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**АНГЛИЙСКИЙ ЯЗЫК**  
**для студентов II – III курсов**  
**исторического факультета**

*Практикум*

*Рекомендовано*  
*Научно-методическим советом университета для студентов,*  
*обучающихся по специальности История*

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Практикум состоит из пяти уроков и приложения. Его цель – выработать у студентов навык понимания оригинальной литературы по специальности, развить умение излагать прочитанный материал в кратком и обобщенном виде, вести дискуссии и беседы. Каждый урок включает оригинальный текст, упражнения по грамматике (страдательный залог, инфинитив, причастие, герундий), упражнения для активного усвоения лексики и развития навыков устной речи.

В приложении имеются рекомендации по реферативному изложению содержания, написанию эссе, ведению дискуссии и выступлению с докладами.

Предназначен для студентов второго и третьего курсов специальности 030401 История (дисциплина «Английский язык», блок ГСЭ), очной формы обучения.

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# Unit I

Grammar: Passive Voice

Text: The Civilizations of Ancient Mexico

## Grammar Exercises

*I. Underline the verb forms which are not possible.*

1. My car has being stolen. 2. Jack was burned on a Thursday. 3. Then I realized that none of the guests had been sent an invitation. 4. Mary's car is being serviced today. 5. Your order will been sent as soon as possible. 6. The hole in the road was being repaired. 7. The swimming pool is used by over a thousand people each week. 8. When was this church built? 9. An address is writing on the back of the envelope.

*II. Underline the most suitable verb form in each sentence.*

1. The new house hasn't been finished/wasn't finished yet. 2. Sue told us her baby is born/had been born two weeks earlier than expected. 3. If there is too much snow, the match has been cancelled/will be cancelled. 4. By the time we got there, the rain had stopped/had been stopped. 5. Most of the passengers were swimming/were swum easily to the shore. 6. The winning horse was ridden/was riding by Pat Murphy. 7. I looked for the old man again but he was vanished/had vanished. 8. I don't think that you will be asked/ are being asked to show your passport. 9. The robbers were arrested/arrested as soon as they left the bank.

*III. Change sentences using Passive Voice.*

1. People have historically associated Oxford and Cambridge with state religion. 2. Vasco de Gamma discovered the islands of Cuba and Haiti. 3. The enemy had never thus deserted Rome, even in its worst days when the Gauls took it. 4. The resolution stated that the government would establish control over shipping and railways. 5. The largest concerns were earning the super-profits. 6. A general transformation of feudalism marked the 13th century. 7. In the Homeric Age the nobility was concentrating great wealth. 8. Pompey felt that they would make him commander of the Republican troops. 9. The English knights had brutally killed old men and innocent population.

*IV. Translate the following sentences paying attention to the translation of a) the subject, b) the preposition that stays with the English verb, c) the preposition that stays with the Russian verb, d) impersonal passive constructions*

*a)* 1. We were informed that he had been sent to the conference. 2. She hasn't been seen anywhere today. 3. He was asked to arbitrate between two firms in a dispute about the short delivery of some goods. 4. The boy was helped by his elder brother. *b)* 5. After lunch we heard that Charles Lenton had been sent for. 6. She was well spoken of by all her friends. 7. Illiteracy was done away with as a result of the Cultural Revolution. 8. The use of soft copper was given up soon where intercourse with the whites became habitual and iron became obtainable. *c)* 9. The first question is easily answered. 10. The conquerors were impressed by the beautiful towns and mysterious courts. 11. The first revolutionary wave of 1825 was followed by the long reaction of the reign of Nicolas I. 12. These biographies were succeeded by the standard biography of Dickens, written by his friend John Forster. *d)* 13. It is reported that the situation in the region is becoming tense. 14. It is expected that 100 cities will take part in the 7<sup>th</sup> bilateral meeting of the twinned towns. 15. It was thought useful to apply this method. 16. It has also been suggested that the twelve-month calendar was borrowed from the Etruscans.

*Read and translate the text paying attention to the translation of passive constructions.*

## ***The Civilizations of Ancient Mexico***

Many ruins, the remnants of ancient cities and villages, are scattered over nearly all the present-day Mexico. Sculptures, great monoliths, small terracotta masks and idols have constantly been ploughed up in some parts of the country. These, as well as arms, jewels, and many other objects discovered there, are proofs of a great degree of culture attained by the native people. The study of ancient Indian civilizations, the problems, which are connected with the origin of these peoples, their languages and scripts have agitated scholars for centuries.

The Spaniards were the first to arrive in America. The first conquest in the West Indies during the last years of the 15<sup>th</sup> century was a

failure for the Spanish adventurers in search of riches. Then a rumour began to spread that beyond the mountains there lived the emperor of the people called the Aztecs. It was said that he lived in a golden castle, slept in a golden bed and ate from golden plates.

In 1519 six hundred Spaniards led by Hernando Cortez landed at the Mexican coast. In two years and five months they conquered the capital of the “Aztecs Empire”.

The Aztec Empire flourished on the territory of present Mexico at the time of the Spanish conquest. The vast territory was not organized as a unified empire. Subject states, provided they remained loyal and paid tribute regularly, were left to themselves, and no attempt was made to force their people into the Aztec mould. War, however, was basic to the Aztec way of life. By inclination and training the Aztecs were militaristic, and man’s status depended largely on his success as a warrior.

As the Aztecs became more powerful they became more civilized. One hundred and twenty five languages were spoken throughout the area. A system of writing and an efficient numerical system were widely used. They had a calendar of their own which was based in part on the solar year. Schools of craftsmen produced jewelry, mosaics, objects of featherwork and carved stone. The Aztecs raised maize, beans and other aboriginal crops. Trade was highly developed. They had an organized government and a priesthood which administered their elaborate religion.

The conquerors were greatly impressed by the wealth of the native rulers and the advanced culture of the priests. But they were more ruthless in trampling out the “heathen” civilizations of the American Indians and a decade later towns were churned to rubble, the manuscripts reduced to ashes and most of the people destroyed or enslaved.

### **Vocabulary exercises**

*Consult the text and find:*

a) *the words close in meaning to:* area, precious stone, shape or form, evidence, to grow (crops), to manage, commerce, artisan; b) *the words opposite in meaning to:* foreign, success, to decay, inefficient, merciful, simple; c) *the English equivalents of:* достичь высокой степени цивилизации, распространять слухи, выращивать раз-

личные культуры, частично, при условии что, производить сильное впечатление на, образ жизни, управлять делами государства, коренное население, сжигать дотла, в поисках богатств; d) *the words defined below as*: 1. a payment made by one ruler or nation to another as a price of protection and security, 2. irregular pieces of stone or rock, 3. tendency towards something, 4. not belonging to any of the main world religion, 5. faithful as to ideal, person, cause or duty, 6. a person having the authority to perform and administer religious rites, 7. a system of reckoning the length and division of a year, 8. a book or other composition written by hand, 9. when, where, and how something began.

### **Oral language practice**

1. *Write down ten questions to cover the contents of the text. Have a talk based on your questions with your classmate.*

2. *Complete the following*: 1. The studies of ancient Indian civilizations agitated... 2. Modern archaeologists discover proofs... 3. The Aztec Empire occupied... 4. By inclination and training the Aztecs... 5. At the time of the Spanish conquest... 6. The Aztecs had... 7. The Spanish conquerors were impressed... 8. In two years and five months they... 9. And a decade later...

3. *Speak on*: a) the Aztec civilization, b) the conquest of the Aztec state, c) the events and facts mentioned in the text as if you were an emperor of the Aztecs (Hernando Cortez, an Aztec priest, an archaeologist); 4. one of the ancient civilizations of the world, 5. ancient civilization or people on the territory of your country (native place).

## **Unit II**

Grammar: Infinitive

Text: Pyramids of Egypt

### **Grammar exercises**

1. *Write all forms of the infinitive*: to discover, to develop, to defeat, to collect, to attack, to offer, to organize, to produce, to protect, to defend, to conquer.

2. *Use the most suitable form/forms of the infinitive:* 1. The girl pretended (to read) a book and not (to notice) me. 2. I am sorry (to keep) you waiting. 3. He hated (to bother) with important matters. 4. It is terrible of you (to make) such a mistake. 5. Nature has many secrets (to discover) yet. 6. The children seem (to enjoy) the show. 7. The surgeon was glad (to perform) the operation successfully. 8. She seemed (to translate) the text already. 9. The idea was too complicated (to express) in just one small article.

3. *Complete the following sentences using infinitive as: a) subject, b) object, c) part of predicate, d) attribute, e) adverbial modifier of result/purpose:* a) 1. ....is a usual thing for her. 2. ...was impossible. 3. ...would be ridiculous. 4. ...was so surprising. b) 5. The students were anxious... 6. They agreed never... 7. The cavalry attempted... 8. The Senate proposed... c) 9. Their plan was... 10. The first thing he did was... 11. I can't imagine what we are... 12. He missed classes because he had... d) 13. The monument ... on this square will add beauty to the place. 14. Here are some instructions... 15. She will always find something... e) *choose between:* 16. The house was too/enough small to live in comfortably. 17. I couldn't run fast too/enough to catch the shoplifter. 18. Scientists used only local materials, so as not/in order to save money. 19. After classes I stayed at the university so as not/in order to meet my scientific adviser.

4. *Practise in translating infinitive into Russian, paying attention to its a) forms and functions, b) infinitive constructions.* a) 1. The work to be given is very hard. 2. The symposium to be held in the capital is very important. 3. The epic song to be learned by heart was not very long. 4. Among other historical monuments to be mentioned are the Tsar Bell and the Tsar Cannon. 5. Great Britain was the first country in the world to become highly industrialized. 6. They are happy to have been mentioned in the report. 7. He is happy to have been working for the firm. 8. Napoleon's great wish was to crush the Russian army and to capture Moscow. 9. The next move of the rebels was to surround the Tower. 10. Their task was to discuss the situation and then to take the necessary measures. 11. One of the purposes of the UN is to maintain peace and international security. 12. The Anglo-Saxons fought with such energy that the Norman cavalry had to retreat. 13. To learn all the legends by heart was not an easy task, be-

sides the bards introduced some lines to please the audience and the sovereign. 14. To protect themselves from robbers the merchants united into groups. 15. The area of the republic is vast enough to hold some countries of Western Europe. 16. The situation is too crucial to be ignored. b) 17) Historians suppose the name “London” to come from two Celtic words. 18. Archaeologists found the city of Troy to have really existed in northwestern Asia Minor. 19. In the Middle Ages people believed the earth to be the centre of the Universe. 20. She is likely to have made good progress in her studies. 21. Under the Romans the British upper classes appear to have been transformed from Celtic tribal chiefs into Roman landowners and officials. 22. The Egyptians built the great pyramids for the body of a dead pharaoh to be protected from destruction and his soul thus to become immortal. 23. The main problem is for the material to be published as soon as possible.

*Read and translate the text paying attention to the infinitive forms, functions and constructions.*

## ***The Pyramids of Egypt***

There are seven celebrated creations of the ancient world known as the Seven Wonders of the World. The Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the Statue of Zeus at Olympia, the Mausoleum at Helicarnassus, the Colossus of Rhodes, the Pharos (lighthouse) of Alexandria, the Pyramids of Egypt are works of art, chiefly architectural objects and sculptures. Six of them were destroyed by people or by nature and only the Pyramids of Egypt, the mightiest of human achievements, have survived.

The earliest written history of Egypt is supposed to have been put down more than six thousand years ago. The Egyptians have seen the civilizations of many nations rise up, flourish, progress, decay and pass away. The slave state began to form in Ancient Egypt towards the end of the 4<sup>th</sup> millennium B.C. This was the period of Ancient Kingdom (3.000-2.400 B.C.), when the Egyptian Pharaohs waged endless wars to acquire more slaves, cattle and wealth. The state was centralized. Great wealth poured into the royal coffers. Riches to be gained through warfare were further increased by taxation. The Pha-



araoh was considered to be an embodiment of “divine” justice; the great pyramids were constructed as a living tribute to the Pharaohs.

The first tomb of this kind was erected by Imhotep, who lived approximately 5.000 years ago. Prime Minister to Pharaoh Djoser, he actually built the Step Pyramid, where Djoser is buried. Later generations of Egyptians considered him to be not only an architect but also a magician, an astronomer and the father of medicine as well.

The pyramids of modest and fantastic height: the Pyramids of Cheops, Chefren, Mikerinos, whose tombs they are and where their mummies were to lay in splendor for eternity are located on the west bank of the Nile in the neighborhood of Memphis, the capital of Ancient Egypt.

The largest of them all, the Pyramid of Cheops, rises to a height of more than 130 meters. In ancient times when the outer casing was still in place it was higher than at present. The base area it covers is vast enough to hold St. Peter’s Cathedral in Rome, the Cathedrals of Florence and Milan, Westminster Abbey and St. Paul’s of London. Its weight is tremendous. At the foot of this pyramid in the rock a temple was built and there were kept the barges of Cheops, the barges of night. In these large wooden vessels the dead pharaoh could continue his voyage in darkness towards eternity.

Cheops, the pharaoh of the 4<sup>th</sup> dynasty 4.500 years ago, ordered a tomb to be built as soon as he ascended the throne. It took thirty years to complete the whole work. Three million blocks of limestone were hewn from the other side of the Nile, floated over the river and assembled by Cheops’ workmen in the monumental construction. Thousands of men were employed at the construction site at a time.

What did the Egyptian rulers build the gigantic monuments for? The answer to this question is to be found in the beliefs of ancient Egyptians. Since very early times they believed man to be composed of body and spirit. They thought that the spirit could remain alive after physical death if the body was preserved. Thus every measure was taken to protect the body from destruction.

### **Vocabulary exercises**

*1. Consult the text and find: a) the words close in meaning to: mainly, to continue to live, to write, constant, treasury, in fact, to be*

situated, a ship, to appear, to regard as true, to keep safe, to carry along by water, wealth, travel, to develop; *b) the words opposite in meaning to*: to begin, dead, misery, to create, to decrease, exactly, at the top, to lose, to decay; *c) the Russian equivalents for*: такого рода, последующие поколения, монументальное сооружение, строительная площадка, площадь основания, высота, вес, облицовка, царская казна, дань уважения современников, в вечность, взойти на престол, творения человека, таким образом; *d) the words defined below as*: 1. the science of preventing, treating and curing diseases; 2. a large structure with a square base and four triangular sides, 3. a person who makes plans for building and supervises the construction, 4. a piece of ground suitable for building, 5. a burial place with a monument over it, 6. a boat for carrying goods on a canal or river, 7. fairness in the way people are treated, 8. a man in stories who has magic power.

*2. Consult the dictionary (if necessary) and write down all nouns derived from*: to create, to compose, to consider, to employ, to celebrate, to believe, to acquire, to assemble, to compose.

*Translate the nouns into Russian.*

## **Oral Language Practice**

*1. Review the contents of the text. Answer the following questions*:  
1. Are ancient wonders the achievements of science and technology?  
2. Could you name the Seven Wonders of the Ancient World? 3. Why have the Pyramids of Egypt survived? 4. How would you characterize the period of Ancient Kingdom? 5. What did the Egyptian rulers build the gigantic tombs for? 6. What measures were taken to protect the body of a dead pharaoh from destruction? 7. Was Imhotep the architect of the pyramids located in the Nile valley? 8. What are the dimensions of the highest pyramid? 9. How did the construction process look like? 10. Who worked and how long did they work to complete the construction of the pyramid of Cheops?

*2. Have a talk based on these questions (add your own ones) with your classmates. Use one of the phrases to begin your answer*: As is known.... As far as I know.... It's a common knowledge that (известно, что) ... From my point of view... All things considered (учитывая все обстоятельства)... If memory doesn't fail me / If I'm

not mistaken... Not my department, I'm afraid. (боюсь, что я мало в этом разбираюсь) You'd better ask Professor Brown about ... No doubt whatever. (вне всякого сомнения). You are the first to tell me about it. (Мне это неизвестно)

3. *If you headline each paragraph of the text you'll have the plan of the text. Write it down. Explain the key ideas of the text in your own words according to the plan.*

4. *Render the text "Загадка сфинкса" in English.* Imagine that you are telling a story about Sphinx to your friend from the US, a student of biology, while making a tour of the Nile Valley. You are welcome to add the information of your own. The following questions may help you: Do you know the origin of this word *sphinx*? What is the riddle of Sphinx? Who was the first to give this name to the monument in the Nile Valley?

### **Загадка сфинкса**

Сфинкс всегда был символом тайны и загадки. Его воздвигли при фараоне Хефрене, причем голова, по всей вероятности, является портретом фараона. В сравнении с возвышающимися за ним огромными пирамидами он кажется просто котенком, а на самом деле – это лежащий лев с человеческой головой. Сфинкс был высечен из скалы, его высота 21 метра, а длина 74 метра. В самом широком месте его лицо 4,5 метра. По всей вероятности, сфинкс был задуман как страж расположенного за ним некрополя. Правда, нос его частично обломался, а борода полностью утеряна. Изначально он был покрыт гипсом и разрисован. Перед ним находится стела, на которой записана примечательная история фараона Тутмаса IV, жившего в XV веке до н.э. Тот отдыхал во время охоты на газелей в тени сфинкса, заснул и увидел во сне, что получит египетский трон, если очистит статую от песка. Он это сделал, после чего, как и было обещано, взошел на престол.

5. *Read an extract from a newspaper article headlined "Wonders: They are Unlimited".*

From time to time people took stock and drew up new lists of the "world's wonders". In 1913 a British magazine asked its readers to name what they considered to be the wonders of the 20<sup>th</sup> century. The

answers were tabulated and the seven winners were: the wireless telegraph, the telephone, the airplane, radium, inoculation, spectral analysis and X-rays.

In the 70es of the 20<sup>th</sup> century a Russian newspaper calculated a similar questionnaire among its readers. Their answers were: the study of the atom and its fission, space exploration, television, lazarus, the theory of relativity and quantum theory.

*Make up your own list of wonders (write them in the order of their importance).*

6. *Topics for discussion:*

a) *speak on:* history of Egypt, Seven Wonders of the World; b) *Write an essay* “Wonders: They are Unlimited” or “Seven Wonders of Russia”; c) *act as an Egyptian guide* showing tourists the fabulous monuments in the Nile Valley; d) *write a script* for the “Lazar Show in the Nile Valley”. *Perform the show; begin, “You have come tonight to the most fabulous and celebrated place in the world”.*

## Unite III

Grammar: Participle

Text: Libraries of Ancient Times

### Grammar exercises

1. *Write forms of Participle I, translate Non-Perfect and Perfect (Active Voice) forms into Russian according to the model: ordering – приказывающий, приказывая; being ordered, having ordered– приказав, having been ordered: to read, to explain, to promise, to conquer, to protect, to attain, to publish, to excavate, to discuss, to lose, to break*

2. *Put each verb in brackets into a suitable participle form. Translate sentences into Russian.*

1. (Pass) all the examinations we decided to go on a tour. 2. A building (contain) a collection of books is called a library. 3. The computer facilities (belong) to the University are very popular among students. 4. While (speak) to the Assistant Dean yesterday I forgot to ask the name of our new lecturer. 5. The great cultural movement for

the revival of learning, literature and arts spread from Italy to other European countries, (destroy) medieval conceptions and ideas. 6. The early printed books are rare, (publish) over 500 years ago. 7. When (look) through the theses of my report I found several misprints. 8. All the people (come) to Olympia laid some precious offerings before shrines. 9. Ancient Olympiads (have) a pagan origin were not in keeping with Christian beliefs. 10. (Defeat) all his opponents Caesar became the master of Rome. 11. The ruling elite in old Japan, (amount) with its families to about one sixteenth of the population, was a hereditary class of fighter.

3. *Write forms of Participle II, translate them into Russian according to the model: discussed –обсуждаемый, обсужденный; left-оставляемый, оставленный; to study, to translate, to give, to collect, to oppress, to attend, to confiscate, to ask, to grant, to mention, to break, to spread.*

4. *Translate into Russian the following sentences paying attention to Participle II used as a) an attribute, b) an adverbial modifier:*  
 a) 1. Students trained at the History Department study all branches of history. 2. The oppressed Anglo-Saxons began to fight against the Norman invaders. 3. For about four centuries Britain was a Roman province governed by Roman governors and protected by Roman legions. 4. The man often seen in our library came to ask for a new book. 5. The scientific conference attended by many famous scientists was held last month. 6. The official records since before the beginning of the World War II are not yet available to historians, except those selected for publication by the government. 7. The finds unearthed in the river valleys of the Nile witness a highly developed urban civilization based on agriculture. b) 8. When asked I was glad to write an article about my visit to the UK. 9. Though offered a fine job he refused it. 10. If asked to do it again, he will not repeat his former mistakes, I'm sure. 11. When invited to deliver a course of lectures at our Institute the outstanding scientist agreed.

5. *Translate sentences paying attention to a) the Complex Object, b) the Nominative Absolute Participle Construction.* a) 1. He found the books placed on their shelves. 2. I heard your name mentioned several times. 3. They expected the work done by tomorrow. 4. When the Anglo-Saxons saw their enemy retreating they started to pursue

them to complete their defeat. 5. As man watched the old ideas passing away, the most thoughtful began to formulate and put down new principles of social life. 6. The victorious nobles ordered thousands of villains hanged, their crops burned and villages destroyed. b) 7. The weather being rainy, we shall not go to the country for the weekend. 8. The Romans having settled in Britain, many military stations were built on the bank of the Thames. 9. The account of the period abounding in many marvelous adventures, it is difficult to understand whether the records are of any historical value. 10. The native population broke up the Roman roads, the stones being used for building material. 11. The White Tower was the royal residence, all kings of England spending the first days of their rule there. 12. A university was established in Constantinople, teaching being conducted both in Latin and Greek.

*Read and translate the text paying attention to Participle forms, functions and constructions.*

### ***Libraries of Ancient Times***

Only a hundred years ago the two Egyptian libraries mentioned by the Greek historian Diodorus (1<sup>st</sup> century B.C.) were looked upon as the earliest examples of such institutions, if indeed, they were fabulous. Now we have indisputable evidence of libraries at a much earlier date.

In 1850 the famous English archaeologist Layard, being then engaged in unearthing Assurbanipal's palace (7th c. B.C.), came across several chambers containing a great number of records – decrees of Assyrian kings, accounts of wars, works on astronomy – as well as dictionaries and text-books. Having deciphered the tablets, the philologist had a good reason to believe that the library had been extensively used. It had a kind of catalogue and a systematic arrangement of shelves. Four decades later, while excavating an ancient Babylonian site, archaeologists exposed a series of rooms, 25.000 clay tablets being neatly stored upon shelves. The library existed in the third millennium B.C. and was adjunct to the temple school. Judging by its careful arrangement under separate subjects and on separate shelves, the students could enjoy the use of a good library of reference.

The greatest library of the ancient world grew up in Alexandria in Egypt in the 3<sup>rd</sup> century B.C. It consisted of two large collections. The larger and more famous one was housed in a school which was modeled after Aristotle's Academy in Athens, the smaller collection being placed in a temple of an Egyptian god. Around 200 B.C. the collections contained several hundred rolls. Being connected with a number of outstanding names in Greek literature, the Alexandrian library was the centre of culture in the ancient world.

The ultimate fate of the library is almost uncertain as are the names of the librarians. Part of the larger collection is likely to have been burnt in the fighting between the Egyptians and the Romans around 43 B.C. Having later been complemented by the collections of other ancient libraries, the library in Alexandria came into world prominence again. But in 391 A.D. the library was burnt by the order of one of the Christian emperors.

Ancient Rus is referred to as the "great cultural unit" of the early feudal world (10<sup>th</sup> – 13th centuries). Monasteries were extremely important for the development of Russian culture, particularly science and education. The Kiev-Pechersk Lavra and other monasteries had large libraries – centres of theoretical knowledge. It was in Kiev Sophia that the first public library with its 950 or so volumes originated. This was a large number for the times, especially if we take into account the then exceptionally high cost of books.

### **Vocabulary exercises**

1. *Consult the text and find:* a) *the words close in meaning to:* to regard as, to decode, to dig out, to add to, doubtless, doubtful, description, destiny, final, citation, famous; b) *the words defined as:* 1. certain things that prove the existence of something, 2. a number of things brought together, 3. a place where monks live, 4. one part of something that is whole or complete in itself, 5. a thing illustrating a general rule, 6. a book that is a part of a series of books, 7. a fact that explains why something happens or why someone does something, 8. to put things in a special place and keep them there; 9. to get pleasure from, 10. to be busy with. c) *the English equivalents for:* рассматриваться, неоспоримое свидетельство, наталкиваться, иметь достаточно оснований, широко использоваться, справочная биб-

лиотека, окончательная судьба, по-видимому, видное положение, принимать во внимание, по приказу, по тем временам, размещаться. *Use these word combinations in sentences of your own.*

2. *Write out from the text nouns and verbs relating to library. Describe the library you have got at home (origin, number of books, arrangement, authors, favorite book, problems).*

## Oral Language Practice

1. *Review the contents of the text. Draw the table (follow the model below) and fill it with the necessary information.*

Name of library in chronological order				
Date and place of existence				
Number and kinds of books				
Arrangement				
Characteristic features				
Who, when (discovered)				
Fate				

2. *Restore the text “The British Museum Library” by filling in the gaps with words beginning with the letter given.*

The Library of the British Museum ranks *a...* the greatest libraries of the world. It *i...* housed in a special building which was *b...* in the middle of the 19<sup>th</sup> century in central London.

The *h...* of the British Museum Library dates *b...* *t...* 1753 when the books, manuscripts and curiosities of all *k...*, that had been in private possession, were *a...* to the collector's will, taken over by the English Government for the *u...* of the public.

To this library were added two other *c...* of manuscripts and printed matter, as well *a...* the royal library of the former *r...* of England. These *f...* the nucleus of the English national library. According to law a copy of every printed book, pamphlet, periodical and newspaper *p...* in Britain must be kept in the British Museum Library.

The library came into *w...* prominence under its most remarkable librarian – Sir Antonio Parnizzi, an *I...* by birth, who left Italy because of revolutionary activities. During the thirty-five years *o...* service with the British Museum he formulated catalogue rules and started the



general c... . Under his administration the collection had been e... fivefold.

*Notes*

curiosities – strange and rare things

private – belonging to an individual only

nucleus – centre

will – directions written for disposal of property after death

the former – of past times

3. a) *Answer the questions asked by a foreign student.*

Excuse me please, how can I get to the Regional Library?

What are the opening hours?

Can I use the library without the borrower's ticket?

May I borrow most books and periodicals?

Are all books kept on the open shelves?

Is there any name or subject catalogues?

May I bring my bag and briefcase into the library?

Is it possible to reserve books?

Where are yearbooks, dictionaries and encyclopedias shelved?

Are there any library consultants in case I have problems?

What library services are available? (Enquiries, reservations, microform readers, studies, readers' guidebook, computer-terminal, reading rooms, telephones, canteen, xerox.)

b) *Dramatize the dialogue(choose the questions and add your own ones).*

c) *Act as guide showing your foreign friend the Faculty Library. Be ready to interpret his dialogue with the librarian.*

4. *Read the following information (№ 1, № 2) published on one of the websites. Compare advantages and disadvantages of internet and library resources in your scientific research work and express your point of view on the problem.*

### **№ 1 The Internet vs. the Library**

<b>Library</b>	<b>Internet</b>
Typical library has less than 10,000 books.	Internet has over 150 million web sites.
Books are edited and carefully selected for library shelves.	Anyone can create a web site and publish it.

Library is well-organized using a standard system.	Internet is an information dump with little to no organization.
Resources and material in a library change and update slowly.	Thousands of new words and pictures are put on internet everyday.

№2 I like to use this analogy when I am talking to students about the value of library resources in the Internet age.

I usually start by asking students what they do for lunch or dinner when they only have five minutes to eat and five dollars. Every time somebody has said, “Go to McDonalds.” I then ask, “Is it healthy?” and the students will usually laugh and shake their heads, “No.” Sometimes somebody will say “You can get salad,” and I will point out that there are some good things on the web, but for the most part, the free web is like McDonalds. It’s fast, cheap, and easy, but is unhealthy for your academic career. The free web is fine for everyday things, but you should use library sources for things that matter.

*5. Topics for discussion: a) speak on 1. Ancient Libraries, 2. World Famous Library; b) write an essay “Internet vs. Library; c) have a round-table talk or perform a talk show devoted to the subject mentioned above.*

## Unit IV

Grammar: Gerund

Text: Invention of Printing

### Grammar Exercises

*1. Translate the following sentences paying attention to the forms and functions of Gerund.*

1. Mr. Hope is against being given this work. 2. He is against giving the work to anybody. 3. She has a bad habit of interrupting people. 4. His little brother likes being read to. 5. She dislikes reading detective stories. 6. He mentioned having been spoken to about it. 7. We are not surprised at his having made progress in his studies.

8. Reading science fiction excited my imagination. 9. You can perfect your English by practicing it every day.

2. *Choose the right Russian equivalent.*

1. Nick's refusing our help is regrettable. а) То, что он отказался, б) То, что он отказывается, с) То, что ему отказали. 2. She is upset of her son being accused of bad conduct at school. а) ее сына обвинили, б) ее сын обвиняет, с) ее сына обвиняют. 3. He apologized to the teacher for not having done his lessons. а) за то, что не сделал, б) за то, что не делает, с) за то, что не будет делать. 4. I don't like being asked such questions. а) задавать такие вопросы, б) когда мне задают, с) когда мне задавали.

3. *Complete the sentences by using gerund instead infinitive. Choose as many variants as it is possible to continue.*

A	B
1. I am tired of	to take part in the contest
2. She is always afraid of...	to support the proposal
3. He is proud of...	to be sent to that far-off place
4. I am not used to...	to settle the quarrel
5. Everybody was interested in...	to be treated like that
6. Who is responsible for...?	to cooperate with them
7. All were disappointed at his...	to take urgent measures
8. Nobody objected to her...	to be given this work
9. The government was incapable of...	to discuss the problem
10. They apologized for...	to get the additional information
11. I don't mind...	to be invited to the party
12. He insisted on...	to leave a little earlier
13. How about...?	to make a report

4. *Translate the following sentences into Russian paying attention to a) gerund as object, b) gerund as attribute, c) gerund as adverbial modifier, d) gerundial construction.*

a) 1. He preferred helping others to being helped even by his close friends. 2. There is hardly any person who likes being criticized. 3. The German philologist Humbolt is said to have been very fond of tracing words to their origin. b) 4. Those who find no intellectual pleasure in reading foreign language, or perhaps even trying to read them, must admit that some ability to do so is of practical value. 5. Nobody

liked the idea of being mentioned in the report. 6. The political unification of the Anglo-Saxon kingdom was stimulated by the urgent task of defending the country against the dangerous raids of the new enemies. c) 7. In exploring the north coast of the island the travellers found traces of ancient civilization. 8. In discussing the problem they mentioned some important facts. 9. On hearing about the Persian invasion the Spartans sent three hundred warriors to fight against the enemy. 10. On learning that one of his friends had been prohibited by the government from lecturing at the University, Marx renounced his intention of being a professor. 11. After capturing the new lands the white colonizers began to exterminate local tribes. 12. They promised not to undertake any actions without consulting their partners. 13. As a result a new school of literature arose, which, without being in sharp contrast with the old, contained some distinctly new elements. 14. The language develops slowly through a number of epochs by modifying its vocabulary and grammar. It develops without undergoing sudden and revolutionary changes. 15. The historian, according to the critics, sinned against the past by giving it an order and symmetry which it did not possess. d) 16. His having failed at the examinations surprised everyone. 17. He doubted such things having been unearthed in that area. 18. They did not object to the question being discussed at the meeting. 19. I have heard about our head engineer's having been sent to the international conference. 20. Our job and living standards depend on the industrial capacity of the nation being used to the full. 21. Conditions of the end of the 18<sup>th</sup> century led to the need for quicker communication between towns, and this naturally led also to the literature being spread very quickly.

*Read and translate the text paying attention to gerund forms, functions and construction.*

### ***Invention of Printing***

The 15<sup>th</sup> century saw the coming of one of the most important events in the history of civilization – the development of printing. The man who is credited with having invented the art of printing from movable type is Johann Gutenberg of Mainz.

However, there is much more to the story. Actually, printing began long before this era. The principles on which it was ultimately developed existed among ancient Babylonians and Egyptians who made use of metal and wooden seals for impressing pictures and signs on clay and wax.

Later on wood-block printing (xylography) was developed in the countries of the Far East. A carefully carved wooden block would contain an illustration and half a page or more of letters. The earliest known book *the Diamond Sutra* printed in this manner was produced in 868 A.D. Like many Buddhist texts, it was printed at the request of a believer who hoped to gain merit through an act of piety. Sir Aurel Stein discovered the book at the cave-temples in North-West China in 1907.

It is uncertain whether block-printing eventually reached Europe from Asian sources, or whether the Europeans developed the art independently but it was practised in Europe years before Gutenberg started carrying out his experiment. The great discovery made in the 15<sup>th</sup> century was that of producing every letter of the alphabet separately. Using this, the printer was capable of rearranging them and forming words, lines and pages of a written work without the need of cutting new blocks for every page.

The invention of mechanical printing is inseparable from the development of another phase of book-making. This was the manufacture of paper. Many surfaces had been tried in various countries for writing, including wood, clay, stone, metal, hides, cloth, silk, bamboo, papyrus and bark. But all were either too scarce or too bulky to be used on the printing press. Paper which was introduced to Spain by the Arabs in the 12<sup>th</sup> century, proved to be a really perfect product. Oddly enough, it did not receive a warm welcome in Europe despite its being comparatively cheap. Reactionary authorities, both religious and administrative, were much opposed to paper being used. But with the spread of literacy among the rising bourgeois class the need of a writing material cheaper than the very expensive parchment became more and more urgent. Manufacturing paper turned out to be profitable and paper mills sprang in one country after another.

Gutenberg was one of many, who aimed at spreading book production through mechanical printing. Did he really invent the printing

press? The best evidence indicated that he did. At least he put together the first workable type and succeeded in developing it to the point where excellent printing could be achieved.

## Vocabulary exercises

1. *Form adjectives from the verbs using the suffix –able, translate the adjectives into Russian:* to move, to work, to note, to play, to compare, to touch, to measure, to teach, to read, to profit, to change, to pass, to observe, to believe, to break, to think. *Consult the dictionary if necessary.*

2. *Consult the text and find a) the English equivalents for:* подвижные литеры, сравнительно дешевый, без необходимости, распространение грамотности, печатный станок, оказалось выгодным, имеет честь называться изобретателем, крайне необходимый, производство бумаги, несмотря на, преуспел в, бывало содержал, по крайней мере; *b) the words defined as:* 1. the ability to read and write, 2. thick yellow-white writing paper used in the past, 3. the outside or top layer of something, 4. extremely good or of very high quality, 5. the outer covering on the trunk and branches of a tree, 6. a soft, sticky substance which is used for making pottery, bricks, etc.; 7. a sticky, yellow substance made by bees, 8. a fine, strong fiber, produced by worms, 9. the skin of an animal, used for making leather.

3. *Complete the following sentences, using gerund instead infinitive and your knowledge of history.*

The Babylonians		to produce...
The Arabs		to manufacture...
The Egyptians		to attain...
The Aztecs		to erect...
The Spartans		to bring up ...
The Romans	<b>succeeded in</b>	to develop...
The Chinese		to unite...
J. Caesar		to defeat...
Prince Yaroslav the Wise		to carry out ...
Alexander the Great		to conquer
J. Gutenberg		to mummify...
Sir Antonio Parnizzi		to formulate...

4. Write out from the text sorts of materials. Say a few words about who used them, when, where, and what for.

### **Oral Language Practice**

1. Write down ten questions to cover the contents of the text, Have a talk based on your questions with your classmates. Use phrases to begin the answers from exercise 2 page 10.

2. Rearrange words to ask questions. Use your knowledge of history to answer them.

a) administrative, to, oppose, and, why, paper, used, authorities, did, the, being, religious?

b) a, become, more, and, the, why, material, cheaper, need, did, writing, urgent, perfect, of, for?

c) is, book, the, having, Russia, first, credited, who, in, with, printed?

d) introduced, it, Spain, the, how, paper, that, did, Arabs, come, to?

3. Read the text (you have five minutes at your disposal) and memorize its main ideas.

The most important event in cultural life of the 15<sup>th</sup> century was the introduction of printing. The first English printer, William Caxton (1422 – 1491) learned the art of printing on the Continent. He was a merchant and spent 20 years in the Low Countries (modern Netherlands, Belgium, Luxemburg). He became known at the court of the Duke of Burgundy. One day Caxton showed to the Dutchess some translations of the book about the siege of Troy. He decided to reproduce his translation in printing, the art of which he wanted to learn. The Collection of the Histories of Troy printed by Caxton came to be the first book printed in the English language (1475). Toward the end of 1476 Caxton returned to England and set up to his printing press in Westminster. He printed translations, histories, religious books, poetry – everything, in fact, which had up to his time been copied by hand. The importance of William Caxton does not end with his being the first English printer. He was also a distinguished man of letters, a critic and translator, and a propagandist of good literature. After his death his work was carried on by men who were better printers but they quite rightly regarded Caxton as their guide and master.

*Close the text and retell it.*

4. *Topics for discussion:* a) *speak on:* 1) The most important event in cultural life of the 15<sup>th</sup> century; 2) Pioneers of printing; 3) Gutenberg's life story; 4) Development of technique of printing; b) *shoot and release a film.* (Imagine that you are a team that shoots the documentary film for school-children "Development of Printing". Choose what you want to act as: a script writer, a producer, a priest from a temple school in Babylon, a printer who produced the earliest known book, Gutenberg's apprentice, a clergyman of the highest rank, a manufacturer of paper, a representative of bourgeois class., Dutchess of Burgundy, W. Caxton, J. Gutenberg, I. Fyodorov.)

## Unit V

Grammar Revision

Text: Bologna University

*Review **Passive Voice, Infinitive, Participle and Gerund** by doing grammar exercises from Units I, II, III, IV according to your variant from the table. Follow the task mentioned in the exercise.*

Unit Ex.	<b>I</b>	<b>V</b>	<b>A</b>	<b>R</b>	<b>I</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>S</b>	<b>10</b>
Unit I Ex. 2	1	2	3	4	5	6	7	8	9	
Ex. 3	2	3	4	5	6	7	8	9		1
Ex. 4	3, 13	4, 14	5, 15	6	7	8	9	10	1, 11	2, 12
Unit II Ex. 2	8	9		1	2	3	4	5	6	7
Ex. 3	9, 19	10	1, 11	2, 12	3, 13	4, 14	5, 15	6, 16	7, 17	8, 18
Ex. 4	10, 19	1, 11, 20	2, 12, 21	3, 18, 22	4, 13, 23	5, 14	6, 15	7, 16	8, 17	9, 18
Unit III Ex. 2	6	7	8	9	10	1, 11	2	3	4	5
Ex. 4	5	6	7	8	9	10	1, 11	2	3	4
Ex. 5	4	5	6	7	8	9	10	1, 11	2	3
Unit IV Ex. 1	3	4	5	6	7				1	2
Ex. 3	6	7	8	9	10	1, 11	2, 12	3, 13	4	5
Ex. 4	3, 13	4, 14	5, 15	6, 16	7, 17	8, 18	9, 19	10, 20	1, 11, 21	2, 12, 20



*Read and translate the text paying attention to the underlined grammar forms.*

## ***The University of Bologna***

1. The keen interest of the twelfth century scholars in theology and philosophy was part of an intellectual awakening which may properly be called a “revival of learning.” Students flocked to the cathedral schools in unprecedented number. Nor were theology and philosophy the only thing that interested them. Western Europe had just come into the possession of a large body of new knowledge. The Justinian Code, lost sight of nearly six hundred years, was rediscovered. The works of Aristotle were just becoming known through the translations of Arabic scholars in Spain, and Euclid’s geometry came to Western Europe through the same channel. The works of Greek physicians, now available also, laid the foundation of medieval medicine. A new arithmetic came in use based upon the so called “Arabic” numerals, to which Arab mathematicians had added the zero. The cathedral and monastic schools, whose curriculum had been limited to the seven liberal arts, could accommodate neither the new studies nor the increased number of students. The tide of learning overflowed the old banks and began to cut new channels. In short, the twelfth century revival of learning led to the foundation of universities.

2. We may take Bologna and Paris as illustrations of medieval universities. In both the question of origins is a difficult one. There was as yet no technique for the foundation of universities. Medieval universities were founded by men who did not know what they were doing, so to speak: they were merely meeting a practical situation in practical way. Bologna became a centre for the study of law about 1150. Those thriving city-states were developing an economic and a political system quite at variance with the order of the day and not unlike the Roman order of a previous day. A demand arose, in the business and political world, for men with legal training.

3. Bologna was on an important crossroad of northern Italy. It became a centre for students, about the middle of the twelfth century, through the fame of a great teacher, Irnerius, who lectured on the “Digest” from notes made in the margin of his own copy. Students flocked to Bologna from all parts of Italy and from beyond the Alps;

many of them were mature men, sons of nobles and wealthy merchants. These students were not allowed to become citizens of Bologna and were thus quite without rights. They were forced to pay high prices for food and lodging by shameless profiteers. In dispute with townsmen the students invariably lost. Following the medieval fashion, therefore, the students of Bologna soon organized a guild or *universitas*, a word used for associations of all kinds, and chose a rector from their own number. The Students' association was in a position to bargain with the city authorities, its weapon, completely effective, being the threat of migration to some other city. The students got what they wanted, namely, the right to fix prices, the right to the protection of the law, and certain rights of self-government including that of disciplining their own members. Such was the first university charter.

4. Victorious over townsmen, the students turned on their other enemy. The teachers, Irnerius and the rest, were entirely dependent upon the fees paid them by the students. The "university of students" proceeded to bargain with doctors, as they were called, and another set of regulations emerged, which the doctors were sworn to obey. These regulations fixed salaries, the number of lectures, the hours of instruction, and so on. A doctor had to secure the consent of his class and of the student-rector to be absent even for a single day. If he wanted to leave town he had to deposit a sum of money as pledge of his prompt return. The doctors had to begin their lectures promptly with the bell and close within one minute after the bell; they were fined for omitting matter or refusing to answer questions as and when asked and for falling behind the appointed schedule.

5. The doctors organized a "university of doctors." They established monopoly of the right to teach, to set examinations, and to grant licenses to teach. These licenses were the earliest degrees.

6. Bologna is known to have remained a school of law exclusively for nearly two centuries. Besides Roman law Canon law was taught there also. It was thus possible to study and even to become a doctor of both laws. Having been granted official recognition in 1185 Bologna established faculties of arts and medicine in 1316 and of theology in 1360. In organization Bologna was the model which was followed by other universities in Italy, the south of France, and in Spain.

(from "Europe in the Middle Ages" by O. Ault, Boston, 1932)

## Vocabulary exercises

1. Consult the text and find a) the English equivalents for: так называемый, доступный, а именно, устав университета, остальные, официальное признание, справлялись со сложившейся ситуацией, имели возможность, зрелый мужчина, в противоречии с заведенным порядком, на полях, потерявшие стыд спекулянты, свод правил, отставать от графика, пренебрегать предметом обсуждения; b) the words defined as: 1. a serious and public promise, 2. a large amount of; 3. a plan of what someone is going to do; 4. a written statement of the principles, duties, and purposes of an organization; 5. an official rule or order, 6. to discuss the conditions of a sale, agreement etc in order to get a fair deal; 7. a place where you pay to live; 8. an official document that gives you permission to do or own something; 9. the course of study offered by an educational institution; 10. something that you can use to achieve your aim; c) the words close in meaning to: always, successful, scientist, permission, to appear, rich, citizen, pattern, opponent, immediately, example, growing, sharp, agreement.

2. Learn the expressions with the words a) sight, b) matter, c) to lose, d) to meet. Make up eight sentences with any expressions you like or a story using some of them.

a) long sight – дальновзоркость

short sight – близорукость

at first sight – с первого взгляда

to see the sights of – осматривать достопримечательности

b) a matter of valour and heroism – дело доблести и героизма

a matter of dispute – спорное дело

a matter of life and death – вопрос жизни и смерти

a matter of taste – дело вкуса

c) to lose one's temper – рассердиться, потерять самообладание

to lose one's head – потерять голову, сложит голову на плахе

to lose one's way – заблудиться

to lose sleep over something – потерять сон

to lose sight of – потерять из виду

d) to make both ends meet – сводить концы с концами

to meet the demands – удовлетворять спрос

## Oral Language Practice

1. Read the text through and connect the number of the paragraph with its main idea(s).

1.	a) first students of Bologna
2.	b) the reason of foundation of universities
3.	c) growth of Bologna university
4.	d) the revival of learning
5.	e) university of doctors
6.	f) life of students
	g) technique of foundation of universities
	h) Bologna as the centre of studying law
	i) students' guild and its activity
	j) conflict between students and doctors

2. Comment on the main ideas of the text in your own words. Don't omit essential historical facts.

3. Imagine that you are a first year student of one of the UK universities. Read the following information and guess what is meant. Short questions might help you.

a) Students take part in Freshers' Week. What is it? b) British students show lack of interest to serious study. Why? c) A foreign student may be forced to leave the country. What for? d) It is difficult to make friends. Why? e) An overseas student may be discriminated. What to do?

4. Read "College Life and Social Attitudes" from "Finding Your Place in the UK Educational System" published in the magazine "Study UK" in 1993 and answer the questions from exercise 3 again. Compare positive and negative characteristics of student life in Great Britain and Russia.

When you arrive at your university or college, look out for Freshers' Week (sometimes called Intro Week) – a week of music, entertainment and activities designed to introduce you to the non-academic side of student life and the many student-run clubs and societies. The students' union often organizes specific events for overseas students during Freshers' Week.

At first many overseas students are surprised by the apparent lack of interest shown by some British students towards serious study. To understand their behaviour, you need to understand a little about British student tradition. Historically, the social side of college life has

always been as important as academic study. Most undergraduates will be living away from home for the first time, and see their degree course as their last opportunity to be young and reckless – ‘to discover themselves’ – before they have to accept their responsibilities as an adult and get a job. Underneath the surface, most are committed to their studies and proud of their achievements, even if they don’t admit it. For overseas students the general rule is: “Join in if you want, but don’t feel as you have to”, especially when it comes to drinking alcohol. No intelligent person will think less of you if you don’t.

One word of warning – although they are available at most universities and colleges, drugs are illegal. If you are caught using them by the police, the penalties can be severe and, as a foreigner, you may be forced to leave the country.

Making friends may prove quite difficult at first – one of the most common adjectives used to describe British people is ‘cold’. ‘Shy’ is probably more accurate; we don’t seem to start conversations easily and prefer to be introduced to new people before talking to them. In most cases, after that initial introduction, the British are just like everyone else.

British attitudes towards race and colour vary enormously, although there are signs that we have become more understanding of people from different cultures in recent years. Sadly, however, racism can still be found, even among students. Don’t tolerate it – if someone makes a reference to your colour or race that you don’t like, discuss the matter with your tutor or international student adviser.

Most graduates look back on their years at university or college as among the happiest of their lives. The friends made and the knowledge and experience gained shape their lives for a long time afterwards.

4. *Topics for discussion:* a) *speak on* 1) the first university in Europe, 2) students’ life in Bologna, 3) the events described in the text “Bologna University” as if you were mayor of Bologna, student – rector of Bologna university, teacher of Bologna university; 4) the first Russian university; 5) the first impressions of an overseas student in London University; b) *write an essay* “Students’ life in Yaroslavl State University” or “History of Yaroslavl State University”; c) *work out set of regulations for students of your faculty.*

## Appendix

### I. Learn to read the proper names

**Unit I:** *Mexico* ['meksikou], *Hernando Cortez* [hə:'nændou'kɔ:təz], *Aztecs* ['æztəks].

**Unit II:** *Ephesus* [əf'i:səs], *Mausoleum* [mɔ:sə'liəm], *Helicarnassus* [hə lika:'næsəs], *Pharos* ['fæərəs], *Colossus of Rhodes* [kəl'ɔsəs əv 'roudz], *Imhotep* [im'houtəp], *Djoser* ['d ɔ:sə], *Cheops* ['kiəps], *Chefren* ['kefrən], *Mikerinos* [mi'kerinəs], *Florence* ['flərəns], *Milan* [mi'læn].

**Unit III:** *Diodorus* [daɪə'dɔ:rəs], *Layard* ['leija:d], *Aristotle* [a:r'istoutl].

**Unit IV:** *Johann Gutenberg* ['d ouhən ['qutənbə:q], *Mainz* [meints], *China* ['t ainə], *Belgium* ['beld iəm], *Luxemburg* ['luksəmbə:q], *Burgundy* ['bə:qəndi].

**Unit V:** *Bologna* [bə'lounjə], *Euclid* [ju:'kli:d], *Arabic* [a:'ræbik], *Irnerius* [ə:'neriəs].

### II. Writing Essays

#### *Writing tips*

- Give your essay a clear structure with a beginning (introduction), middle and end (conclusion).
- Remember to check your punctuation. Use the punctuation guide below.
- Do not use contracted forms such as don't and can't. These are used in spoken and informal English.

Essay questions usually ask you to do one or three things:

1. Compare two or more things and decide which is best.
2. Discuss the advantages and disadvantages of doing something.
3. Discuss a problem and suggest solution.

#### *Organizing your essays*

You need to present your ideas in a clear and organized way. It is helpful to organize your essay like this:

1. Introduce the subject by describing the things you want to discuss. Say why the subject is important.

2. Describe the main points of the situation or problem in a sensible order. Organize your discussion into paragraphs. Each main point should have its own paragraph.

3. Always use clear, short sentences. Use common words that you know well but avoid very informal words.

4. Give a summary of the points you have made and present your conclusion.

### ***Punctuation***

Always use capital letters at the start of:

- Every sentence (and always end the sentence with a full stop)
- Names of places, people, organizations, languages, religions and nationalities, e. g. Japanese

- Names of days of the week and months of the year, e. g. April

- Titles and ranks used with people's names, e. g. Professor Smith

Use commas (,):

- To show a pause which separates the parts of a sentence
- To separate spoken words from the rest of the sentence: e. g. "Hello", he said.

- After sentence connectors: e.g. For example, However, Furthermore, etc.

Use a colon (:):

- To start a list, e. g. You will need: oranges, peaches, grapes, and a banana.

Use a semi-colon (;):

- To separate two parts of a sentence: e. g. The exam was easy; I'm sure I will pass.

Use an apostrophe ('):

- To represent missing letters, e. g. can't, haven't, I'll, there's

- To show a possessive, e. g. Rory's computer

Use inverted commas or quotation marks(" "):

- To show words which are spoken: e. g. "I'm sorry I'm late", she said.

### ***Useful phrases***

If you understand and learn these useful phrases, it will help you to organize your essay and make your arguments clear.

Introduce the subject	<p>It is a well-known fact that ...</p> <p>Many people believe that ...</p> <p>It is often claimed that ...</p> <p>By way of introduction, I would like to point out that ...</p> <p>There are several ways of looking at the problem of ...</p> <p>One of the most important issues in society today is ...</p>
Start the discussion	<p>First of all, / Firstly, / To begin with, / In the first place, ... (NOT Firstly of all)</p> <p>Let us begin by looking at ...</p> <p>First of all, let us consider ...</p> <p>The first thing that should be noted is ...</p> <p>It is worth stating from the outset that ...</p>
Continue the discussion	<p><i>If you want to continue discussions one side of questions:</i></p> <p>Secondly, (NOT Second or Secondly of all)</p> <p>As far as ... is concerned / As regards / As for ...</p> <p>This brings us to the question of (whether/how/who etc.)</p> <p>It also should be noted/stressed that ...</p> <p><i>If you want to show the other side of the question</i></p> <p>However / Nevertheless, ...</p> <p>The opposite may also be true.</p> <p>There is more than one way of looking at this problem.</p>
Present a conclusion or a solution to the problem	<p>Lastly, / Finally, (NOT In the last / final place)</p> <p>On balance, ...</p> <p>To sum up, / In summary / conclusion that ...</p> <p>To conclude, it seems likely that ...</p>
Express your personal opinion	<p>In my opinion, ... (do NOT write I think after this phrase)</p> <p>My personal opinion is that ...</p> <p>My own view of this that ...</p> <p>It is my opinion that ...</p>

### ***Link your ideas***

You can link your ideas by using these words at the start of each sentence:

**Firstly, ... . Secondly, ... . Thirdly, ...**

Remember that it sounds unnatural to do this more than three times. Do not use fourthly and fifthly.

If you use “**On the one hand ...**”, you should also use “**On the other hand ...**” in the following sentence or paragraph.

Try not to use these words or phrases more than once in the same essay. Find words or phrases which have a similar meaning. For example, here are some other ways to say also: **furthermore, moreover,**



**what is more, besides, in addition.** Use these at the start of a sentence.

### **III. Writing a Précis**

A précis is a short version of selection from a book, report, newspaper, article, etc., which conveys the main idea of the original. The word “*précis*” which is French and the English “*precise*” both come from the same Latin verb meaning “to cut short”. “To be precise” is to be accurate, definite, exact, brief and to the point. In writing a *précis* you need to be able to write clearly and intelligibly.

A précis is normally made in about one third of the original. You are not supposed to introduce your own judgement or comments, nor can you use direct speech, conversations or dialogues in *précis* writing. These should be paraphrased before being condensed. Thus, paraphrase is a first practical step to *précis* writing.

Writing an accurate *précis* is not easy. It requires careful and thoughtful reading in order to grasp the general idea and phrase it in a way which will be at once clear and brief. Here are some suggestions which should be helpful:

1) Write out: a) the title of the text, b) the name of the author, c) the title of the book, d) when and where it was published.

2) Read the text in your normal manner and answer the question what the text is about.

3) Read the text again, this time more slowly and carefully. Read to find, first, the main idea of each paragraph and, second, the cluster of details that expand that main idea. During this reading you have also seen how the facts are connected, how one step follows on from the one before. Use dictionary to understand everything.

4) Now go through the text again, this time sentence by sentence. Grasp the main idea in each paragraph as quickly as you can. Write out topic sentences, marking the paragraphs they are from, and important facts as you go along.

5) Now make the list of all the points you are going to use in your *précis*. Write them down using your own words as far as possible. These notes must contain all essential historical facts and ideas of the author on the subject. Nothing but what the author tells his readers should appear. Add no information of your own.

6) Write a logical draft precis of the text, referring the list of points only when you want to make sure of some point. This will help you greatly to reproduce the substance in your own words.

7) Write a precis of the text.

8) Read through your precis carefully. Revise it, being sure you have excluded personal judgement and have accurately stated the main points of the original, omitting nothing important, and including nothing which is subsidiary. Cut out unnecessary words and be sure you have linked the parts of your statement together with transitions which will make the relationship clear to a reader who has not seen the original.

*Write precis on the texts of Units: I, II, III, IV, V.*

#### ***IV. Round-Table Talks and Talk Shows***

*This list of expressions might help you to*

- a) express your point of view,
- b) show that you have no opinion whatsoever, avoid giving an opinion,
- c) agree with the speaker,
- d) disagree with the speaker.

А	
Look, I'll tell you...	Послушайте, что я вам скажу.
As I see it...	На мой взгляд...
In my opinion...	По моему мнению...
As far as I can see...	Насколько я понимаю...
It's common knowledge...	Общеизвестно, что...
All things considered...	Учитывая все обстоятельства...
It must be admitted...	Следует признать, что...
There is no denying...	Нельзя отрицать того, что...
I'm hundred percent sure...	Я на сто процентов уверен...
I'm quite convinced...	Я вполне убежден...
В	
Is it? / Was it? / Do they?	Да?
It all depends.	Как сказать. (Поживем-увидим.)
Not my department, I'm afraid.	Боюсь, что я мало в этом разбираюсь.
That's your opinion.	Это ваше мнение.
You'd better ask Mr. Brown about it.	Спросите лучше ... об этом.
It's difficult to say.	Трудно сказать.

Do you think so? Perhaps.	Вы так думаете? Возможно.
I suppose it depends on your point of view.	Я полагаю, это зависит от того, как вы на это посмотрите.
C	
Oh, yes!	О, да!
You are right./ Right you are.	Вы правы.
I quite agree with you.	Я вполне с вами согласен.
I fully agree with you.	Я полностью с вами согласен.
No doubt whatever.	Вне всякого сомнения.
Looks like that.	Похоже, что это именно так.
D	
I can't agree with you.	Не могу с вами согласиться.
That's where you're wrong, I'm afraid.	Вот в этом вы как раз и не правы.
I don't think so.	Я иного мнения.
It's just the other way round.	Все как раз наоборот.
You are the first tell me about it.	Мне это неизвестно.
Nothing of the kind!	Ничего подобного!
That can't be true!	Этого не может быть!

*You can add to this list useful phrases from “Writing Essays”*

## V. Oral Presentation Skills

### 1. Greeting

– Good afternoon ladies and gentlemen (everyone). It's good of you to come along. (Thank you for your joining me today.)

– I don't think I know all of you (We haven't all met before), so I'd better introduce myself.

– I'm ... from ... department.

### 2. Introducing subject

During this short talk I'm going to	give you	a brief outline of
		some idea of
In the course of my talk I want to	tell you about	
	look at	
	explain	
	consider	
	examine	

### 3. Indicating structure

I've divided my talk into the following sections...

I'll start off with ... then move on to ... look briefly ... and finally ...

#### **4. Staging**

First of all, In the first place, To begin with,	}	I'd like to let's	{	consider take a look at review examine in some detail
--	---	----------------------	---	--

Now, { I want to move on to ...  
let's turn to another aspect ...  
to consider a different angle I'd like to take a closer  
look at ...

#### **5. Enumerating**

There are three {	points aspects systems characteristics	I want to {	make mention your attention to
-------------------	---	-------------	--------------------------------------

The first one is...

Second/ly/; The second one is ...

Finally/thirdly/lastly/ The last one is ...

#### **6. Emphasizing**

– I'd like to stress this particular point/factor/ aspect ...  
crucial

This is particular {	key vital central	{	point factor
----------------------	-------------------------	---	-----------------

I want to emphasize/ underline this point/ the point that ...

And allow me to call your attention to ...

Let me call attention to another fact.

One fact is clear and indisputable that ...

#### **7. Exemplifying**

– Let me give you an example

Let me illustrate what I mean by that

Let me quote

Take, for { instance  
example ...

### ***8. Clarifying and restating***

– In other words

That is to say

Or to put it another way

Let me rephrase that

What I want to say is ...

What I mean is ...

### ***9. Closing***

– Well, { that's about it, I think.  
that's all I want to say and indeed all I have time for.  
I think I'd better close now as time { is running out.  
has nearly run out.  
time is almost up, so I'll close on that point.

I close with the words ...

In conclusion may I repeat ...

– Thank you for { listening.  
your attention.

### ***10. Asking for questions***

– Now, if anyone has any questions I'd be happy (glad) to answer them.

Do you have any questions you'd like to { ask me?  
put to me?

### ***11. Asking for clarification***

Sorry, I don't think I quite understand your question, could you rephrase it, please?

– Sorry, I didn't quite catch that, could you repeat the question?

## Oral Presentation Rating Sheet

### *A. Structure*

- |   |                                    |
|---|------------------------------------|
| 1. Getting attention and establishing contact at the start. | <b><i>6 = outstanding</i></b>      |
| 2. Indicating structure in opening section.                 | <b><i>5 = very good</i></b>        |
|   | <b><i>4 = good</i></b>             |
| 3. Staging of key points.                                   | <b><i>3 = fairly competent</i></b> |
| 4. Closing section.   | <b><i>2 = weak</i></b>             |
|   | <b><i>1 = poor</i></b>             |

### *B. Technique*

1. Hand and body movements.
2. Voice level, voice variation and use of pauses.
3. Eye contact.
4. Visual aids.
5. Pronunciation – ability to be understood.
6. Grammar and vocabulary.

### *C. General content*

1. Interest.
2. Clarity and intelligibility of explanation.
3. Overall impression.

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