, was bought
- B. belonged, has been bought
- C. had belonged, has been bought
- D. has been belonged, was bought

11. The prime minister presides ____ the Cabinet and selects the other Cabinet members, who join ____ him or her to form the government.

- A. in, in
- B. at, at
- C. over, -
- D. on, with

12. The first English colony in North America ____ by the Pilgrims, who ____ from the English city of Plymouth in the “Mayflower” and ____ in Massachusetts Bay in 1620.

- A. was founded, had sailed, had landed

- B. was found, sailed, landed
- C. had been found, sailed, landed
- D. was founded, sailed, landed

13. It ____ that as a result of emigration and other factors, such as war losses and temporary decline in fertility, the population ____ by about 5 per cent between mid-1974 and 1977/ The years since 1974 also ____ by an increase in persons leaving the island in search of work, especially in the Middle East.

- A. has been estimated, decreased, have been marked
- B. estimated, had decreased, mark
- C. has estimated, has decreased, have marked
- D. was estimated, was decreased, was marked

Task 7. Supply the missing prepositions in the following sentence:

1. Tadeush Kostiuszko took part ____ the uprising ____ Russia and Prussia ____ 1794.
2. Belarus borders ____ Latvia and Lithuania ____ the north-west, ____ Russia ____ the north and east, ____ the Ukraine ____ the south and south-east and ____ Poland ____ the west.
3. Professor Wilson is a specialist ____ the field ____ antiquity.
4. According ____ the Greeks, daylight came because the God ____ the Sun ____ the heavens ____ a chariot driven ____ four snow-white horses.
5. Wars were waged ____ the purpose ____ conquering other lands.
6. There are traces ____ primordial sites ____ the territory ____ Belarus dating 26 thousand years ago

TEST ON READING 1

I. Прочитайте текст. Выберите единственный правильный ответ на вопросы, следующие за текстом.

Seneca Falls

The early American feminist, Cady Stanton, found an ally in Lucretia Mott, an ardent abolitionist, when the two met in 1840 at an anti-slavery conference in London. Once the conference began, it was apparent to the two women that female delegates were not welcome. Barred from speaking and appearing on the convention floor, Cady protested by taking other female delegates with them. It was then that Cady Stanton proposed to Mott a women's rights convention that would address the social, civil and religious rights of women. The convention had to wait for eight years, when the two organized the first women's rights convention, held in Seneca Falls, New York, in 1848. At the meeting, Cady Stanton presented a "Declaration of Sentiments", based on the Declaration of Independence, and listing 18 grievances against male suppression of women. First, married women had no right to their children if they left an abusive husband or sought a divorce. Second, if a woman was granted a divorce, there was no way for her to make a professional living unless she chose to write or teach. Third, women could not testify against her husband in court. Then, married women who worked in factories were not entitled to keep their earnings, but had to turn them over to their husbands. When a woman married, any property that she had held as a single woman automatically became part of her husband's estate. In addition, single women who owned property were taxed without the right to vote for the lawmakers who imposed those taxes – one of the very reasons why the American colonies had broken away from Great Britain.

Convention attendees passed the resolutions unanimously with the exception of the one for women's suffrage (the right to vote). Only after an impassioned speech in favour of women's right to vote by Frederick Douglass, the black abolitionist, did the resolution pass. Still, the majority of those in attendance could not accept the thought of women voting.

At Seneca Falls, Cady Stanton gained national prominence as an eloquent writer and speaker for women's rights. Years later, she declared that she had early realized that without the right to vote, women would never achieve their

goal of becoming equal with men. Taking the abolitionist reformer William Lloyd Garrison as her model, she saw that the key to success in any endeavour lay in changing public opinion, and not in party action. By awakening women to the injustices under which they laboured, Seneca Falls became that catalyst for future

change. Soon other women's rights conventions were held, and other women would come to the forefront of the movement for political and social equality.

1. According to the text the agenda of the first women's rights convention wasn't supposed to include___.

A) civil rights

B) the right to self-defence

C) social rights

D) religious right

2. It follows from the text that the American colonies broke away from Great Britain because___.

A) lawmakers levied taxes in the US

B) property was under taxation

C) they paid heavy taxes without a right to vote

D) they owned property without taxation

3. The text states that among existing women's rights the "Declaration of Sentiments" mentioned the right___.

A) to grant a divorce

B) to become a professional teacher

C) to leave their children

D) to keep their earnings

4. It is clear from the text that in Seneca Falls the Convention attendees were___.

A) unanimous

- B) against women's right to vote
- C) in majority male
- D) all abolitionists

5. According to the text Cady Staton followed the example of___.

- A) her own
- B) Lucretia Mott
- C) Frederick Douglas
- D) William Lloyd Harrison

II. Прочитайте текст. Заполните пропуски одним из предложенных текстовых фрагментов.

Aborigines are the native peoples of Australia. They were wandering hunters and food gatherers, without settled communities or knowledge of agriculture. Today these travelling tribes make up just over 1.5 per cent of the country's population of 18 million. Aboriginal people have been present in Australia for thousands of years, but a lack of definitive archaeological evidence means that accounts vary as to exactly how long. Some estimate that Aborigines have been in the country as far back as 60,000 years ago.

(1) Vital to the task of piecing together the history of the Aborigines are the tools that have survived from the earliest periods. The stone tools that have been found indicate little change throughout the Pleistocene periods (from 1.65 million years ago until 10,000 years ago), and it is now known that it was not until around 6,000 years ago that there was a radical development in the tools themselves, with small, delicately-worked points and blades being produced.

(2) ... Aboriginal painters used charcoal for black and pipe clay for white.

Blues and greens have been added to the palette only in recent times. Painting techniques involve various methods of applying the paint, including spraying it from the mouth, painting it on with a brush formed from the chewed end of a twig, or a finger, or splashing it on with grass. Much of the work, which is sold for large sums of money today, contains colourful images of the varied wildlife of the country.

(3) ... Identifying the species, however, is rarely possible because of problems in scale. Hunters may be shown with bundles of pointed spears, or spears

may be travelling through the air, or stuck in the prey with a spurt of blood.

Boomerangs and nets may also be shown in use, and scenes may include a group of people driving animals towards a trap or stalking them from hides. ... (4)

Other aspects of Aboriginal life revealed in art include information relating to normal everyday items such as knives and dishes, plants that were

gathered, clothing, together with some features of ceremonial life like costumes and dancing figures. In some scenes, there is clear evidence of their tribal customs. ... (5)

Aborigines are a particularly moral race and the laws are strictly enforced, especially those governing family and marriage. Life for women was by no means easy among these tribes. Besides having to deal with the family, they were responsible for carrying heavy loads of household equipment, spare weapons and so on, whenever they moved from one place to another. ... (6)

Заполните пропуски(1–6) одним из предложенных текстовых фрагментов (A, B, C, D). Два фрагмента являются лишними:

A. Many of their myths and legendary tales are as imaginative as those of much more technologically-advanced peoples.

B. During this time, there has been a great change in the geography of Australia, as it has evolved from being mostly green and lush to its present state of mainly desert, and this has brought about the decline in the native population.

C. Another crucial form of archeological evidence is Aboriginal art.

D. Hunting scenes depicted in their art usually involve kangaroos and wallabies or emus.

E. In the past, breaches of certain laws were sometimes punishable by death.

F. As well as figures depicted with weapons, actual weapons such as boomerangs and axes were also stencilled on to rocks, giving an exact outline of the implement concerned.

G. The male's main task was to provide the food for his family.

H. One of the many of these strange rules rigidly observed by the Aborigine is the avoidance of the mother-in-law.

TEST ON READING 2

You are going to read a magazine article about an ancient city called Great Zimbabwe. Eight paragraphs have been removed from the article. Choose from paragraphs (A–I) the one which fits each gap (1–7). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

The Golden Heart of Africa

When news of an amazing discovery in Africa was reported in the 1870's, fantastic rumours were heard everywhere. Here was the Queen of Sheba's capital or may be King Solomon's treasury.

(0–E)

Looking at great Zimbabwe, it is easy to describe: a hilltop fort below which is royal enclosure and a collection of ruined houses.

(1–...)

The first thought amongst Europeans was that no African people could have built it as building with stone was not known among the African peoples. Also, the inhabitants of the region were nomadic. They spent only a few years in one place and then moved on.

(2– ...)

The second mistake was assuming that cows and cattle had been the most important part of Zimbabwe's economy. In fact, Zimbabwe had been a trading center long before the first white man arrived. Traders visited Africa from the Middle east, India and China.

(3– ...)

With the rise of Islam in the Middle East, trade grew. Gold was needed in the Islamic cities. But gold was in short supply. Soon explorers were searching

the east coast of Africa looking for gold.

(4- ...)

But Zimbabwe was not an easy place to get to. Lying between 600 and 1200 metres above sea level, it could only be areas where mosquitos, which cause malaria, and tsetse flies, which cause sleeping sickness, were found.

(5- ...)

The local Africans decided to settle down and started putting up more permanent building and walls. The settlements grew and terraces and forts were built. Most surprising is the fact that not only were the building enormous, but they were found all over Zimbabwe.

(6- ...)

But trade wasn't everything in Great Zimbabwe's economy. Agriculture was also important, with cattle moving over great distances. The power of the rulers was supported by religion. Carvings of the sacred fish-eagle, to which all Zimbabweans looked for advice, were found on the walls of the royal palace.

(7- ...)

All we know is that for hundreds of years Great Zimbabwe dominated Southern Africa. Suddenly, for some unknown reason, the civilization came to an end. Possibly it was destroyed by an enemy, possibly by fire and drought. Today Great Zimbabwe remains an archaeological puzzle.

A Merchants traded manufactured goods for raw materials. Africans received mainly beads and cloth; the visitors left with minerals, slaves and ivory. They came from across the ocean long routes which had been known for thousands of years.

BHowever, the only reason few African stone buildings had been discovered was that Africans had no suitable stone to build with. Instead they used mud. But the area of Great Zimbabwe was covered with stone and it would have been natural to use it for building.

C Little is known about the people who lived in these buildings – the inhabitants of Great Zimbabwe – although they did leave records of the people they traded with. A painting in a Southern African cave shows four Persian merchants with beards, trousers and pointed hats.

D But Great Zimbabwe shows no regularity of shape. It wanders over the land with neither a square or a circle to be seen. The fort is heavily protected where it overlooks the valley but is unprotected on the other side. Walls start and stop for no reason. Passages lead nowhere. In short, it is an archaeologist's nightmare.

E The reports told of a ruined palace with massive walls, stone towers, statues and tombs, and above all unlimited supplies of gold. For a while the area was the center of a mini gold rush. It was only years later that archaeologists finally realised they had discovered the ancient city of Great Zimbabwe.

F The news they brought back was encouraging. Inland in Africa was a region where all that man could desire was freely available. More ships set sail and soon Great Zimbabwe was born.

G Modern Zimbabwe also boasts many thousands of cattle which graze on the plains around the ancient city. This modern industry provides the Zimbabwean economy with a large amount of income.

H The traders, however, found the journey worthwhile. The area had thousands of cattle and enormous supply of minerals. There was iron, copper and tin.

I But what was the Zimbabwean religion? No one can say for sure. Who were the rulers, the chiefs, the kings and queens of these people? We simply don't know and may never know.

TEST ON READING 3

Read the text and complete the exercises that follow:

The history of modern tourism began on 5 July 1841, when a train carrying 500 factory workers travelled from Leicester to Loughborough, twelve miles away, to attend a meeting about the dangers of alcohol.

The modest excursion was organized by Thomas Cook, a young man with

neither money nor formal education. His motive was not profit, but social reform. Cook believed that the social problems of Britain were caused by widespread alcoholism. Travel, he believed, would broaden the mind and distract people from drinking.

The success of Cook's first excursion led to others, and the success of the business was phenomenal. In 1851, Cook launched his own monthly newsletter, Cook's Exhibition Herald and Excursion Advertiser, the world's first travel magazine; by 1872, the newsletter was selling 100,000 copies a month and its founder was treated as a hero of the modern industrial age.

When Thomas Cook reached the age of sixty-three, there was still one challenge ahead of him: to travel round the globe. The idea of travelling "to Egypt via China" seemed impossible to most Victorians. Cook knew otherwise. In 1869 two things happened that would make an overland journey possible: the opening of the Suez Canal and the completion of a railroad network that linked the continent of America from coast to coast.

He set off from Liverpool on the steamship Oceanic, bound for New York.

Throughout his travels, his traditional views affected most of what he saw, including the American railroad system. Although impressed by its open carriages,

sleeping cars, on-board toilets and efficient baggage handling, he was shocked that men and women were not required to sleep in separate carriages.

Japan delighted him. It was a land "of great beauty and rich fertility", where the hotels served "the best roast beef we have tasted since we left England". Cook and his party toured the city of Yokohama in a caravan of rickshaws. "We created quite a sensation", he wrote.

Cook's love of Japan was equalled only by his hatred of China. Shanghai, the next port of call, offered "narrow and filthy streets" which were full of "pestering

and festering beggars'. After twenty-four hours there, Cook had seen enough. He travelled to Singapore and as he set off across the Bay of Bengal, Cook was full of confidence, feeling that he understood "this business of pleasure". But nothing he had seen in Shanghai could have prepared him for the culture shock of India.

"At the holy city of Benares we were conducted through centers of filth and obscenity", he wrote. From the deck of a boat on the Ganges he saw the people washing dead bodies, before burning them on funeral piles beside the river. He found these scenes "revolting in the extreme".

By the time Cook left Bombay for Egypt, he was showing signs of tiredness. On 15 February 1873, while crossing the Red Sea, he wrote to The Times that he would not travel round the world again. "After thirty-two years of travelling, with the view of making travelling easy, cheap, and safe for others, I ought to rest". In Cairo, he fell seriously ill for the first time.

Cook arrived home in England after 222 days abroad. Although he never attempted another world tour, he continued to escort parties of tourists to continental Europe throughout the 1870s, and did not cease his seasonal visits to Egypt until the late 1880s. He died in July 1892 at the age of eighty-three.

I. Identify the following sentences as True or False:

1. Cook organized his first tour in order to make some money.
2. He launched the world's first travel magazine in 1872.
3. The Suez Canal was opened in 1869.
4. He thought some aspects of the American railroad system were excellent.
5. He preferred China to Japan.
6. He fell ill towards the end of his round-the-world tour.
7. He handed the business over to his son when he was sixty-five.

II. The following place names are mixed up. Reorder the letters to find the words and write the place names in order that Cook visited them:

Bya fo Baglne Sapierogn Lerolovpi Crioa Egdnaln Rde Sae Ber

sean Bmoyab Shaiagnh Nwe Ykro

1. _____ 6. _____ 11. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

TEST ON READING 4

I. Read the text and list the key events mentioned for each of these periods:

a) ancient Greece b) the Romans c) early Christianity d) 17th and 18th centuries e) 19th century f) post-World War Two:

Footprints In the Sand of Time

I do it, you do it, even the ancient Greeks did it. Travelling for pleasure, travelling to experience new places and events, travelling to relax and get away from it all – in other words, tourism.

Ever since man first emerged from his cave-dwelling, it seems he felt the urge to travel. But tourism had to wait for the civilization of ancient Greece before it really got moving. The Olympic Games of 776 BC were the first international tourist event, with people travelling from many countries to watch and take part.

Of course, if you want to travel from A to B, a good road is always an advantage, and we have a lot to thank the Romans for here. During the heyday of the Roman Empire they built thousands of roads. Some of the first people to take advantage of these roads were religious travellers visiting cathedrals, shrines, or holy sites – the word “holiday”, after all, originally comes from “holy day”. Pilgrims like Geoffrey Chaucer would tell each other stories to entertain themselves on the road. Nowadays we have the in-flight movie – in medieval times they had the Canterbury Tales!

Gradually, more and more people caught the travel bug. At first it was the nobility who set out in the 17th and 18th centuries on their Grand Tours – an essential part of every young gentleman’s education. At the same time the upper classes were flocking to spa towns like Bath and Cheltenham. They also enjoyed the healthy pleasures of sea-bathing at Brighton and other resorts.

But it was development in transport that really opened up the tourist industry.

First there were stagecoaches and coaching inns. Then came steam, and suddenly the world was a smaller place. Steamboats crossed the English Channel, and railways stretched their iron webs across the civilized world. No sooner had the first railways been built in the 1830s than enterprising men like Thomas Cook in England began to exploit their potential by selling organized tours. With excursion across continental Europe, the building of hotels and resorts to cater for the tastes of the pleasure-seekers, and the introduction of hotel vouchers and traveller’s cheques, the tourist industry in its modern form was born. By the end of the 19th century the middle classes, and mass tourism was a reality. If the 19th century saw the birth of mass tourism, then the post-war years have witnessed its coming of age. Soon after the end of the Second World War, paid holidays became normal in Britain and many other countries. People now have more disposable income to spend on leisure time, and travel and tourism were available to the many rather than the elite few. Holiday camps sprang up, offering the masses an affordable accommodation-and-entertainment package. Television sets were appearing in more and more homes, bringing the attractions of distant lands into people’s living rooms. Package holidays abroad began to appear in the 1950s. But it wasn’t until the introduction of the first commercial jet airlines that the idea of foreign holidays really took off. In recent decades things have only got better for the tourist: faster and cheaper travel options, a wider range of suitable accommodation, more time and money to spend on their holidays. Tourism has come a long way from its distant, humble beginnings. So when you are next wandering along a sun-kissed foreign beach, sipping your cocktail, gazing at the sunset, and trying to forget your worldly cares, remember – you may be treading in the footprints of a 19th-century adventurer, a gentleman on his Grand Tour, a pilgrim or a crusader, or even a Roman soldier or an ancient Greek.

II. Read the text again and answer these questions:

1. What reasons are given to people wanting to travel?
2. Find four examples of improvements in transport
3. What were the Canterbury Tales?
4. What did Thomas Cook do?

5. Why was the introduction of hotel vouchers and traveller's cheques so important?

6. Why were holiday camps so popular?

7. What technical development helped the expansion of package holidays abroad?

III. Explain these expressions:

a) travelling to relax and get away from it all

b) more and more people caught the travel bug

c) the idea of foreign holidays really took off

d) trying to forget your worldly cares

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