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Ярославский государственный университет им. П. Г. Демидова  
Кафедра иностранных языков естественно-научных факультетов

## **АНГЛИЙСКИЙ ЯЗЫК**

### **Практикум по работе с текстом по специальности «История»**

*Рекомендовано*

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Практикум состоит из четырех частей, тематика которых соответствует темам, изучаемым студентами-историками на I и II курсах. В каждой части содержатся информационные и проблемные тексты по специальности для изучающего, поискового и ознакомительного чтения; лексические, грамматические упражнения, задания для обсуждения.

Предназначен для студентов, обучающихся по направлению 030600.62 История, цикл Б1 (дисциплина «Иностранный язык»), очной формы обучения.

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# Unit I

## Historical Science

### Text A

*1. Before you read the text answer the questions in writing:*

a. What did Herodotus write? b. What kind of written sources (источники) do you know? c. Why does a historian have to be careful when interpreting and recording (записывая) events? d. In what way did people record the events when they did not know writing? e. What is history? f. Does history study only (только) our past? g. What is oral (устная) history? h. What does archaeology study? i. How can archaeologists define (определить) the date of an object found?

*2. Scan through (read very quickly) the text and match the paragraphs with the questions in ex. 1.*

### Discovering the Past

1. What is history? In its broadest sense, history is the story of people – the study of our past. Some historians look at important events, such as wars and government, while others examine the lives of ordinary people. By understanding the past we may be able to gain a more balanced view of the present.

2. The basic aims of history are to record and explain our past. Historians look for evidence by researching a wide range of documents and records called historical sources. Primary sources are accounts written by people involved in events, and include wills, maps, letters and diaries. Historians look for evidence about people's beliefs from prayer books and religious documents and also rely on birth, death and marriage register and population surveys called censuses. Historians also search through secondary sources – studies of primary sources made at a later date, such as newspaper reports.

3. The first people to study history seriously were the ancient Greeks. In the 5<sup>th</sup> century BC, the Greek historian Herodotus (called the Father of History) set out to write an accurate record of the wars between the Greeks and the Persians to preserve the details of the time.

4. Texts are not always written on paper. Over the centuries, people have written on clay, bone, silk, metal, stone and wood. Some cultures which never developed writing have kept records in other ways. For example the advanced Inca civilization used knotted lengths of string, called quipus, to record information.

5. Oral history, passed on down by word of mouth from generation to generation, is an important source of information. In a very early period in the progress of man, and long before he was advanced enough to make use of letters, he felt the want of some resource to amuse his leisure in peacetime and to stimulate his courage in war. This need was supplied by epic songs, legends or ballads which, in one shape or another, are to be found among all the peoples in all parts of the world. It is largely through these old tales that we know something of the people whose stories the minstrels and bards told. They were practically the first to provide for historical accounts. Unconsciously they were handing down a historical record of their days, and, as archaeologists have found, the main outlines of these ancient stories are valid enough to be trusted and regarded as historically true. Such evidence often tells of migrations, exploration and great battles. Historians today record oral evidence onto tape and film.

6. Archaeology, the study of the physical remains of the past, is much more recent development; only beginning in a scientific way in the 18<sup>th</sup> century. Archaeologists study objects (artifacts), features (buildings) and ecofacts (seeds, animal and human bones). Artifacts such as pottery, glass and metal survive well, although they are often broken into many fragments. Objects made of organic materials, such as wood, leather and fabric, rarely survive—they quickly rot away.

7. When archaeologists discover a site they want to examine, they set up an excavation, or dig. They carefully remove layers of earth, recording even the smallest evidence of past human activity. The specific date of an object may be found by examining historical records or by comparing it with other similar finds whose date is known. There are also scientific techniques, such as radiocarbon dating which can be used to date object between about 40,000 years ago and AD 1500.

8. Interpreting the evidence is a fascinating part of a historian's job. It is important to note that all accounts of history are people's interpretations of events. Exaggeration, fading memory, not having all

the facts and bias (being influenced by a certain point of view) can influence the account. Historians also have to be careful that their own views and attitudes don't influence their interpretation of historical texts.

9. History is not just concerned with the long distant past. History is the story of our lives – what is new today will be history tomorrow. Change can be sudden and dramatic, with ideas and systems thought to be fixed quickly overturned.

3. *Read and translate the text A using the dictionary (paragraphs 2, 5, 8, 9 in written form)*

### Text Vocabulary Practice

4. *Group types of historical sources mentioned in the text in the charts below, learn them by heart.*

written sources	unwritten sources

primary	religious	secondary	archaeological

5. *Arrange the verbs from the text in the order a historian studies sources (see the chart), learn the verbs by heart; use the words from ex. 4 or text A to finish your sentences:*

compare record look at research explain search through interpret study look for preserve	A historian	1	looks for	documents
		2		
		3		
		4		
		5		
		6		
		7		
		8		
		9		
		10		

6. Consult the text and find the English equivalents for:

в самом широком смысле слова; простые люди; основные цели; большой объем документов; точный отчет о войнах; на протяжении веков; другими способами; из поколения в поколение; украшать свой досуг; в той или иной форме; неосознанно; достаточно обоснованные, чтобы им доверять; редко; слой земли; увлекательнейшая часть. *Make up sentences of your own with 8 expressions (choose), write them down.*

## Text Grammar

*Language focus*

### **Gerund**

**V + ing = Gerund**

**by + Gerund** = in Russian а) деепричастие (что делая?)

b) путем + существительное; c) с помощью + существительное;

d) посредством + существительное.

by + studying = **by studying** = in Russian а) изучая;

b) путем изучения; c) с помощью изучения;

d) посредством изучения

7. Write out **by + Gerund** examples from the text, translate them into Russian, add five examples of your own. Make up five sentences using **by + Gerund**, write and translate them.

*Language focus* **be + Infinitive**

*The basic aims of history are to record and explain our past.*

**are to record and explain** = in Russian заключаются (состоят) в том, чтобы записать и объяснить

8. Construct and write sentences choosing from suitable options in a, b, c, d. Translate the sentences into Russian (see the box above).

a	b	c	d
The main a) job of b) aim(s) of c) task(s) of	a hotel marketing manager	is	to find a cheap and comfortable flat.
	a Professor of history	are	to work hard and do a lot of reading.
	an overseas student	was	to research the breadth of history.
	a history student	were	to serve his lord.
	an archaeologist	will	to discover new lands and sea ways.
	a sea explorer	be	to find business for the hotel.
	a cruise ship captain		to find physical remains of the past.
	a knight		to guarantee ship's operation.

## Text discussion

9. Formulate the main idea(s) of each paragraph in English (see questions in ex. 1) and write them down.

### Text B

#### The «Father of History»

1. Restore the text of **Part I** (use the words and expressions from the box).

a) observation, b) materials, c) scheme, d) journey, e) clear, f) Persian subject, g) stay, h) upper rank, i) islands, j) time, k) estuary, l) shores

#### **Part I**

Herodotus (485-425), Greek historian, called the «Father of History», was born at Halicarnassus in Asia Minor. Herodotus was thus born a 1).....and as such he continued until he was 30 or 35 year of age.

The family of Herodotus belonged to the 2)..... of the citizens. It is 3).....from the extant work of Herodotus that he has devoted himself to the literary life. It is probable that from an early age he was interested in travels both in Greece and in the foreign countries. He traversed Asia Minor and European Greece, he visited all the most important 4)..... of the Archipelago – Rhodes, Cyprus, Delos, Crete, Aegina. He undertook the long and dangerous

5).....from Sardis to the Persian capital, Susa, visited Babylon, and the western 6).....of the Black sea – as far as the 7)..... of the Dnieper; he travelled in Scythia and in Thrace, explored the antiquity of Tyre, coasted along the shores of Palistine, and made a long 8)..... in Egypt. At all the more interesting sites he examined, he enquired, he made measurements, he accumulated 9)..... . Having in his mind the 10).....of his great work, he gave much 11).....to the elaboration of all its parts, and took care to obtain by personal 12).....a full knowledge of the various countries.

*2. Read and translate the text of **Part II** using the dictionary.*

### **Part II**

The great work of Herodotus has been called «a universal history», «a history of wars between the Greeks and the barbarians», and «a history of struggle between Greece and Persia». But these titles are too comprehensive. Herodotus, who omits wholly the histories of Phoenicia, Carthage and Etruria – three of the most important among the States existing in his day – cannot have intended to compose a «universal history», the very idea of which belongs to a later age.

He speaks in places as if his object was to record the wars between the Greeks and the barbarians; but as he omits the Trojan War, the wars connected with the Ionian colonization of Asia Minor and others, it is evident that he does not really aim at embracing in his narrative all the wars between Greeks and barbarians with which he was acquainted. Nor does it ever seem to have been his object to give an account of the entire struggle between Greece and Persia.

His intention was to write of a particular war – the great Persian war of invasion. In tracing the growth of Persia from a petty subject kingdom to a vast dominant empire, he has occasion to set out the histories of Lydia, Media, Assyria, Babylon, Egypt, Scythia, Trace; and to describe the countries and the people inhabiting them, their natural productions, climate, geographical position, monuments, etc.; while in noting the contemporary changes in Greece, he is led to tell of the various migrations of the Greek race, their colonies, commerce, progress in the arts, revolutions, internal struggles, wars with one another, legislation, religious tenets and the like.



### Test

3. *Choose the true continuation for each sentence.*

1. The idea of «universal history» belongs to a) Xenophon; b) later historians; c) Herodotus.

2. Herodotus' great work is connected with a) a history of wars between the Greeks and the barbarians; b) a history of struggle between Greece and Persia; c) a history of a particular war – the great Persian war of invasion.

3. In this text 'universal' means a) system of the sun and stars; b) general (history); c) history of university.

4. Herodotus devoted himself to studying a) Phoenicia, Carthage, Etruria; b) Persia as a great power; c) Scythia, Babylon, Assyria.

5. Tracing the history of Persia, Herodotus paid attention to a) geographical position, climate, the people inhabiting Lydia, Egypt, Media; b) describing all the wars between the Greeks and the barbarians; c) three of the most important states existing in his time.

6. The word 'subject' means in this text a) grammar term, b) something to be studied, c) under foreign government, not independent.

### Text Vocabulary Practice

4. *Write out the verbs (Parts I, II) connected with the process of Herodotus' work; translate them into Russian and learn by heart.*

### Text Discussion

5. *Write the explanation (in your own words) to a non-historian student why Herodotus was called the 'father of history'.*

### Discussion forum

6. *Write an article (20 sentences) headlined «Is not it exciting?» to excite (волновать, увлекать, пробуждать) people's curiosity (любопытство, любознательность) of historical science. Use information from texts A, B and the Internet.*

## Unit II

### Ancient World Legacy

#### *Greece, Rome, Egypt*

1. Before you read the text get information of the word 'legacy' from dictionaries.

**Legacy** is a) money or property you receive from someone after they die (Longman Active Study Dictionary);

b) anything left by will (Collins Gem English Dictionary)

2. What legacy (legacies) did the ancient Greeks leave? Choose from the box and write them out in the order of their importance.

agriculture, government, law, literature, philosophy, medicine, war, agriculture, history, education, science, drama, economy, religion, finance.
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1 \_\_\_\_\_, 2. \_\_\_\_\_, etc.

#### Text A

3. Scan through the text to find out a) Greek legacies. Fill in **Greek Legacies** column in the chart.

a) Greek Legacies	b) Proofs

#### **Greek Legacies**

The ancient Greeks have been described as perhaps the most restless, adventurous and creative people. They had an uncommon gift for cultural appropriation, acquiring ideas and practices and then elevating them to a new level of effectiveness. They were surprisingly successful in their wars against invaders. Greeks spilled more Greek blood over the centuries than any of their common foes. However, it was in the war of ideas that they won their greatest victories.

The classicist Edith Hamilton said that the Greeks of their golden age produced «art and thought that has never been surpassed and very rarely equaled, and the stamp of it is upon all of the art and all of the thought of the Western world.» But she lamented, «Of all that the Greeks did only a very small part has come down to us and we have no means of knowing if we have their best...Little is left of all this wealth of great art: the sculptures, defaced and broken into bits have crumbled away; the buildings are fallen; the paintings gone forever; of the writings, all lost but a very few. We have only the ruin of what was...» (from *The Greek Way*).

Experts have calculated that we have one bronze statue remaining for every thousand that once existed. Bronze was a precious metal and easily converted, in times of turmoil or economic hardship, into more practical things such as swords or plough shares.

Popular historian Charles Freeman writes that «The Greeks provided the chromosomes of western civilization» (from *The Greek Achievement*). That description is apt since chromosomes have long been described as the «building blocks» of life. In the case of the Greek heritage, the building blocks were supplied by a host of contributors.

The Trojan prophet Laocoon warned his countryman to «beware of Greeks bearing gifts». He was proven to be dead right after the big wooden horse was dragged inside Troy's city gates. But, in our case, we rejoice in the gifts the Greeks have brought, directly and indirectly, to us and our forefathers. Our system of government, our laws, our literature, the art we admire, the architecture we copy, the whole core of our philosophy, our religion, science, medicine, the Olympics, and so on. Western civilization rests firmly on ancient Greek footings.

It was the Greeks who took the art of writing out of the hands of the priests and scribes and made it available to the common people. And then, like most things they borrowed from other cultures, they put a distinctive Greek spin on it and made it better. As Plato noted in one of his *Dialogues* «whenever Greeks take anything from non-Greeks, they eventually raise it to a higher perfection».

The Greeks invented public theatre and became its greatest practitioners. Most teachers of Drama agree that four playwrights stand head and shoulders above all the rest. Three are Greek and only Shakespeare belongs in their company. And who can match Homer

for epic poetry, Pindar for lyric poetry, Thucydides for historical writing, Plato for insightful and incisive prose, Aesop for children's literature?

In the realm of architecture- bridges, churches, legislative buildings, libraries, universities, financial institutions, museums and art galleries- all have borrowed freely from Greek models. It is not without reason that four of the seven wonders of the ancient world were Greek creations. In the modern world columns and pediments with a Greek heritage show up everywhere, ranging from the Parliament buildings in Austria, to the Philadelphia Museum of Art, to the Pushkin Palace, to the Capitol building in Washington, the Lincoln Memorial, the Plaza de Espana in Seville, Spain. The Greeks were the first to establish a jury system and a democratic assembly. Some of their ancient coins are the most beautiful ever produced. Many can recall studying *The Elements of Geometry* by Euclid, a textbook used for more than two millennia.

The ancient Greek world may no longer exist but it continues to echo throughout our own. Figuratively, it has been absorbed within our bloodstream over the past several centuries. It was a revival of classical studies, in the 14th century in Italy, that sparked the Renaissance. Greek mythology provided European painters with a wealth of evocative subject matter. The Protestant Reformation drew inspiration from a re-examination of the New Testament, written originally in Greek. The 19th century British school system modeled itself on Greek examples (including a modified version of the Spartan boarding school). Architects such as Le Corbusier were influenced by Greek architectural masterpieces like the Parthenon.

The one domain in which ancient Greek society gets a failing grade is in the area of human rights. They lived in a world created from the perspective of an adult Greek male citizen. In this construction women were segregated and marginalized. Even Pericles warned in his famous funeral oration that the less women were seen or heard the better. The issue of slavery, common in that era, was never adequately acknowledged or addressed. Undoubtedly some slaves were well-treated by enlightened owners but slaves never rose above the status of property and many were physically and sexually exploited. Such is the dual nature of legacies.

4. Skim through the text and fill the **Proofs** column in the chart above.

5. Translate paragraphs 2, 3, 10 in written form.

### Text vocabulary practice

6. Consult the text and write: a) the words close in meaning to: enemy, heritage, to excel, sphere, present, to pull along, to vary between limits, to provide, to make better, heyday, ancestor, to break into small pieces, to express sorrow or regret, hard times, to be superior among the others; b) the Russian equivalents for: пролить кровь, зажигать, развить до совершенства, эксплуатировать, Возрождение, получить вдохновение, Новый Завет, шедевр, пророк, вспоминать.

### Text grammar

Language focus

#### The Emphatic construction

**It is (was) ... that (who)** is used to emphasize something. Translation begins with the words «**именно, как раз, только**».

E.g.: **It was** in Athens **that** democracy was born. Именно в Афинах возникла демократия.

It was Galileo who proclaimed that the sun was at the centre of universe. Именно Галилей провозгласил Солнце центром Вселенной.

7. Find sentences with the emphatic construction in the text and translate them.

8. Finish the sentences using the emphatic construction.

- a) It was the Greeks who...
- b) It was public theatre that...
- c) It was «The Elements of Geometry» by Euclid that...
- d) It was Greek mythology that ...
- e) It was the New Testament that ...
- f) It is three Greek playwrights who ...

## **Text Discussion**

*9. Mark the ideas that the text does not contain.*

- a) The Greeks were creative people.
- b) Great attention were paid to the education of boys in Greek schools.
- c) Three types of columns created by the Greeks are known as Classical orders.
- d) The new Testament was written originally in Greek.
- e) The Greeks were the first to separate medicine from religion.
- f) The greater part of the text is devoted to the Greek's contribution in sport.
- g) The great Greek playwrights were Sophocles, Euripides, Aeschylus.

*10. Comment, prove or develop the statements in written form.*

- a) The Greeks were excellent warriors.
- b) We know little of Greek cultural heritage.
- c) Western civilization is based on the Greek heritage.
- d) Four playwrights stand head and shoulders above the rest.
- e) Many modern architectural buildings are based on Greek design.
- f) «The Elements of Geometry» by Euclid was widely used.
- g) British school system was influenced by the Greek examples.
- h) Women did not have equal rights with men.
- i) Four of the Seven Wonders of the World were Greek creations.
- j) Greek legacies had dual nature.

## Text B

*1. Restore the text by filling in the gaps with the words given below.*

literature, learning, epic, elements, the language, equaled, the field, knew, advance, contribution, united, possible, triumphal, copies.

### **Roman Civilization**

Roman civilization had been called a mosaic of various ... . The foreign elements were both numerous and important – Egyptian, Punic, Greek. But there was a Roman element too, which cannot be ignored. In the whole range of literature Cicero's letters have rarely been ... ; Livy's history is a very great historical composition; Vergil's «Aeneid» is a national ... of great merit, glorifying the reign of law and order introduced by the Empire. In philosophy the Romans were not original, but Seneca and Marcus Aurelius interpreted in noble way the philosophy of Stoics, which was so attractive to the educated Romans.

Valuable as Latin literature is, however, the language in which that ... was written. It became, during the lifetime of the Empire, the language of several western provinces where it lives on to-day in various Romance languages. One of these Romance languages, Norman French, had an influence upon the English language profoundly. Further, Latin became ... of the medieval church throughout Europe, and it is still the language of one of the great branches of the Christian church. For more than a thousand years Latin was the language of medieval ... , a universal language, making international education really possible.

In science the Roman ... was large and important: Pliny the Elder wrote a «Natural History»; Galen became and for many centuries remained the leading authority in medicine, making large use of the experimental method.

In architecture the Romans made substantial ... over the Greeks. The Romans ... how to use stone and brick and cement in constructing a vault, dome, or half-dome. The ... arch, the most expressive symbol

of Roman's power was developed in its final form; our own arches are mere ... .

Rome's greatest original contribution was in ... of law and politics. Here were elements of the highest importance for the future history of Europe. One such element was the idea of unity. Roman unity made ... the early and rapid spread of Christianity and later in the papacy, which ... in the Christian family all the peoples of Western Europe.

### Discussion forum

1. *Choose between two quotations:*

«The Greeks provided the chromosomes of western civilization». (Ch. Freeman)

«Whenever the Greeks take anything from non-Greeks, they eventually raise it to a higher perfection». (Plato) *and write an article about **Greek Legacies** for a historical magazine that starts with the quotation chosen by you. (10 – 15 sentences)*

2. *Answer the question: What Greek and Roman legacy (legacies) is (are) used now? Illustrate the answers by giving examples in writing.*

### Text C

1. *Before you read the text answer the following questions in writing.*

1. Have you ever taken part in the archeological excavations?
2. When and where did the excavations take place?
3. What organization was responsible for its organizing?
4. Who was its sponsor, if any?
5. What was the aim of the expedition?
- 6 Who participated in it?
7. What instruments did you use?
8. What was the course of the expedition?
9. What were its results?
10. What experience have you got?



2. *Scan through texts C and D and write what unites and differs them.*

### **HEMIUN VERSUS AL-MA'MUN**

Al-Ma'mun, the first known burglar of the Cheops Pyramid, didn't find the pharaoh's treasures. But, apparently, the fabulously rich caliph of Baghdad wasn't out for them. He was urged by the legends on the unusual things which were hidden within the pyramid – the wonderful glass which could be bent without cracking, miracle-working potions and iron that didn't rust. And most of all he was drawn by the hope to decode the flint «wisdom boards» of the innermost knowledge of the Old Kingdom. Or, maybe, obsessed with pride he wished to outwit the prejudice – «death will take the one who violates the pharaoh's peace»?

The medieval Arab chronicle called Al-Ma'mun's men the «ants». They had many times walked around the biggest pyramid, hoping in vain to find the entrance. However, the slabs of limestone were so closely stuck together that it was impossible to stick the slim blade of a sword between them. Then the «ants» started to break into the mountain of stone with the aid of fire and cold vinegar. Months went by. It was an uphill job. Ten, twenty, thirty paces were passed. How much more excavating had to be done. But it was a blind alley – the shaft proved to be a well. They climbed up but came up against a shutter. They managed to make their way through a wall and found themselves in a spacious gallery leading both upwards and downwards. The well-polished floor gave them hope. Suddenly the light of their torches was reflected in the polished walls of a spacious hall. They saw a stone sarcophagus. There was no mummy or any treasures. Did someone forestall them? But how did they get in? Al-Ma'mun's men walked all over the chamber of Cheops again and again and became convinced that they were the first perpetrators of the place.

The ruler decided, that the «ants» deserved some reward as he had promised them. Tradition has it that in the stillness of midnight the caliph himself deposited gold items from his fabulous riches inside the pyramid and in the morning the stone-cutters camp was raving from the long-awaited news that the treasures had been found! Only the

caliph himself was pensive amidst the general merriment. He realized what was the main thing – the ways he had discovered led away from the pharaoh rather than towards him.

Al-ma'mun lost out to the builder of the pyramid, Hemun, by acting according to the scenario planned by the architect.

And all the other seekers and explorers used the same false inroads later on.

### *3. Read and translate the text using the dictionary*

#### **Text vocabulary practice**

#### *4. Learn the synonyms to the following words:*

**Burglar** – robber, thief; **treasure** – riches, wealth; **wonderful** – beautiful, amazing; **violate** – disturb, break; **aid** – help; **spacious** – large, roomy; **decode** – decipher; **reward** – give a present; **pensive** – sad, unhappy; **in vain** – uselessly, unsuccessfully; **to excavate** – to unearth, to dig out.

#### *5. Find in the text and write the English equivalents for:*

Одержимый, лезвие меча, укус, баснословные богатства, тяжелый труд, говорить восторженно, чудодейственные лекарства, факел, нарушитель, наткнуться на преграду, тупик, плиты известняка, кремневые дощечки.

*Make up sentences with the expressions and write them down.*

#### **Text Discussion**

#### *6. Mark true (t) and false (f) statements. Correct the false information.*

1. It was Al-ma-mun who found the pharaoh's treasures.
2. According to the legend the treasures contained unusual things as well as knowledge of the Old Kingdom.
3. He had no intention to violate the pharaoh's peace.
4. Many times his men tried to find the entrance to the pyramid but in vain.
5. After a lot of attempts they gave up the idea.

6. They excavated the way without making use of any means to help them.
7. They found themselves in a spacious hall with treasures.
8. There was no sarcophagus there.
9. The next day the excavators saw pieces of gold inside the pyramid.
10. Nobody knew where the riches had come from.
11. Al-ma-mun still believed he had chosen the right way to the pharaoh.
12. Al-ma-mun lost out to the builder of the pyramid Hemiun by acting according to his plan.

*7. Rearrange words to ask questions. Write down the questions and your answers.*

1. Al- ma- mun, did, to, pyramid, want, in, What, find, the?
2. men, Why, call, his, the, «ants», the, did, chronicles?
3. break, of, instruments, the, they, mountains, to, did, What, through, stone, use?
4. see, the, Where, sarcophagus, burglars, the, stone, did?
5. any, Were, it, treasures, there, inside?
6. workers, reward Al-ma-mun How his, did?
7. builder, loose, Al- ma- mun, to, Why, Hemiun, out, did, the?

### Text D

*1. Read and translate the text using the dictionary (paragraphs 2, 3 in written form )*

#### **Probing the chambers of Cheops**

*Space-age technology reveals a 4,600-year-old wooden boat*

Recently, under the orange glow of a crescent moon, a small group of scientists gathered expectantly at an archaeological site south of the Great Pyramid of Cheops at Giza, just outside Cairo. They did not carry hand picks or shovels. Instead, they watched a TV monitor as a miniature camera was lowered into a narrow hole in the ground. When the video image flickered to life, the group gasped. There before them, inside a chamber that had been sealed 4,600 years ago, lay the dismantled timbers of a wooden ship. The archaeologists

immediately recognized it as the long-sought companion to the famous royal ship of Cheops that now resides in a Giza museum.

The dramatic find was a triumph of space-age technology and archaeological investigation. The existence of the sister ship had been suspected since 1954, when, the first vessel was discovered near the tomb of the Fourth Dynasty Pharaoh Cheops, or Khufu. Work at the new site began two weeks ago. The trick was to probe the chamber without disturbing the interior – including the 4,600-year-old air that might reveal secrets of the ancient atmosphere.

Bob Moores, a Black & Decker engineer who helped design a lunar-surface drill for the Apollo program, mated one of his company's drills with an ingenious air-lock seal. An industrial vacuum cleaner at the site sucked the dust from around the hole once the drilling got under way. To see inside the vault, technicians modified a miniature remote-controlled video camera so it could be inserted into, the 3,5-in.-wide entrance hole. The camera, originally designed to probe the interior of nuclear reactors, provided fiber-optic light without introducing any heat into the chamber. Over the site was a makeshift scaffold and the flags of Egypt and the National Geographic Society, the principal sponsor of the \$250,000 project.

For three days the scientists drilled, an inch at a time. Last Monday morning, 62 in. into the porous limestone, the carbide-tipped drill broke through. Pieter Tans, a research scientist from the University of Colorado in Boulder, filled six canisters with 159 quarts of air drawn from the chamber. He also took a sniff. Said Tans: «I did not smell history. I didn't smell anything, except maybe staleness.»

The inside of the chamber remained a mystery until early the next morning, when the video camera was finally lowered into place. What the scientists saw on the monitor looked like a pile of lumber under reed matting. Even so, recalled Tans, «as soon as we saw it, we knew it was a boat.» Tohamy Mahmoud AH, an Egyptian worker who had helped excavate the first vessel, broke into excited Arabic as he recognized the disassembled ship lying in its narrow pit. At one end were several upright pieces, perhaps parts of the prow.

Since there are no immediate plans to excavate the ship, the scientists resealed the entrance hole after meticulously filming every inch of the chamber for later study and mapping. Using a special zoom lens, they filmed everything from the markings on the walls to the

lengths of the boat's cedar planks. From the film, archaeologists hope to determine the size of the ship – and perhaps even discover clues to its purpose. Some scholars believe the vessels were intended to carry the spirits of the dead on their eternal journey around the earth with the sun-god Ra. They disagree, though, about whether they are so-called solar boats built for the daytime sojourn across the sky or ships intended for the nighttime voyage through the underworld. Still others speculated that they were simply funerary boats used to ferry Cheops' body down the Nile for burial. Whatever the purpose, Egyptian officials must now decide how to display their new, but still untouched, vessel.

### **Text vocabulary**

*2. Match the words which are close in their meaning*

excited	arched roof
interior	to display
to design	surprised
to reveal	the inside of
sojourn	stay for a time
vault	to prepare a plan

*3. Find the words in the text which mean the following:*

to investigate, to examine thoroughly; structure put up around a building which is being erected or prepared; burn or shine unsteadily; carefully, exactly; roughly prepared wood; an instrument with a pointed end for making holes in hard substances.

*4. Write the English equivalents for:*

исследовать комнату (помещение), всасывать пыль, модифицировать (усовершенствовать) видеокамеру, вставлять камеру в отверстие, обеспечить свет, заполнить канистры, опустить камеру, смотреть на монитор, заснять все на камеру, запечатать вход.

### **Text Discussion**

*5. Find in the text answers to the questions 2, 3, 4, 5, 6, 7, 8, 9 from exercise 1 page 16, condense the information found and write it down.*

6. Find in the Internet information on other excavations in the Nile valley (see the questions from exercise 5). Write down the answers.

### **Discussion Forum**

7. Write an article to a historical magazine about different methods of excavations. (Add the information from Text A paragraph 7 page 4). Headline your article.

## **Unit III**

### **GLIMPSES OF HISTORY OF BRITAIN**

#### **Text A**

#### **THE CELTS**

1. Scan through (read very quickly) the text, close the text-book and write the answer to the question: what do you know about the Celts?

2. Read and translate the text using the dictionary.

1. Around 700 BC, a group of people began to arrive to Britain. Many of them were tall, and had fair or red hair and blue eyes. These were the Celts, who probably came from Central Europe or further east, from southern Russia, and had moved slowly westwards in earlier centuries. The Celts were technically advanced. They knew how to work with iron, and could make better weapons than the people who used bronze. It is possible that they drove many of the older inhabitants westwards into Wales, Scotland and Ireland. The Celts began to control all the lowland areas of Britain, and were joined by new arrivals from the European mainland. They continued to arrive in one wave after another over the next seven hundred years.

2. The Celts are important in British history because they are the ancestors of many of the people in Highland Scotland, Wales, Ireland, and Cornwall today. The Iberian people of Wales and Cornwall took on the new Celtic culture. Celtic languages, which have been continuously used in some areas since that time, are still spoken. The

British today are often described as Anglo-Saxon. It would be better to call them Anglo-Celt.

3. Our knowledge of the Celts is slight. As with previous groups of settlers, we do not even know for certain whether the Celts invaded Britain or came peacefully as a result of the lively trade with Europe from about 750 BC onwards. At first most of Celtic Britain seems to have developed in a generally similar way. But from about 500 BC trade contact with Europe declined, and regional differences between northwest and southeast Britain increased. The Celts were organized into different tribes, and tribal chiefs were chosen from each family or tribe, sometimes as the result of fighting matches between individuals, and sometimes by election.

4. The last Celtic arrivals from Europe were the Belgic tribes. It was natural for them to settle in the southeast of Britain, probably pushing other Celtic tribes northwards as they did so. At any rate, when Julius Caesar briefly visited Britain in 55 BC he saw that the Belgic tribes were different from the older inhabitants. «The interior is inhabited», he wrote, «by peoples who consider themselves indigenous, the coast by people who have crossed from Belgium. Nearly all of these still keep the names of the [European] tribes from which they came».

5. The Celtic tribes continued the same kind of agriculture as the Bronze Age people before them. But their use of iron technology and their introduction of more advanced ploughing methods made it possible for them to farm heavier soils. However, they continued to use, and build, hill-forts. The increase of these, particularly in the southeast, suggests that the Celts were highly successful farmers, growing enough food for a much larger population.

6. The hill-fort remained the centre for local groups. The insides of these hill-forts were filled with houses, and they became the simple economic capitals and smaller «towns» of the different tribal areas into which Britain was now divided. Today the empty hill-forts stand on lonely hill-tops. Yet they remained local economic centres long after the Romans came to Britain, and long after they went. Within living memory certain annual fairs were associated with hill-forts. For example, there was an annual September fair on the site of a Dorset hill-fort, which was used by the writer Thomas Hardy in his novel *Far from the Madding Crowd*, published in 1874.

7. The Celts traded across tribal borders and trade was probably important for political and social contact between the tribes. Trade with Ireland went through the island of Anglesey. The two main trade outlets eastwards to Europe were the settlements along the Thames River in the south and on the Firth of Forth in the north. It is no accident that the present-day capitals of England and Scotland stand on or near these two ancient trade centres. Much trade, both inside and beyond Britain, was conducted by river and sea. For money the Celts used iron bars, until they began to copy the Roman coins they saw used in Gaul (France).

8. According to the Romans, the Celtic men wore shirts and breeches (knee-length trousers), and striped or checked cloaks fastened by a pin. It is possible that the Scottish tartan and dress developed from this «striped cloak». The Celts were also «very careful about cleanness and neatness», as one Roman wrote. «Neither man nor woman,» he went on, «however poor, was seen either ragged or dirty».

9. The Celtic tribes were ruled over by a warrior class, of which the priests, or Druids, seem to have been particularly important members. These Druids could not read or write, but they memorized all the religious teachings, the tribal laws, history, medicine and other knowledge necessary in Celtic society. The Druids from different tribes all over Britain probably met once a year. They had no temples, but they met in sacred groves of trees, on certain hills, by rivers or by river sources. We know little of their kind of worship except that at times it included human sacrifice.

10. During the Celtic period women may have had more independence than they had again for hundreds of years. When the Romans invaded Britain two of the largest tribes were ruled by women who fought from their chariots. The most powerful Celt to stand up to the Romans was a woman, Boadicea. She had become queen of her tribe when her husband died. She was tall, with long red hair, and had a frightening appearance. In AD 61 she led her tribe against the Romans. She nearly drove them from Britain, and she destroyed London, the Roman capital, before she was defeated and killed. Roman writers commented on the courage and strength of women in battle, and leave an impression of a measure of equality between the sexes among the richer Celts.



## Text vocabulary practice

### 1. Match the words from the text with their definitions.

- |               |   |
|---------------|---|
| 1) indigenous | a) without a pause or interruption  |
| 2) inhabitant | b) a two-wheeled vehicle that was used in ancient times for racing and fighting |
| 3) ancestors  | c) modern and well developed  |
| 4) continuous | d) happening or existing before   |
| 5) annual     | e) people who lived a long time ago   |
| 6) chariot    | f) happening every year   |
| 7) advanced   | g) a person or animal living in a particular place                              |
| 8) previous   | h) happening in an active way   |
| 9) lively     | i) naturally existing in a place or country                                     |

### 2. Find in the text and write synonyms to the following words:

little, insignificant; to attack, to penetrate; continent; chief, principal; mighty; to conquer, to beat; alike, analogous; to stay, to continue; especially; to dwell, to live, to populate; to weaken, to decay.

### 3. Translate the following words and phrases, consult the dictionary if necessary:

probably, it is possible, it would be better, for certain, as a result, at any rate, nearly, however, yet, it is no accident, both ... and, either ... or, neither ... nor, according to, at times.

### Use the phrases in sentences of your own. Write them down.

### 4. Find in the text and write the English equivalents for:

технически продвинутые; в западном направлении; волна за волной; предки; принимать новую культуру; непрерывно, постоянно; недостаточный, скудный; наверняка; оживлённая торговля; подобным образом; считать себя местными (коренными жителями); во всяком случае, по меньшей мере; увеличение; оставаться центром; ежегодные ярмарки; границы племён; торговые выходы; настоящая, современная столица; как внутри, так и за пределами Британии; вести торговлю; другие знания, необходимые в кельтском обществе; противостоять; выгонять кого-либо откуда-либо; мужество и сила; оставлять впечатление

## Text discussion

5. *Headline each paragraph of the text.*
6. *Formulate the main ideas of the paragraphs and write them down.*

### Discussion Forum

7. Britain was an object for many invaders who came to conquer, raid, plunder or settle from 55 BC to the 11<sup>th</sup> century AD. *Search the Internet to find interesting facts about them and report on the information found in the form of an essay, study map, map or chart.*

## Text B

### WHO SHOULD BE KING? (THE PREDECESSORS)

1. *Scan through (read very quickly) the text and fill in the chart:*

king's name	king's origin	dates	king's activity

By 950 England seemed rich and peaceful again after the troubles of the Viking invasion. But soon afterwards the Danish Vikings started raiding westwards. The Saxon king, Ethelred, decided to pay the Vikings to stay away. To find the money he set a tax on all his people, called *Danegeld*, or «Danish money». It was the beginning of a regular tax system of the people which would provide the money for armies. The effects of this tax were most heavily felt by the ordinary villagers, because they had to provide enough money for their village landlord to pay Danegeld.

When Ethelred died Cnut (or Canute), the leader of the Danish Vikings, controlled much of England. He became king for the simple reason that the royal council, the Witan, and everyone else, feared disorder. Rule by a Danish king was far better than rule by no one at

all. Cnut died in 1035, and his son died shortly after, in 1040. The Witan chose Edward, one of Saxon Ethelred's sons to be king.

Edward, known as «the Confessor», was more interested in the Church than in kingship. Church building had been going on for over a century, and he encouraged it. By the time Edward died there was a church in almost every village. The pattern of the English village, with its manor house and church, dates from this time. Edward started a new church fit for a king at Westminster, just outside the city of London. In fact Westminster Abbey was a Norman, not a Saxon building, because he had spent almost all his life in Normandy, and his mother was a daughter of the duke of Normandy. As their name suggests, the Normans were people from the north. They were the children and grandchildren of Vikings who had captured, and settled in, northern France. They had soon become French in their language and Christian in their religion. But they were still well known for their fighting skills.

Edward only lived until 1066, when he died without an obvious heir. The question of who should follow him as king was one of the most important in English history. Edward had brought many Normans to his English court from France. These Normans were not liked by the more powerful Saxon nobles, particularly by the most powerful family of Wessex, the Godwinsons. It was a Godwinson, Harold, whom the Witan chose to be the next king of England. Harold had already shown his bravery and ability. He had no royal blood, but he seemed a good choice for the throne of England.

Harold's right to the English throne was challenged by Duke William of Normandy. William had two claims to the English throne. His first claim was that King Edward had promised it to him. The second claim was that Harold, who had visited William in 1064 or 1065, had promised William that he, Harold, would not try to take the throne for himself. Harold did not deny this second claim, but said that he had been forced to make the promise, and that because it was made unwillingly he was not tied by it.

Harold was faced by two dangers, one in the south and one in the north. The Danish Vikings had not given up their claim to the English throne. In 1066 Harold had to march north into Yorkshire to defeat the Danes. No sooner had he defeated them than he learnt that William

had landed in England with an army. His men were tired, but they had no time to rest. They marched south as fast as possible.

Harold decided not to wait for the whole Saxon army, the *fyrð*, to gather because William's army was small. He thought he could beat them with the men who had done so well against the Danes. However, the Norman soldiers were better armed, better organised, and were mounted on horses. If he had waited, Harold might have won. But he was defeated and killed in battle near Hastings.

William marched to London, which quickly gave in when he began to burn villages outside the city. He was crowned king of England in Edward's new church of Westminster Abbey on Christmas Day, 1066. A new period had begun.

### **Text vocabulary practice**

1. *Match the words from the text with their definitions.*

- |               |   |
|---------------|---|
| 1) invasion   | a) a large house in the country with land belonging to it   |
| 2) to capture | b) to say that something is not true  |
| 3) manor      | c) a right to have something or get something from someone  |
| 4) to give up | d) a person who will legally receive money, property or a title from another person, especially an older member of the same family, when that other person dies |
| 5) to deny    | e) entering and taking control of another country by force  |
| 6) claim      | f) to take something into your possession by force  |
| 7) to defeat  | g) being a king   |
| 8) kingship   | h) to stop doing something  |
| 9) heir       | i) to win a victory over someone in a fight, war or competition   |

2. *Find in the text and write the synonyms to the following words:*

confusion, chaos; results; especially; entire; mighty; courage; go after, succeed; to make smb. do smth.; to give; to supply; reluctantly; ability; soon after; to keep aside.

3. *Find in the text and write the English equivalents for:*

по той простой причине; как можно быстрее; судя по их имени (названию); контролировал большую часть Англии; которые так хорошо выступили против...; бесспорный наследник; умение сражаться; коронованный король; быстро сдались; королевская

кровь; казался хорошим претендентом; перед ним стояли две угрозы; не отказались от своей претензии на английский трон; церковь, подходящая для короля; боялся беспорядков; фактически; правление.

*4. Fill in the gaps with appropriate words from the text. Do it in written form.*

1. The tax «Danish money» was imposed on people to collect money for ... .
2. The royal council, the «Witan», feared ... .
3. Rule by a Danish king was much better than rule by ... at all.
4. The English village of that time had ... and ... .
5. They (the Normans) were known for their fighting ... .
6. Harold had no royal ... .
7. Harold's right to the English throne was challenged by ... .
8. William had two ... to the English throne.
9. It was the second William's claim that Harold didn't ... .
10. Harold said that he didn't feel tied by his promise because it was made ... .

### **Text discussion**

*5. Match the question words from the box with the questions. Answer the questions in written form.*

What (5) Who (3) Whom (1) How (2) How many (1) Why (1)

1. ... did the Saxon king, Ethelred, manage to find money to pay the Vikings to stay away?
2. ... were the effects of this tax most heavily felt by?
3. ... did it happen that Cnut became king?
4. ... was Edward the «Confessor» more interested in?
5. ... kind of church was Westminster Abbey?
6. ... were the Normans?
7. ... were they well known for?
8. ... question was one of the most important in English history?
9. ... did the Witan choose to be the next king of England?

10. ... else challenged Harold's right to the English throne?
11. ... claims did William have to the English throne?
12. ... did Harold have to march north in 1066?
13. ... happened near Hastings?

6. *Make up a chart showing the succession of the English kings from 950 up to 1066.*

### Text C

## WILLIAM THE CONQUEROR

1. *Restore the text (use the words and expressions from the box)*

a roundabout way, were eager to invade, put an end, resistance, defeated, able to cross, to recover, the decisive one, was crowned, had been exhausted, hoped to terrify, join it

1. Harold II was an accomplished soldier, but he could not do much when in autumn of 1066 his kingdom was invaded by two powerful armies. In September 1066 he ... and killed Harald Hardrada in the battle at Stamford Bridge. Immediately after that his tired men had to march about 400 kilometres southwards to fight with the Norman army.

2. William was well prepared for the campaign. Normandy was but a small duchy, and William's army was not very large. So he invited foreign soldiers to ... . Many men from France and Flanders ... such wealthy country as England. By August 1066 William was ready to sail, but the winds of the English Channel were against him, and his army was ... it only two months later.

3. William was lucky to start an invasion when one of his rivals, Harald Hardrada, had already been killed and the other Harold II ... . Harold II got the news of the Norman invasion on 1 October. Fourteen days later, after a forced march from York to Kent, he met William of Normandy at Senlac Hill, nine kilometers from Hastings. William, whose troops had landed at Pevensey, in Sussex, was marching to London, and Harold II was to stop the Norman army at any cost.

4. The first battle of the Norman conquest fought on 14 October turned to be .... William fought and killed the exhausted King Harold, and so ... to Anglo-Saxon rule in England. On the very spot where

Harold and his men made their last stand the Norman conqueror built Battle Abbey to commemorate his great victory.

5. It was a hard time for England. As William marched slowly by ... to London, his men plundered the Saxon villages so terribly that it took them many years ... . The Norman soldiers searched everywhere for food and all the things that an army needed. Villagers, flying in terror to the woods, saw their cattle driven off, their stored food and hay carted away, and their houses burnt. This was the way in which William ... the English into submission.

6. The Battle of Hastings left William victor and Harold dead. With no leader, further English ... was useless. The English barons submitted to William, and on Christmas day, 1066, William ... king of England by the Archbishop of York in Westminster Abbey.

### **Text vocabulary practice**

2. *Find in the text and write the English equivalents for:*

военный поход; стремились; любой ценой; повсюду искали еду; высадились; видели, как угоняли их скот; дальнейшее сопротивление; на том самом месте; оказалась решающей; потребовалось много лет; сразу после; было всего лишь маленьким герцогством; в направлении на юг; коронованный король; окружной путь; дальнейшее сопротивление.

3. *Find in the text and write the synonyms to:*

a fight; to frighten, to scare; to look for; tired out; rich; an opponent, a competitor; talented, skilled; to enlist, to participate; to rob, to steal; invasion, occupation; to surrender.

### **Text discussion**

4. *Arrange the items of the plan in a logical order (each item corresponds to one paragraph).*

- a) The start of the invasion.
- b) Two challengers for Harold II.
- c) England's submission.
- d) Before the beginning of the campaign.
- e) Terrible times for England.
- f) The decisive battle.

5. *Make a chart or a diagram of any kind to display the dates, the names, the geographical places mentioned in the text and the events which took place there.*

6. *Condense the information of text C and write your own story of William's invasion using the plan of exercise 4.*

### Text D **Subjugation of the Country**

1. *Before reading the text answer the following questions:*

1. How did the Norman army behave in England after the conquest?

2. Do you think all Saxon lords accepted William immediately? What kind of welcome did William receive?

3. In what way did William distribute land between the nobles?

4. What are basic principles of feudalism?

5. What is the «Domesday» Book?

2. *Read the text to find the answers to the questions from ex.1; condense the information you've got and write the answers down.*

William the Conqueror's coronation did not go as planned. When the people shouted «God Save the King» the nervous Norman guards at Westminster Abbey thought they were going to attack William. In their fear they set fire to nearby houses and the coronation ceremony ended in disorder.

Although William was now crowned king, his conquest had only just begun, and the fighting lasted for another five years. There was an Anglo-Saxon rebellion against the Normans every year until 1070. The small Norman army marched from village to village, destroying places it could not control, and building forts to guard others. It was a true army of occupation for at least twenty years. The north was particularly hard to control, and the Norman army had no mercy. When the Saxons fought back, the Normans burnt, destroyed and killed. Between Durham and York not a single house was left standing, and it took a century for the north to recover.



Few Saxon lords kept their lands and those who did were the very small number who had accepted William immediately. All the others lost everything. By 1086, twenty years after the arrival of the Normans, only two of the greater landlords and only two bishops were Saxon. William gave the Saxons lands to his Norman nobles. After each English rebellion there was more land to give away. His army included Norman and other French land seekers. Over 4000 Saxon landlords were replaced by 200 Norman ones.

William the Conqueror had governed England and Normandy by travelling from one place to another to make sure that his authority was accepted. He, and the kings after him, raised some of the money they needed by trying cases and fining people in the royal courts. The king's «household» was the government, and it was always on the move. There was no real capital of the kingdom as there is today. Kings were crowned in Westminster, but their treasury stayed in the old Wessex capital, Winchester. When William and the kings after him moved around the country staying in towns and castles, they were accompanied by a large number of followers. Wherever they went the local people had to give them food and somewhere to stay. It could have a terrible effect. Food ran out, and prices rose.

William organised his English kingdom according to the feudal system which had already begun to develop in England before his arrival. The basis of feudal society was the holding of land, and its main purpose was economic. The central idea was that all land was owned by the king but it was held by others, called «vassals», in return for services and goods. The king gave large estates to his main nobles in return for a promise to serve him in war for up to forty days. The nobles also had to give him part of the produce of the land. The greater nobles gave part of their lands to lesser nobles, knights, and other «freemen». Some freemen paid for the land by doing military service, while others paid rent. The noble kept «serfs» to work on his own land. These were not free to leave the estate, and were often little better than slaves.

There were two basic principles to feudalism: every man had a lord, and every lord had land. The king was connected through this «chain» of people to the lowest man in the country. At each level a man had to promise loyalty and service to his lord. This promise was usually made with the lord sitting on his chair and his vassal kneeling

before him, his hands placed between those of his lord. This was called «homage», and has remained part of the coronation ceremony of British kings and queens until now. On the other hand, each lord had responsibilities to his vassals. He had to give them land and protection.

If the king did not give the nobles land they would not fight for him. Between 1066 and the mid-fourteenth century there were only thirty years of complete peace. So feudal duties were extremely important. The king had to make sure he had enough satisfied nobles who would be willing to fight for him.

William gave out land all over England to his nobles. By 1086 he wanted to know exactly who owned which piece of land, and how much it was worth. He needed this information so that he could plan his economy, find out how much was produced and how much he could ask in tax. He therefore sent a team of people all through England to make a complete economic survey. His men asked all kinds of questions at each settlement: How much land was there? Who owned it? How much was it worth? How many families, ploughs and sheep were there? And so on. This survey was the only one of its kind in Europe. Not surprisingly, it was most unpopular with the people, because they felt they could not escape from its findings. It so reminded them of the paintings of the Day of Judgement, or «doom», on the walls of their churches that they called it the «Domesday» Book. The name stuck. The Domesday Book still exists, and gives us an extraordinary amount of information about England at this time.

### **Text vocabulary practice**

*3. Match the words from the box with their definitions.*

1. to replace, 2. survey, 3. guard, 4. to recover, 5. mercy,  
6. estate, 7. property, 8. rent

a) a person or group of people whose job is to protect a person, place or thing from danger or attack

b) kindness and forgiveness shown towards someone you have authority over

- c) to get back something lost like health, ability, possessions, etc.
- d) to put something or somebody in the place of something or someone else
- e) an object or objects that belong to someone
- f) a fixed amount of money that you pay regularly for the use of someone else's property
- g) a large area of land in the country which was owned by a lord and his family
- h) an examination of something made by asking people questions

4. *Fill in the gaps with the words from the box on page 34. Translate the sentences.*

1. «The changing of ... «is a ceremony held outside Buckingham Palace in London when one set of soldiers ... the soldiers who have finished their time on duty outside the palace.

2. You always have to be on your ... against pickpockets in this country.

3. Poor people are increasingly *at the* ... of money-lenders.

4. Tourism ... agriculture as the nation's main industry.

5. The basis of the manorial system was the exchange of land for labour but there were always differences in the way the system worked between one ... and another, one region and another, and between one period and another.

6. Henry and Cromwell made a careful ... of Church ..., the first properly organised tax ... since the Domesday Book 450 years earlier.

7. Most landlords obtained their income directly from the home farm, and also from letting out some of their land in return for ... in crops or money.

5. *Find in the text and write the English equivalents for:*

отдавать, раздавать; немедленно; назначать; верный; предотвращать, не дать; потребовалось столетие; настоящая оккупационная армия; поджигать; принимать, признавать; могущественный; прибытие; с другой стороны; убедиться; не удивительно; один в своём роде; напоминать; военная служба; служить до сорока дней; до сегодняшнего дня; таким образом; по крайней мере; длиться.

## Text discussion

### 6. Answer the «why»- questions

1. Why did the coronation ceremony end in disorder?
2. Why wasn't William's conquest over with his crowning?
3. Why did it take a century for the north to recover?
4. Why few Saxon lords keep their lands?
5. Why did William the Conqueror keep travelling from one place to another during his rule?
6. Why did William send a team of his men all through England?
7. Why were the people afraid or reluctant to give answers?
8. Why is the Domesday Book still important for the English?

### Discussion Forum

7. Search the Internet to find information on the history of Great Britain after the 11<sup>th</sup> century and write down its outline.

## Unit IV

### Higher Education in Great Britain

#### Text A

1. Before you read the text answer the question in writing (10 sentences). What do you know about the United Kingdom of Great Britain and Northern Ireland (geographical position, population, language, natural resources, industry, political system, capital, etc.)?

2. Scan through (read very quickly) the text «British Universities» and choose the headline for each paragraph:

- a) administration of universities,
- b) popular universities,
- c) number of British universities,
- d) university qualifications,
- e) redbrick universities,
- f) grants and fees,
- g) elite universities

#### British Universities

1. There are more than forty universities in Britain, of which 36 are in England, 8 in Scotland, 2 in Northern Ireland and 1 in Wales.

2. The two oldest universities in England are Oxford and Cambridge, Oxbridge, as they are sometimes jointly called. The history of Oxford began in 1249, that of Cambridge – in 1348. Among

the English universities both have a special eminence, and they are different from the others. The students of Oxbridge make up one of the most *elite elites* in the world. Many prominent Conservative and Labour leaders and ministers, members of the Royal family studied there. Bacon, the philosopher, Milton, the poet, Cromwell, the soldier, and Newton, the scientist, were students of these universities. Oxbridge is only in session half the year. Both Oxford and Cambridge now consist of self-governing colleges where students study and live. The students have lectures and tutorials. Each student has a tutor who is responsible for the student's progress.

3. England had no other universities, apart from Oxford and Cambridge, until the 19<sup>th</sup> century. The universities which were founded between 1850 and 1930, including London University, are known as redbrick universities (they are called so because that was the favourable building material of the time). They are London, Durham, Manchester, Birmingham, Leeds, Sheffield, Bristol, Nottingham, etc. The University of London is the largest of them. The division between Oxbridge and Redbrick is sharp. Redbrick universities were built to provide a liberal education for poorer boys and to give technological training. Oxford and Cambridge graduates scorned them.

4. The universities which were founded after the Second World War are called 'the new universities'. They are in Statfordshire, Kent, Essex, Lancaster, Sussex, York. Some of them quickly became popular because of their modern approach to university courses.

5. Every university is independent, autonomous and responsible only to its own governing council. Although they all receive financial support from the state, the Department of Education and Science has no control over regulations, curriculum, examinations, appointment of staff, or the way they spend money. The number and type of faculties differ from university to university.

6. All British universities are private institutions. Students have to pay fees and living costs but every student may receive from the local authority of the place where he lives a personal grant which is enough to pay lodging and food – unless his parents are rich. Most students take jobs in summer for about six weeks, but they do not normally do outside work during the academic session.

7. Students who pass examinations at the end of three or four years of study get Bachelor's degree. The first postgraduate degree is

normally that of Master conferred for a thesis based on at least one year's fulltime work. Universities are centers of research and many postgraduates are engaged in research for higher degree, Doctorates.

*3. Read and translate the text using the dictionary (paragraphs 5, 6, 7 in written form).*

### **Text vocabulary practice**

*4. Match these words from the text to the definitions. Use the dictionary to help you. Write and translate the words, learn them by heart.*

- |                 |  |
|-----------------|--|
| 1. eminence     | a. someone who has completed a university degree                               |
| 2. prominent    | b. a place where you pay to live   |
| 3. tutorial     | c. qualification that you get when you finish a university course              |
| 4. tutor        | d. suitable for something or somebody  |
| 5. favourable   | e. respect and popularity  |
| 6. to provide   | f. being in charge of something  |
| 7. liberal      | g. class in which a small group of students discuss a subject with their tutor |
| 8. graduate     | h. an official rule or order   |
| 9. responsible  | i. someone who teaches one person or a small group of people                   |
| 10. support     | j. selection for job   |
| 11. regulation  | k. the subjects that students learn at a school or a college                   |
| 12. curriculum  | l. well-known or important   |
| 13. lodging     | m. supporting changes that give more freedom                                   |
| 14. degree      | n. help to someone or something  |
| 15. appointment | o. to give someone something they need   |

*5. Find in the text and write the English equivalents for:*

строительный материал; научно- исследовательские центры; платить за обучение и жилье; местные власти; отличаются от; учебный план; современный подход; получать стипендию; тратят деньги; степень бакалавра (магистра, доктора); получать финансовую поддержку; по крайней мере; известны как; как правило не работают; частные учебные заведения.

*Make up sentences with the expressions and write them.*

## Text Grammar

### *Language focus*

#### a) **Present Simple, Active Voice**

Use the Present Simple for regular activities and situations. Make negative sentences and questions with **do/does**. Its forms are: I (we, you, they) + **play (write)**; he (she, it) + **plays (writes)**

#### b) **Past Simple, Active Voice**

Use the Past Simple to talk or to write about events and actions that are finished. Make negative sentences and questions with **did**. Its form is:

I (I, he, she, it, we, you, they) + **played (wrote)**

### *Language focus*

#### a) **Present** and b) **Past Simple, Passive Voice**

The forms are: a) I + **am given (provided)** b) I (she, he, it) + **was given (provided)**

She (he, it) + **is given (provided)** We (you, they) + **were given (provided)**

We (you, they) + **are given (provided)**

Make negative sentences and questions with **am (is, are, was, were)**

6. Find in the text and write out a) two sentences in Present Simple, Active; b) two sentences in Past Simple, Active; c) two in Present Simple, Passive; d) two in Past Simple, Passive.

7. Choose four sentences from exercise 6 (a, b, c, d parts) and write questions to them.

8. Construct sentences using **there is/are**. Write and translate them.

### *Language focus* **There is / are**

**There is a cat** on the sofa. **There are three dogs** and a cat on the sofa.

**There is a cat and three dogs** on the sofa.

1. nearly 19000 institutes of higher learning, in America
2. many regulations for students, in British universities
3. more than 40 universities, in Great Britain
4. one university, eight universities, in Wales, in Scotland
5. three qualifications, in British universities
6. self-governing colleges, in Oxbridge

### Text Discussion

9. Mark true (t) and false (f) statements. Correct the false information.

1. There are two types of universities in Great Britain.
2. History of Oxford dates back to 1348.
3. The University of London is one of redbrick universities in the country.
4. Essex University provides a modern approach to university courses.
5. All British universities are responsible to the Department of Education and Science.
6. The state controls the way the university administration spend money.
7. The higher degree is that of Doctorates.
8. If a student's parents are not rich he receives a personal grant.

10. Match these question words from the box with the questions and write down the answers.

What Why Could Why How When Why Do What
---

1. ... many universities are there in Great Britain?
2. ... were Oxford and Cambridge founded?
3. ... you name the prominent students of Oxbridge?
4. ...is London University called a redbrick university?
5. ...did graduates of Oxford and Cambridge scorn graduates of redbrick universities?
6. ...made «the new universities» popular?
7. ...is it possible to say that every university is an independent and autonomous institution?
8. ... students normally work during the academic session?
9. ...are the university qualifications?



## Text B

*1. Before you read the text answer the questions. Write your answers.*

1. What kind of city will you find if you decide to come to London to study?
2. What entertainments does the city offer to young people?
3. What entertainments are out of reach of most student budgets?
4. Who is called a window-shopping person?
5. What drawbacks does London have for students?
6. Is it easy to make friends in London?
7. Do students have any privilege in London? What kind of a privilege?
8. Why do students often have money problem?

*2. Read the text using the dictionary if necessary. Choose two paragraphs for reading and translation presentation.*

### **London. What is it like to live and study in London?**

1. When a man is tired of London, he is tired of life, wrote the famous essayist Samuel Johnson in the 18<sup>th</sup> century, and it is as true today as it was then. London, the political and financial capital of Britain, has a superabundance of everything – theatres, shops, museums, historical sites, parks, clubs and sports facilities – squeezed into one concentrated space. If you decide to come to London to study, you'll have one of the liveliest and most influential capital cities in the world at your feet.

2. The West End of London is home to an unrivalled selection of arts and entertainment – theatres, cinemas, music, dance and cabarets – but all at a price. The cost of tickets for many theatre and opera productions is out of reach of most student budgets, although several theatres offer reduced-rate tickets to students, and the smaller 'fringe' theatres outside the West End put on high-quality shows at a fraction of the cost. Students can also take advantage of cut-price cinema tickets for the first show of the day and on Monday.

3. Music in its many shapes and forms is played in venue throughout the capital. Most of the famous rock and pop groups play at Wembley Stadium, Hackney Empire, Hammersmith Odeon or the

Marquees. Jazz is growing in popularity, with new clubs opening up all the time. Classical music fans are well provided for, and reduced-rate tickets are widely available. And if you prefer to dance the night away, London offers a great selection of nightclubs, from the glitzy to the down to earth, playing every kind of dance music imaginable.

4. London is a shopper's paradise, where you can buy almost anything under the sun. However, the best-known stores can be pricey – Harrods and Selfridges are for window-shopping students only. Even the trendy King's Road may prove a bit expensive, but quality and diversity at bargain prices can often be found in London's many thriving markets, such as those at Camden, Portobello Road and Covent Garden.

5. There is no doubt that London has something for everyone, but it has its drawbacks too. Like most large cities, its sheer size can be overwhelming, especially for those unused to city life, and getting around town by car or public transport can be a nightmare – a daily journey to college of up to an hour each way is not unusual. The cost of living in London is higher than in most parts of the UK, and accommodation can be particularly pricey.

6. However, London is well known as a cosmopolitan city, and one in five students in the capital have come from the overseas, so the chances of not finding friends of your own nationality are very slim. Universities have also recognized the accommodation problem, and most offer affordable rooms for at least one year of an undergraduate's course. And, as a student, you'll be entitled to discounts on books, travel, theatre, films, food and more.

7. London University itself comprises some 40 colleges, each is self-governing and has its own character, facilities and accommodation. In addition to London University, there are about a dozen other universities dotted in and around the capital. Some are sited in the heart of the city, such as City University and the University of Westminster. Others are more remote. Opportunities, facilities, character and accommodation at all these universities vary considerably, though the cost of living on the outskirts is generally lower than in the city itself.

## Text vocabulary practice

3. Write out the underlined expressions from the text, think of a good Russian equivalent for each. Make up sentences of your own with the English expressions and write them down.

## Text discussion

4. Scan through the text and headline the paragraphs.

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ |          |

5. Answer the questions from exercise 1. Write your answers and compare them with those that you gave before reading the text.

6. Summarize the information you've got by filling in the chart.

## ***Advantages and Disadvantages of Living and Studying in London***

advantages	disadvantages

## Text C Student Voice

Students from all over the world appreciate the academic qualities of British Universities which are the best in the world. They always come in large numbers for undergraduate and postgraduate study. The «Study UK» magazine has a page «Student Voice» where overseas students give their views on what it is like to live and study in the UK.

1. Before you start reading the page from one of the issues of the magazine study the notes.

**overseas** – *adj.* from a foreign country that is across the sea

**undergraduate** – *n.* a student who is doing his first degree at university

**graduate** – *n.* someone who has completed a university degree

**postgraduate** – *n.* someone who is studying at a university to get a Master's Degree

**PhD** – Doctor of Philosophy, the highest university degree

**BA** – Bachelor of Arts, a university degree in a subject such as history or literature

**campus** – the land and buildings of a college or university; on campus

**facilities** – rooms, equipment, library, laboratories, sport centre, etc.

2. Read and translate the information published in «Student Voice», use the dictionary if necessary.

3. Skim through (read quickly to find the main facts or ideas) and fill in the chart for every student.

Name, age, home country, course, institution, year of study	
View about the course	
Accommodation	
Friends	
Problem(s)	
Complaint(s)	
Advice	
Fact(s) of special interest to you	

**Name:** Keiko Naruo

**Age:** 19

**Home country:** Japan

**Course:** BA in government  
(politics and international relations)

**Institution:** University of Essex

**Year of study:** first

Before starting my degree studies, I spent a year on the Essex bridging year. This gave me an understanding of British politics and history and provided a useful European context for my present studies.

*photo*

Part of my bridging covered study skills, which helped with writing, speaking and listening abilities, as well as providing vocabulary specifically for my course. During this year I took six courses, including three in politics as well as economics, history and sociology.

Even after my bridging year, I find my degree quite hard work, partly because of the difficulties of following a lecture and trying to take notes at the same time.

I was very lucky with my accommodation last year, because I was in a university owned flat off the campus with some really nice, friendly people. Now I'm living on campus in my own room and sharing cooking facilities with the rest of the floor which is all female. I can buy Japanese food in town, although it's quite expensive. Sometimes I eat in the university café, but usually I cook for myself which is much better.

To study away from your own country is not an easy thing to do. It is very important for students to understand that the Japanese and UK university systems are very different. The lecture/tutorial structure at Essex means a heavy workload and the many essays and tests mean demanding coursework. You always have to remember that the UK is different from your home country and you have to be prepared to be separated from your family, friends and your own language and culture. But if you face up with difficulties, you become stronger in spirit as a result.

***Name:*** Tarja Sorri

***Age:*** 24

***Home country:*** Finland

***Course:*** degree in sociology

***Institution:*** Greenwich University

***Year of study:*** third

As well as learning English and living abroad, I came to study in the UK because I wanted to get a different type of qualification from people at home. The course at Greenwich appealed because of its left-wing aspects.

I share a flat with a friend from the University – it is about three miles away from the campus. It's very convenient and doesn't cost much, so I'm quite happy with it.



*photo*

My friends are a mixture of British and overseas students, although I don't know anyone else from Finland. I used to get involved in various student societies, but now I'm in my final year and I don't have time any more. I still play tennis though.

Sometimes it's hard to live abroad in a different culture. Still, it's a wonderful experience – you learn so much about the language, culture and the way other people think. My course is marvelous and the lecturers are very helpful too.

Before you come to the UK, as well as making sure your English is adequate and you have enough money, it's a good idea to find about life in general over here, for example about British politics.

**Name:** Dorothy Mulenga

**Age:** 38

**Home country:** Zambia

**Course:** PhD in applied microbiology

**Institution:** University of Strathclyde

**Year of study:** fourth



I picked Strathclyde as it offered the best research facilities in the subject. My best friend is Mexican colleague in my department who works in the same laboratory as me. My other friends are mainly from the university chaplaincy where I go for Catholic mass. There is a mixture of overseas students and Scots. I think it is fairly easy to make friends at college, especially if you join clubs and the international student society, which organises lots of social events. I also belong to British scientific societies associated with my research work.

I enjoy going to squash and going to films and the theatre with friends. Homesickness is the worst bit, especially during the holidays.

If you are thinking of coming to the UK to study, have your study objectives clear and choose your university and course carefully to match your interests. Apply for your accommodation well in advance for your first year, ideally stay in campus until you get to know the place better.

If you have academic problems, go to your supervisor and talk to other students in your department. Finally, budget carefully and always pay your bills on time.

**Name:** Fidelis Che  
**Age:** 21  
**Home country:** Cameroon  
**Course:** postgraduate research in electronic engineering  
**Institution:** City University  
**Year of study:** first



I wanted to study somewhere where I could speak English and not learn another language. The Embassy arranged me to go to City University which has a good choice for me – there is a wide range of facilities here.

I live in Hammersmith with the family which the accommodation service introduced me to. The rent is quite reasonable, though it takes me over an hour to get to the university.

Most of my friends are from my department, though I met some when I worked at a supermarket. We go out to the cinema, restaurants or to a sports centre. I used to be a member of a charity organisation when I was an undergraduate but I really don't have enough time now.

You get to meet people from all over the world here, which is a real plus. The worst things are the cold weather, the expense and the pollution. Sometimes you can feel a bit claustrophobic in London too.

You must take your studies seriously and not get complacent about your work. You need to respect your opportunity – very few people get it/

*4. Write about your own experience of being a student, follow the form of presentation from «Student Voice», remember about the photo.*

### **Discussion forum**

*5. Summarize the information you've got from texts A, B, C and write down an essay (twenty sentences): choose between a) «Overseas students in the UK»; b) «What is it like to live and study in Yaroslavl».*

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Учебное издание

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# **АНГЛИЙСКИЙ ЯЗЫК**

**Практикум по работе с текстом  
по специальности «История»**

