

АНГЛИЙСКИЙ ЯЗЫК

**Методическая разработка
для чтения текстов по специальности
«История»
для студентов бакалавров 1–2 курсов**

Бишкек 2015

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Методическая разработка для чтения текстов по специальности «История» для студентов бакалавров 1–2 курсов

А 64 АНГЛИЙСКИЙ ЯЗЫК: методическая разработка для чтения текстов по специальности «История» для студентов бакалавров 1–2 курсов / сост.: Е. В. Докучаева, Л. М. Лукина. Бишкек: КРСУ, 2015. 70 с

Предназначена для студентов 1–2 курсов гуманитарного факультета по специальности «История».

Состоит из 4 тематических разделов и текстов для дополнительного чтения. В каждый раздел включен текст, примечания к тексту, в которых дается объяснение реалий, толкование лексических и грамматических трудностей, список обязательных слов и выражений (активный словарь раздела), грамматические и лексические упражнения, а также упражнения и дополнительный материал для формирования навыков устной речи. Задания из разделов могут использоваться для самостоятельной подготовки студентов.

Цель методической разработки – на основе активного владения профессиональным словарем выработать у студентов навык понимания оригинальной исторической литературы, развить у них умение в кратком и обобщенном виде излагать информационный материал, а также научить их вести элементарную беседу на темы по специальности.

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UNIT 1

WHY I STUDY HISTORY

Let me introduce myself¹: I am Azamat Sadyrov, a student at Kyrgyz Russian Slavic University, Now I am a freshman², as they put it in America, and I am doing history³, I take a full course of world, Russian and Kyrgyz history, let alone some other things⁴. I must say I take a special liking to⁵ the subjects in which I am going to major (to specialize)⁶. And that is modern history of Kyrgyzstan which was my favourite subject at school.

It was shortly before leaving school that I made up my mind⁷ to enter the faculty and take up history seriously as my future specialty. Whether I will make a very good teacher or a research worker remains to be seen⁸, but I am sure that eventually I will become quite knowledgeable in the field of⁹ history and perhaps social sciences.

There are many historical subjects in our program. When we are through with¹⁰ ancient history, we will pass over to the study of the Middle Ages¹¹. As to Kyrgyz history, I think, we will start learning the contemporary period next year¹² but not until we are through¹³ with the feudal period. When I am in my third year, I wish to devote myself to the special study of modern and contemporary history by which I am greatly attracted¹⁴.

If you ask me why of all humanities I have chosen history, my answer will be: it interests me as a science because it helps one to understand¹⁵ and explain the processes going on in various aspects of human history. It also helps one to foresee the course of events in the future. But no one can really study any particular period of history unless he knows a lot about what preceded it¹⁶ and what came after it.

If one casts a retrospective look at the historical past, one can see¹⁷ that the entire history of human society is that of wars and struggle for power. Wars were always waged for the purpose of conquering¹⁸ other lands and peoples. No matter whether Roman dictators¹⁹, German or French Emperors, British kings or queens or Russian tsars – all the monarchs in their fight for absolute power or colonial possessions brutally oppressed their own people, enslaved and plundered the conquered nations.

But in course of time empires and monarchies gradually came to a downfall. As a result of bourgeois democratic revolutions some monarchs were overthrown or deposed and republics were proclaimed.

I suppose we will soon discuss all these points at our seminars²⁰.

Notes

¹ **Let me introduce myself** – Разрешите представиться

² **a freshman** = a first-year student (ам.) – первокурсник

Запомните также:

What year are you in? – На каком курсе вы учитесь? – *I am a first-year student* или *It's my first year.*

What faculty are you in? – На каком факультете вы занимаетесь? – *I am in the History Faculty.*

What department are you in? – На какой кафедре вы специализируетесь? – *I am in the Department of Ancient History.*

³ **I am doing history** – я изучаю историю

В разговорной речи глагол *to do* часто употребляется в значении «изучать какой-либо предмет», а также «учиться, заниматься в учебном заведении». Например: *Are you doing French?* – Вы изучаете французский? *We did Latin last year.* – В прошлом году мы изучали латынь.

А также: *She is doing well at the college.* – Она хорошо занимается в институте.

How is he doing at the University? – Как он занимается в университете?

⁴ **let alone some other things** – не говоря уже о других предметах

⁵ **I take a special liking to** – мне особенно нравятся

⁶ **to major (in)** – специализироваться (по)

По какому предмету вы специализируетесь? – *What are you majoring in?* – *I am majoring in ancient history.*

⁷ **It was shortly before leaving school that I made up my mind ...** – Незадолго до окончания школы я решил...

It was ... that... – эмфатическая конструкция

Запомните: окончить школу – *to leave school*, окончить вуз (институт, университет, академию) – *to graduate from college (the university, the Academy).*

⁸ **Whether I will make ... remains to be seen.** – Получится ли из меня ... покажет будущее.

⁹ **eventually I will become quite knowledgeable in the field of...** – в конечном счете я стану вполне подготовленным в области...

¹⁰ **When we are through with ...** – Когда мы закончим (изучение)...

¹¹ **the Middle Ages** – Средние Века

Запомните также: *the Stone Age* – каменный век, *the Iron Age* – железный век, *the Bronze Age* – бронзовый век.

¹² **next year** – в будущем году

Существительные, обозначающие отрезки времени и имеющие определения *next, last, this*, употребляются без артикля и предлога: *this*

week – на этой неделе, *last month* – в прошлом месяце, *last term* – в прошлом семестре.

¹³ **but not until we are through ...** – но лишь тогда, когда мы закончим ...

¹⁴ **by which I am greatly attracted** – (зд.) которая меня очень заинтересовала

¹⁵ **it helps one to understand (to foresee)** – она помогает понять (предвидеть)

one – структурное дополнение, на русский язык не переводится.

¹⁶ **any particular period... unless he knows a lot about what preceded it** – какой-нибудь конкретный период ... без глубокого знания того, что ему предшествовало

¹⁷ **If one casts a... look, one can see ...** – Если бросить ... взгляд, можно заметить...

one – подлежащее в неопределенно-личном предложении, на русский язык не переводится.

¹⁸ **for the purpose of conquering** – с целью завоевания

¹⁹ **No matter whether Roman dictators...** – Неважно, римские ли диктаторы ...

²⁰ **I suppose we will soon discuss all these points at our seminars.** – Я предполагаю, что скоро мы будем обсуждать все эти вопросы на наших семинарах.

Запомните: предлог *at* («на»): *at the seminar, at the lecture, at the examination, at the English class* – на занятии по английскому языку.

Words and Word Combinations

age n 1) век; 2) возраст

the Middle Ages Средние Века

choose v. выбирать

conquer v. завоевывать, покорять

course n 1) курс; 2) ход, течение

create v. создавать, творить

creation n. создание

depose v, свергнуть с престола

emperor n. император

empire n. империя

enslave v. порабощать

entire (the whole) a. целый, весь

event n. событие

except pr. за исключением

fight (for, against) n. борьба (за, против)

foresee v. предвидеть

gradually adv. постепенно

historic a. исторический (важный)

historical a. исторический

history n. история

Ancient History история древнего мира

Contemporary History новейшая история

Modern History новая история

World History всеобщая история

humanities n. гуманитарные науки

humanity (mankind) n. человечество

introduce v. 1) знакомить, представлять; 2) вводить (реформы, методы)
just a. справедливый
king n. король
major (in) v. специализироваться (по)
monarch n. монарх
monarchy n. монархия
oppress v. угнетать
overthrow v. свергать; n. свержение
plunder v. грабить
possession n. владение
power n. власть
proclaim v. провозглашать
queen n. королева

research worker научный работник
sciences n. наука
scientific a. научный
scientist n. ученый
social a. общественный
socialist a. социалистический
society n. общество
struggle n. борьба; v. бороться
system n. строй; система
the feudal (slave, capitalist) system; the primitive community system первобытно-общинный строй
wage v. вести (войну, борьбу)
war n. война

to be a first-year student – учиться на первом курсе
to take a course in ... – слушать курс по ...
to be going to – собираться (намереваться) делать что-л.
to leave school – окончить школу
to make up one's mind – решить сделать что-то
to enter college (university) – поступить в институт (университет)
to take up history – заняться изучением истории
to be sure that... – быть уверенным, что ...
to be sure of – быть уверенным в чем-л. (ком-л.)
in the field of – в области
to take an interest in – интересоваться
to be through with – закончить что-л.
to start doing something – начать делать что-л.
at the age of – в возрасте ... лет
as to (= as regards) – в отношении, что касается
to devote oneself to – посвятить себя чему-л.
a course of events – ход событий
a lot (= very much) – очень много (наречие)
for the purpose of – с целью
in the course of – в ходе, в течение
to come to a downfall – пасть, рухнуть
as a result of – в результате чего-то

GRAMMAR EXERCISES

1. Use the correct form of the verb to be.

1. Now I ... free, but last week I ... very busy. 2. Today some pupils ... absent, but yesterday they ... all present at the lesson. 3. Where ... you last night? I called you up several times, but there ... no answer. 4. Ann ... a student now, but three months ago she ... a schoolgirl. 5. How old ... Bob when he went to school? 6. Last year we ... given a lot of written homework in English, but this year we ... given few exercises to be done in writing. 7. There ... a very interesting film on at our club last night. 8. This book ... translated into Russian before the war. 9. ... you from Bishkek? – No, I ... born in Naryn.

2. Express doubt about the following statements. Follow the models.

Model 1. *Is there a book on the table?*

Was there any milk in the jug?

1. There is a map on the wall. 2. There is some clean paper in the pad (блокнот). 3. There was a history class yesterday. 4. There is some chalk at the blackboard. 5. There is a letter in the box. 6. There was some bread and butter on the plate. 7. There was some ink in the bottle.

Model 2. *Are (Were) there (any) new words in the text?*

1. There are some difficult texts in the book. 2. There are some shops in the street. 3. There were English classes last week. 4. There were some old houses in this place. 5. There are many parks and gardens in the town. 6. There were few apples on this tree last year.

Model 3. *Will there be a lecture tomorrow?*

1. There will be a students' meeting in this room. 2. There will be a seminar next week. 3. There will be a dance after the concert. 4. There will be many guests at the party. 5. There will be few exams this spring.

3. Disagree with the following statements. Follow the models.

Model 1. *There is (are /was /were /will be) no book (s) on the shelf.*

Model 2. *I have no camera.*

1. There is a cinema house in our street. 2. There are some interesting articles in this newspaper. 3. There were some pencils in the box. 4. There are some flowers in our classroom. 5. There is an international students' club in the faculty. 6. They have got a house. 7. John has got a car. 8. I have got a TV set.

4. Respond to the following, using there is/was, there are/were, have/had.

1. Are there many or few students in your group? 2. How many students are there in it? 3. Are there any boys in the group? 4. Were there any girls in your group last year? 5. Were there many students at the History Faculty when you entered it? 6. Are you a student now? 7. Is there much work for you to do every day? 8. Have you got much free time? 9. Are there many classes today? 10. Will there be a lecture in history tomorrow? 11. Will there be many students at the lecture? 12. Did you have many friends at school?

5. Ask questions about the words in bold type.

1. There are **ten lessons** in this book. 2. There were many rainy days **in August**. 3. There is **a lot** of cheese in the fridge. 4. There is **a picture** on the wall. 5. Nick's parents are usually **in the country** in summer. 6. There will be **many** people in the shops. 7. When we lived in Karakol, I had **a lot of good friends** there.

6. Express the following in English:

1. В нашем городе много исторических мест. 2. На этой улице мало магазинов. 3. В Бишкеке нет метро. 4. В столовой (canteen) в это время очень много народу. 5. На полке нет газет. 6. В прошлом году здесь был каток (skating-rink). 7. На собрании будет много студентов. 8. Сегодня не будет лекции (lecture). 9. Раньше здесь не было стадиона (stadium). 10. На прошлой неделе не было занятий по английскому языку (English classes). 11. В этом году здесь будет много яблок. 12. У вас в группе есть бывшие военнослужащие (ex-servicemen)? 13. Сколько мостов (bridges) в Лондоне? 14. В вашем городе есть фабрики и заводы? – Да. 15. Был ли концерт (concert) после собрания? – Нет. Был фильм. 16. Через (in) два года на этом месте будут новые дома. 17. Сколько будет квартир в этом доме? 18. Сколько дней в неделе (месяцев в году)? 19. В этом месяце 30 дней или 31 день? 20. В ручке много чернил? – Нет. В ней мало чернил. 21. В прошлом году в вашем саду было много цветов? – Да. 22. Что там на полке? – Там газеты. 23. Кто находится в соседней (next) комнате? 24. Сколько человек в вашей семье? – Четыре человека.

7. Ask questions to which the following might be answers.

a) 1. Yes, I do. I usually get up at 7 o'clock. 2. No, I don't. I don't take a bath every morning. 3. Yes, I do. I wash with cold water. 4. No, I don't. I don't do morning exercises every day. 5. Yes, I do. I have breakfast at home. 6. No, I do not make breakfast myself. 7. After breakfast I go to the

University (college). 8. I often get to the University by bus. 9. Classes begin at 9 o'clock. 10. Yes, we do. We have an English class almost every day. 11. We do a lot of things in class. We read and translate English texts, do various exercises, write dictations and tests and speak English. 12. Yes, she does. The teacher asks us questions and we answer them.

b) 1. No, she didn't. The teacher did not explain any new grammar material to us yesterday. 2. Yes, we had a test yesterday. 3. No, I didn't. I made only two mistakes in my test. 4. I got a good mark for it. 5. After the English class some of us went to the laboratory and others to the canteen. 6. No, I didn't. I did not go to the gym yesterday afternoon. I went to the library. 7. I stayed there till 9 p.m. 8. Because I had a lot of work to do. 9. I read books, made notes and looked through various newspapers and magazines. 10. I read books on history.

c) 1. Yes, I will. I will go to the reading-room in the afternoon. 2. I am going to do my homework there. 3. Yes, there will. There will be a seminar tomorrow. 4. No, I won't. I will not prepare for the English class. 5. Because we will have no English class tomorrow. 6. Tomorrow evening I am going to take a rest. 7. I'll watch TV and do some reading. 8. Yes, I will. I'll go to the theatre or to the cinema. 9. I think they will. I think some of my friends will come to see me. 10. Yes, we'll go out somewhere, probably for a dance.

8. Ask about a) your friend's life story; b) your friend's working day.

a) 1. What is your name? 2. How old are you? 3. Are you a student? 4. What college are you in? 5. Where are you from? 6. Are your parents there? 7. Are you fond of your home town? 8. It's a beautiful town, isn't it? 9. Is your home town far from here? 10. Have you got many friends? 11. Who is your best friend? 12. Is he/she a student or a worker? 13. How old is he/she? 14. Is he/she married or single? 15. Is his/her family large or small? 16. How many children has he/she got? 17. What does his wife/her husband do? 18. Are you busy or free now? 19. When are you usually free?

b) 1. When does your working day usually begin? 2. (At) what time do you get up as a rule? 3. Tomorrow is Sunday. Will you get up very early too? 4. Do you do physical exercises every morning? 5. How long does it take you to wash and get dressed? 6. What time do you generally have breakfast? 7. Do you have breakfast at home or at the University canteen (столовая)? 8. Where do you go after breakfast? 9. Do you live far from the university? 10. How do you get to the university? 11. When do your classes begin? When do they finish? 12. Do you attend (посещать) classes regularly? 13. When do you have lunch? Do you have it at home? 14. What do you normally do after classes? 15. What time do you usually get home? 16. You have a short rest

and then do your homework, don't you? 17. What do you do in the evening? 18. Do you often go to the cinema and to the theatre? 19. You always watch TV in the evening, don't you? 21. What time do you go to bed? 22. How long does your working day last?

9. Put the questions (Ex. 8, part b) *first in the Past and then in the Future Indefinite Tense, omitting the adverbs of indefinite time. Add yesterday or tomorrow if necessary.*

10. Make up questions about the words in bold type.

A. My sister is a teacher (3). She **teaches history at school** (3). She is very busy **in the morning** (1). **At 9 o'clock** she usually has **her lessons** (2). As she lives **far from the school**, she gets there **by bus** (2).

B. They were in London last year (2). **I wrote 2 letters to my friends yesterday** (5). There was a little **milk in the jug** (2). They had a very **interesting lecture this morning** (2).

C. Mary and her husband will go to **Brighton** next year (3). They will stay there **for a week** (1). We **will invite the Browns through the post** (3).

11. Make up situations, using the following verbs a) in the Present; b) in the Past; c) in the Future Indefinite Tense (Topics: "My Working Day"; "What I did Yesterday", "Next Sunday").

a) to get up, to get dressed, to do morning exercises, to make breakfast, to leave home, to take a bus (the underground), to get to the University, to have many things to do at the English class, to read and translate historical texts, to write tests and dictations, to ask smb questions, to answer the teacher's questions.

b) to attend the lecture, to listen to the lecturer attentively, to take notes (конспектировать), to go to the library, to prepare for the seminar, to do one's homework, to look through newspapers and magazines, to stay in the reading-room long, to come to the hostel, to do some reading, to listen to the radio, to watch TV, to go for a walk, to go to bed at midnight.

c) to have no classes, to take a rest, to go to see one's friends, to visit the museum, to go to the theatre (cinema), to see a new play (film), to go to the country if the weather is good, to go skating (skiing, swimming, boating), to go for a picnic if it does not rain, to go to the stadium to see a football (hockey) match, to stay at home the whole evening, to play chess.

12. Complete the following sentences a) by translating the Russian part; b) by adding something of your own:

a) 1. I won't leave ... (до тех пор, пока он не придет). 2. He will speak to you ... (как только он освободится), 3. You will feel better ... (если вы хорошо отдохнете – to take a good rest). 4. Remember to send the telegram ... (когда пойдешь в библиотеку). 5. Helen will leave London ... (до того, как закончится фестиваль). 6. They won't be late for the meeting ... (если поедут на автобусе). 7. Give me a call ... (перед тем, как вы пойдете туда). 8. We won't go away ... (пока вы не расскажете нам об этом). 9. I'll let you know ... (как только получу от него письмо). 10. The children will go for a walk ... (если не будет холодно). 11. She will do It ... (если она не будет занята).

b) 1. I'll go to my home town as soon as ... 2. The Dean (декан) will receive you when ... 3. We will go to the park if ... 4. I'll do some reading before I ... 5. They will go to the stadium if ... 6. You won't get to the University on time unless you ... 7. I will not post the letter until I ... 8. We will not begin the meeting until everybody ... 9. I'll listen to the latest news before I ... 10. We won't have dinner until Mother ... 11. He will help you unless he ...

13. Translate the following in English:

A 1. В какое время вы обычно встаете? – Около семи. 2. Анна не делает утреннюю зарядку. Это плохо. 3. Что вы делаете после завтрака? – Иду в университет. 4. Когда начинаются ваши занятия? 5. Вы обычно идете в библиотеку или в столовую после занятий? 6. Как долго он обычно работает в библиотеке? 7. Где живет ваш друг? – В общежитии. 8. Сколько вам нужно времени (How long does it take you ...), чтобы приготовить домашнее задание по английскому языку? – Час. Иногда два. 9. Вы помогаете своей сестре по английскому языку, не так ли? – Да. 10. Что ей нравится брать на ужин (for supper)? – Она, как правило, не ужинает.

B 1. Вы ездили в Крым (the Crimea) прошлым летом? – Нет. Мы отдыхали в Сочи. 2. Куда они ходили вчера вечером (last night)? – Не знаю. Я не видел их вчера. 3. Когда студенты возвратились в Москву? – На прошлой неделе. 4. Почему вы не сказали мне об этом раньше (before)? 5. Я не работал тогда на этом заводе. Мы были далеко от Москвы. 6. Вы ходили позавчера в кино? Как вам понравился фильм? – Очень скучный (dull). 7. Вы были дома в 5 часов? – Нет. Я был в университете. У нас было собрание. 8. Какой язык он изучал в школе? 9. Что вы брали на завтрак сегодня утром?

C 1. Вы будете свободны сегодня вечером (tonight)? – Нет. Я буду занят. Я пойду на лекцию. 2. У вас есть занятия завтра? – Нет. Мы идем

на экскурсию в музей. 3. Вы поедете за город в следующее воскресенье, если погода будет хорошая? – Да. 4. Где они будут отдыхать в будущем году? 5. Когда вы позвоните мне (to call me up)? – Я позвоню, как только освобожусь. 6. Кто будет экзаменовывать (to examine) нашу группу? 7. Что вы будете делать, если провалитесь (to fail) на экзамене? – Пойду работать. 8. Какую пьесу мы будем смотреть сегодня в театре? 9. Почему вы не пойдете с нами в парк?

VOCABULARY EXERCISES

1. Give Russian equivalents of the following:

let me introduce myself; I am doing history; as they put it in America; I take a full course of history; let alone other things; I take a special liking to this subject; I am going to major in history; I made up my mind to enter this faculty; to take up French; it was shortly before leaving school that... I; he will make a research worker; I will become quite knowledgeable in the field of history; to account for the processes going on in various aspects of human history; it enables to foresee the course of events; to cast a retrospective look at the historical past; wars waged for the purpose of conquering other lands; fight for power or colonial possessions; in the course of time; monarchies gradually came to a downfall; it ushered in a new era in the history of humanity; when we are through with ancient history; when I am in my third year; I wish to devote myself to the special study of; humanities and sciences.

2. Suggest the English for:

слушать новый спецкурс; изучать в школе всеобщую историю; история средних веков; специализироваться по новой и новейшей истории Англии; историческое (важное) событие; поступать на исторический факультет; учиться на 1-м курсе; в качестве будущей специальности; иметь хорошие знания в этой области науки; пока не (до тех пор пока); ученый (в области гуманитарных наук); проявлять интерес к историческим предметам; если не; вести войну с кем-нибудь; кроме (за исключением); борьба за власть; бороться против завоевателей; завоевывать государства; угнетать покоренные народы; в результате; свергнуть монарха; короли и королевы, императоры и цари; падение Римской империи; создавать; каменный (железный, бронзовый) век; в возрасте 17 лет; окончить школу; студент вуза; что касается истории древнего мира; очень много времени; быть уверенным в ...; окончить университет; колониальные владения; я полагаю, мы будем обсуждать все эти вопросы.

3. a) React to the following statements by adding something of your own. Add one of the phrases below:

e.g. *To the best of my knowledge (as far as I know) it refers to the time when...*

Насколько мне известно, это событие относится к тому времени, когда...

If my memory doesn't fail me, this happened in the period of...

Если мне не изменяет память, это случилось в период...

If I am not mistaken, it took place during the rule (in the reign) of...

Если я не ошибаюсь, это произошло во время правления (царствования)...

According to the sources (records, legend) this historical event occurred in...

В соответствии с источниками (записями, легендой) это историческое событие произошло в ...

It should be noted it was of great historical importance.

Необходимо заметить, что это событие имело большое историческое значение.

1. As a result of the French Revolution of September 4, 1870, which was a bourgeois-democratic one, the Emperor was overthrown and a republic proclaimed. 2. The Prussian monarchy was prepared to wage war with France before it declared war on Prussia. 3. The Anglo-Boer war (1899–1902) was waged in the interests of British capitalism. 4. The conquerors always brutally oppressed the conquered peoples. 5. The first step in creation of the colonial empire was the seizure (захват) by the USA of the Hawaiian Islands in 1898. 6. The fall of the Western Roman Empire is regarded (считать) by historians as the end of the ancient history. 7. The formation of the First International was of great political importance.

b) Express agreement or disagreement. Use the phrases below:

e. g. *I think it's true (good, very important).*

Думаю, что это соответствует действительности (хорошо, очень важно).

I am afraid I can't agree to that.

Боюсь, что я не могу согласиться с этим.

Historically speaking, I think it's wrong.

С точки зрения истории, думаю, что это не так.

1. It's difficult to foresee the course of events in the future if you have no knowledge of the past and the present time history. 2. I am sure many students will take this special course. I wonder when it will be introduced. 3. My friend decided to enter the History Faculty because he wants to specialize in Ancient History under Professor A., a well-known scholar and a historian.

4. There are many trends (направления) and schools in the historical science of the contemporary world. 5. History shows that the masses of landless peasants (крестьяне) always fought for land, but very often with no effect.

4. Make a conversation with your classmate, using the following questions. Work in pairs. Change your roles.

1. Will you introduce me to your friend? 2. What do you usually say when somebody introduces you to somebody? 3. What periods of world and Kyrgyz history do you study at the faculty? 4. Do you take a course of America's modern and contemporary history? 5. Will you take a course of British economic and political history? 6. Which do you like more: ancient or medieval history? 7. Do you know the difference between historic and historical? 8. You've made up your mind to devote yourself to the study of the historical science, haven't you? 9. What do you call a scholar (a specialist) in the field of history? Do you want to become one? 10. In what year of study do your students begin their specialization? 11. What interests you most in the history of our country? 12. Do wars occupy a considerable (значительный) place in human history? 13. When did the First World War begin? 14. How long did the struggle of the Russian people against the Tatar-Mongolian yoke (иго) last? 15. Is Britain a republic or a monarchy? 16. When did Britain begin her colonial expansion? How did she enlarge her possessions? 17. What is characteristic of a bourgeois-democratic revolution as regards (в отношении) its outcome (исход) and results? 18. Will you take up the history of Great Britain or the USA in your third year?

5. Choose the right word:

besides, except

1. Do you take interest in any other subjects ... history? 2. ... English my sister knows French a little. 3. All were present at the lecture ... those who were ill. 4. Who else (еще) was absent... Student Bobrov? 5. I eat everything ... fish. 6. She likes all the subjects she studies ... military ones. 7. ... "War and Peace" I read many other works by L. Tolstoi at school.

historic, historical

1. She's fond of reading ... novels. 2. The 9th of May 1945 is a ... date. 3. Students of history must have a good memory (память) for ... facts. 4. Alexander of Macedon is a ... personality. 5. If you want to see... places in Moscow, begin your tour with the Kremlin. 6. The launching of the first Soviet sputnik was a ... event.

study, learn, teach

1. I want to ... to play tennis. 2. Who ... you English last year? 3. What subjects do you ... in your 1st year? 4. "Your homework for tomorrow is: to...

the grammar material and to ... the new words," said the teacher. 5. He ... this historical document very well. 6. In learning a foreign language it is necessary to... systematically. 7. We often ... the texts by heart. 8. I usually ... in the morning. 9. Did you ... French or German at school? 10. Which is more difficult: to ... or to ...?

graduate, finish (leave) school

1. At what age did you ... school? 2. When did your friend ... from the University? 3. Every year many young people ... from our college. 4. What did you do after you ... the medical school?

6. Pick out from the text all the words and phrases relating to school and studies.

7. Complete the following sentences by translating the Russian part into English:

1. Let me (представиться, помочь вам, сделать эту работу, спросить его об этом, рассказать вам все, выступить на семинаре). 2. Are you through with (своя работа, этот спецкурс, изучение этого предмета, история древнего мира, экзамены)? 3. I am not sure whether (он выберет историю в качестве своей будущей специальности, будет специализироваться по гуманитарным наукам, у нее хорошие знания древних языков, Виктор окончит школу в этом году, из нее получится научный работник, это заинтересует вас). 4. I am going to (специализироваться по новейшей истории Франции, стать историком-медиевистом, поступить на один из естественных факультетов, изучать бронзовый век). 5. I suppose (that) (из него получится хороший специалист, ваши студенты знают историю страны, ваш друг поступил на исторический факультет, вы закончили этот курс, она решила заняться естественными науками, он знающий человек). 6. I made up my mind (поступить в университет в будущем году, создать свою (my own) систему, хорошо изучить английский язык, представиться этому ученому). 7. He takes a special interest in (новой историей США, современной наукой, общественно-политическим строем Англии, великими учеными в этой области, историческими процессами древних времен, периодом феодализма в России, колониальной экспансией Британской империи, жизнью английских королей).

8. Insert prepositions or adverbs where required.

1. ... the party he introduced me ... his friends. 2. ... the course... the seminar we cleared up many difficult questions ... the history ... the British colonial system. 3. Next year I will take a special course ... modern British history though, frankly speaking, I do not take a great interest ... the subject. 4. Professor Wilson is a specialist ... the field ... antiquity. He has a great

knowledge ... Ancient Rome and Greece. It is not surprising, therefore, that the students listen ... his lectures ... great interest. 5. ... the 14th century England waged a cruel war ... France ... one hundred years. 6. ... what period ... Kyrgyz history do you want to specialize ... the 3rd year of study? – I have not made ... my mind yet. 7. King Philip conquered all Greek city-states ... Laconia. 8. If you cast a look ... the history ... the past, you will see that the oppressed peoples ... colonial countries always fought ... their oppressors. 9. ... what age did your friend graduate ... the university? 10. We live ... the atomic age and the age ... space conquest. 11. ... the seminar the instructor (преподаватель, ведущий практические занятия в вузе) told us to make a good study ... the historical documents relating (относящийся к) to this theme. 12. The overthrow ... the monarch led to the end ... the Empire.

9. Use a special construction and make the words in bold type emphatic.

Model: I met him in Moscow in 1990.

1. *It was in 1990 that I met him.*

2. *It was in Moscow that I met him.*

3. *It was he whom I met in Moscow in 1990.*

1. **Last year his friend** took up **history** as his future speciality (3).
2. **My teacher** advised me to enter the History Faculty **when I was leaving school** (2). 3. The country was proclaimed a republic **as a result of the revolution** (1). 4. I have a special liking for **ethnography** (1). 5. We passed over to **the study of ancient Greece** after we were through with the study of ancient Rome (1). 6. She did not attend classes **because she was taken ill** (1).

10. Replace the repeated noun by one (the one) or ones in the following sentences:

1. This picture is more beautiful than that picture. 2. As to the students' reports made at the conference I liked the report on the economic struggle in capitalist countries. 3. These are yesterday's papers. Take fresh papers. 4. This article is not so difficult to translate as the article you gave us last week. 5. Put all the books except that book on the shelf. 6. You have got several maps of the Roman Empire. Will you give me a map for a short time?

11. Replace the repeated noun by that (of), those (of).

1. The economic history of Britain is richer than the economic history of India. 2. The Moscow underground is better than the underground of any other Russian city. 3. The rivers in the north of our country are longer than the rivers in the south. 4. The period of capitalism in Russia was shorter than the period of feudalism. 5. The historical records (письменные документы)

translated into a foreign language should not differ in content (по содержанию) from the records written in Russian.

12. Test translation.

А 1. В возрасте 17 лет моя сестра окончила школу и поступила в университет, где она приступила к изучению истории в качестве своей будущей специальности. 2. В ходе учебы (his studies), я уверен, он хорошо изучит все исторические дисциплины и станет специалистом в области исторической науки. 3. Почему вы решили поступить на исторический факультет? – Из всех гуманитарных предметов мне особенно нравится история. В школе это был мой любимый предмет. 4. На какой кафедре вы собираетесь (to plan) специализироваться после 2-го курса? – На кафедре новой и новейшей истории, но я не уверен. Может быть (Maybe), я пойду на кафедру всеобщей или отечественной истории. 5. На каком вы курсе? – Я студент 1-го курса. 6. Многие студенты нашей группы проявляют большой интерес к истории древности (antiquity). Руководитель (the leader) семинара надеется, что в конечном счете студенты достигнут больших успехов. 7. Вы закончили изучение исторической литературы и источников? – Нет еще. 8. Познакомьтесь (Разрешите представить): профессор Браун – молодой ученый-историк. 9. Когда ваш друг заканчивает институт (college)? – Через два года. Я уверен, у него будут глубокие (deep) знания в области социально-экономических наук. 10. Мы не будем слушать этот курс в следующем семестре (term). У нас будет другой спецкурс.

В 1. История Древнего Рима (Rome) – это главным образом (in the main) история войн за власть и территориальную экспансию (territorial expansion). 2. Войны всегда велись за захват (завоевание) других стран и народов. 3. Монархи в борьбе за власть жестоко угнетали свои народы, грабили и порабощали покоренные народы. 4. С течением времени империи пали, монархи были свергнуты. 5. Народ объявил Францию республикой. 6. В феврале 1917 г. в результате буржуазно-демократической революции царское самодержавие (tsarist autocracy) было свергнуто. Это было падение Российской империи. 7. XX век полон (to be full of) исторических событий. 8. В каком возрасте он стал ученым? 9. Кто является создателем (creator) социальной истории? 10. Англия расширила (to enlarge) свои территориальные владения путем (by) колониальной экспансии.

13. Text for translation: a) Translate the text with the help of a dictionary; b) Study the terms in italics as your obligatory vocabulary.

The history of mankind begins with the *primitive community*. The appearance of new *tools* and new methods of labour led to the replacement of the *human herd* by the *clan*. Several clans, that is communities, of related individuals *formed a tribe*. Both the tribe and the clan were governed by *elders* who were chosen for their life experience and knowledge. The human herd and the clan were two consecutive stages in the development of *primitive society*.

The related members of the clan *jointly owned* their *hunting* grounds and the lands which they *tilled*. They lived and worked together, and consumed *in common* the products of their labour. Since they lived together in groups, they could provide themselves with *food* and keep *fires* burning.

The primitive human herd possessed the simplest tools: a hand-axe, a *digging* stock and a *wooden club*. Thousands of years passed before *stone* tools *were replaced* by those made of *metal* (*bronze, iron*). When people invented the harpoon, they *took up fishing*. The invention of *bows* and arrows helped to start *cattle-breeding*, and axes made it possible to go over to *farming*.

UNIT 2

THE REPUBLIC DEFENDS ITSELF

It was night, but Rome was not asleep. Torches (факелы) flitted about the streets, lamps burned in the houses, figures hurried up and down the temple steps, the air was filled with the sound of weeping (плач). The Porta Capena¹ was crowded; a stream of carriages, horses, slaves carrying packages, and senators in military clothes constantly passed out, heading for the south. Caesar was near, and drawing nearer², marching directly on Rome, it was rumoured that night.

It was the people of quality³, the ruling classes who were leaving the city at that crucial moment; the rest stood by and watched them in surprise; to leave Rome like this⁴ did not seem right to them; why, in Rome's worst days when it was taken by the Gauls⁵ or threatened by Hannibal, it had never been thus deserted. But this time, oddly enough, there was nothing with which to defend it, with all those legions in the Republic's pay⁶ but there it was.

When Caesar's tour of duty⁷ in Gaul ended, the Senate ordered him to disband his army and return to Rome alone. Shortly afterwards Caesar sent back the reply: "If Pompey disbands his army, I shall do the same." But Pom-

pey would not disband⁸ his army, and a fierce struggle between the two great men began. It was a struggle for absolute individual power.

In 49 B.C.⁹ Caesar led his army on Rome and reached the Rubicon River. If he led his army across the river, he would break the Roman law, but if he went to Rome alone, they would kill him. For a moment Caesar was undecided¹⁰. Then saying, "The die is cast"¹¹ he led his troops into the water. The Senate was caught unawares¹². As soon as the news came that Caesar had crossed the Rubicon, a meeting of the Senate was hastily called to discuss the situation and take the necessary measures. As a result, Pompey was offered the supreme command of the Republic's army. Somehow it had never occurred to him¹³ that he would have to fight¹⁴ Caesar with two legions which were at his disposal, the rest being scattered in different provinces¹⁵. Pompey felt that, speaking from the military point of view, Rome could not be defended though he was told by the Senate that he must not expose the city to the risk¹⁶ of siege, capture and plunder, that it was his duty to preserve Rome.

It was decided that all the forces of the Republic should be concentrated in the South, and Pompey set out promptly southwards. Some time passed and one afternoon young Julius Caesar suddenly turned up in Rome. Pompey realized that it was too late for him, with his hastily collected detachments, to enter the city captured by his opponent. So he had to retreat. Finally, he was completely defeated, and Caesar became master of Rome and the rest of Italy¹⁷. After the conquest of Gaul it was Caesar's second great victory.

Notes

¹ **the Porta Capena** – название места в Риме

² **drawing nearer** – (зд.) подходя все ближе и ближе

³ **the people of quality** – знать, аристократы

⁴ **to leave Rome like this** – покидать Рим подобным образом; *like* (наречие) – подобно

⁵ **the Gauls** – галлы (кельты)

С существительными во множественном числе, обозначающими всех представителей национальности, употребляют определенный артикль. Например: *The Russians, the Romans*.

⁶ **in the Republic's pay** – получающие от Республики жалование, находящиеся на жалованьи

⁷ **tour of duty** – (зд.) срок полномочий

⁸ **would not disband** – не желал распускать

would (not) – модальный глагол, обозначающий нежелание в прошлом выполнять действие

⁹ **in 49 B.C.** – в 49 г. до н. э.; **B.C.** = **Before Christ**

Запомните также: **A.D.** (**Anno domini** – нашей эры).

- ¹⁰ **was undecided** – был в нерешительности
¹¹ **The die is cast** – Жребий брошен (*выражение взято из игры в костишки*); **a die** – костяшка, **to cast** – бросать
¹² **The Senate was caught unawares.** – Сенат был застигнут врасплох.
¹³ **it had never occurred to him** – ему никогда не приходило в голову
¹⁴ **he would have to fight** – ему придется воевать; **he had to retreat** – ему пришлось отступить
 Глагол *have (had)* употреблен здесь в модальном значении и обозначает вынужденную необходимость.
¹⁵ **the rest being scattered in different provinces** – так как остальные (легионы) были разбросаны по разным провинциям
¹⁶ **expose the city to the risk** – подвергать город риску
¹⁷ **the rest of Italy** – остальная часть Италии

Words and Word Combinations

besiege v. осаждать	march v. шагать, идти вперед; n. продвижение
break v. 1) ломать(ся), разбивать(ся); 2) нарушать	measure n. мера
capture v. захватить; n. захват	military a. военный
completely adv. полностью, окончательно	news n. новость, известия
constantly adv. постоянно	nobility n. нобилитет.
crucial n. критический	noble n. дворянин; a. благородный
decide v. решать (принимать решение)	occur v. 1) случаться, происходить; 2) приходить на ум
defeat v. наносить поражение, побеждать; n. поражение	order v. приказывать; n. приказ
defend v. защищать, оборонять	patrician n. патриций
disband v. распускать, расформировывать	plebeian n. плебей
figure n. 1) фигура; 2) цифра	reply v. отвечать; n. ответ
finally adv. в конечном счете, наконец	republic n. республика
forces n. силы	rule v. править; n. власть, правление
lead v. 1) вести; 2) возглавлять, руководить	ruler n. правитель
leader n. руководитель, вождь	ruling a. правящий
leadership n. руководство	retreat v. отступать; n. отступление
legion n. легион	senate n. сенат
	siege n. осада
	slave n, раб
	slave-owner n. рабовладелец
	slave-owning a. рабовладельческий
	southward adv. в южном направлении

temple n. храм
threat n. угроза
threaten v. угрожать

tribune n. трибун
troops n. войска

* * *

it is rumoured – ходят слухи
it seems to me – мне кажется
oddly enough – как ни странно
to break the law – нарушить закон
it never occurred to me (him) – мне (ему) никогда не приходило в голову
to take measures – принять меры
at one's disposal – в чьем-л. распоряжении
from the point of view of – с точки зрения
to call a meeting – созвать собрание
to set out (start off) – отправиться куда-л.
shortly afterwards – вскоре после этого
the same – тот же самый
the rest of (the towns) – остальные (города)
under the leadership – под руководством
What's the news? – Какие новости? Что нового?
It's good news – Это хорошие новости

GRAMMAR EXERCISES

1. Translate the following sentences paying special attention to the rendering of the passive construction:

A. 1. Budapest is divided into two parts by the Danube River. 2. Our school is often visited by foreign delegations. 3. Those houses were built many years ago. 4. I am often asked at the seminar. 5. Moscow University was founded in 1755 by Lomonosov. 6. I hope we will be invited to the conference. 7. The lecturer was not asked any questions. 8. His letter was not answered. 9. I am sure you will be helped. 10. Who(m) was this opera written by? 11. Will this text be translated into Russian? 12. When were you given this work?

B. 1. The work must be finished on time. 2. Many high buildings can be seen from here. 3. The students may be given individual tasks (задания). 4. This event (событие) cannot be forgotten. 5. Such documents must not be sent by post. 6. Can this be done in a different way? 7. May the children be allowed to go for a walk by themselves? 8. The problem had to be discussed in detail. 9. Rome could not be well defended. 10. Must this journal be returned tomorrow? 11. Nothing can be done about it.

2. a) Express doubt.

e. g. *Are they at home?*

b) Express disagreement.

e. g. *They are not at home.*

1. Such questions are decided at the meeting. 2. Foreign films were shown in our club very often. 3. The speech was translated for those present. 4. Latin is taught at our school. 5. The materials will be collected for you next week.

3. Put the verbs in the following sentences first in the Past and then in the Future Indefinite, Passive Voice. In the case of the Future Tense omit the adverbs.

1. The mail is usually brought in the morning. 2. Our teacher is sent abroad (за границу) very often. 3. The report is made in English by student Belov. 4. Their group is seldom examined by Professor Brown. 5. The necessary documents are presented beforehand (заранее). 6. Concerts like this are usually enjoyed by everybody.

4. Change the following sentences, using the verb in the Passive Voice.

e. g. He wrote the letter long ago. – *The letter was written long ago.*

1. The secretary typed your letter an hour ago. 2. The teacher corrected our exercises. 3. The Dean (декан) greeted all the freshmen (первокурсники) at the lecture. 4. She did not post the letter yesterday. 5. I do not forget such things. 6. They will leave a message (записка) for you. 7. They will not tell Ann about it. 8. Who discovered America? 9. Who gave that concert? 10. When (in what year) did Lomonosov found Moscow University? 11. What questions will they discuss at tomorrow's meeting? 12. You can finish the work in three days.

5. Express the following in Russian:

1. The lecturer was listened to with great interest. 2. The new play is much talked about. 3. This picture is seldom looked at. 4. The journal must be looked through and the new information made use of. 5. The boy was looked for everywhere but could be found nowhere. 6. Why wasn't he sent for immediately? 7. I am sure this film will soon be spoken about. 8. She looks very funny. No wonder (неудивительно) she is often laughed at. 9. The sick man was looked after all the time. 10. Children must always be taken care of. 11. You will be waited for in the hall. 12. This textbook is asked for every day.

6. Express the following in English, paying special attention to the Passive construction:

A. 1. Докладчика (the speaker) слушали с большим интересом. 2. Карту искали везде. 3. Об этой книге много говорят. 4. За секретарем послали десять минут тому назад (ago). 5. Почему над ней всегда смеются? 6. Не беспокойтесь (to worry). За вашими детьми присмотрят (to look after). 7. Вас подождут внизу (downstairs). 8. Эти письма нужно просмотреть сегодня. 9. Эта книга была прочитана всеми студентами. 10. Каждый год наших специалистов (specialists) посылают на Дальний Восток. 11. Не беспокойтесь. Вас встретят на станции. 12. Письмо для вас будет оставлено на столе. 13. Ему посоветовали (to advise) поступить на исторический факультет. 14. Мне велели прийти сюда в 2 часа. 15. Утром там никого не видели. 16. Эту песню можно услышать (to hear) везде. 17. Вас не просили делать это. 18. Нам сказали подождать его здесь.

B. 1. Работа должна быть закончена сегодня. 2. Этот день невозможно забыть. 3. Маленьких детей нельзя (не должны) оставлять одних (alone). 4. Письма нужно отослать немедленно. 5. В нашем городе можно видеть большое количество высотных зданий. 6. Книгу необходимо возвратить лектору. 7. Этим студентам нужно помочь по латыни (in Latin). 8. Это предложение может быть переведено по-другому (in a different way). 9. Ничего нельзя было сделать в отношении этого (about it). 10. Их можно попросить остаться.

7. Make up questions on the words in bold type.

1. Every year many **blocks of flats** are built in our town (1). 2. **Five pupils** from our school will be sent to **Bishkek** on an excursion (2). 3. **The foreign guests** were met **at 12 o'clock at the airport** (3). 4. **Homework** must be done **regularly** (2).

VOCABULARY EXERCISES

1. a) Suggest the Russian for:

people hurried up and down; the sound of weeping; slaves carrying packages; in military attire; he was drawing nearer; it was rumoured; the people of quality; watching them; oddly enough; legions in the Republic's pay; tour of duty; to disband the army; shortly afterwards; in 49 B.C.; he was undecided; the die is cast; the Senate was caught unawares; it never occurred to him; at his disposal; from the military point of view, to expose the city to the risk of siege; he suddenly turned up in Rome; to take the necessary measures.

b) Suggest the English for:

защищать республику; оборона города; политический и общественный деятель; старинный храм; тысячи рабов; рабовладельческий строй; поступить на исторический факультет; созвать собрание; военные планы Сената; правящие классы; правитель Рима; распустить армию; остальные легионы; Римские провинции; вести борьбу за личную власть; прийти к власти; быть у власти; захватить власть; нарушить закон; ввести войска; обсудить положение; принять необходимые меры; в результате; захватить город; длительная осада; вооруженные (военные) силы; потерпеть поражение; грабить; ворваться в город; отступление; стать хозяином Рима; император.

2. a) Guess the meaning of the following statements:

1. Rome developed into a slave-owning and aristocratic republic.
2. Antony and Octavian joined their forces to fight the Republicans.
3. Tiberius tried to defend his bill, but he could not fight alone against the Senate.
4. Kutuzov took a defensive position when Napoleon's army entered Moscow.
5. The slaves' revolt in 73–71 B.C. nearly led to the crush of the slave-owners' rule in Rome.
6. The Senate set one conquered nationality against another, following the "divide and rule" principle.
7. Caesar came to power after defeating all his opponents.
8. The fortress of Ismail was besieged and then taken by storm.
9. In 410 A.D. the Goths captured Rome and plundered its population.
10. In the 1st century B.C. the armies of Rome were controlled by military commanders rather than by consuls and the Senate.
11. After Caesar's death his legionaries found new leaders one of whom was his former (бывший) assistant and an excellent warrior.
12. The Senate took the decision to send the troops under Crassus southward.
13. Only patricians and plebeians who owned land and had slaves were made consuls and other leading officials.
14. Tiberius, who belonged to a noble family, was elected a tribune.
15. The Roman nobility came into being together with the appearance of classes.
16. By crossing the Rubicon Caesar broke the Roman law, that same day his legions broke into the city.

b) Comment on the following, using your knowledge of history. Make use of the words in italics.

e. g. – *How did it come that ..?* – Как могло случиться, что ..?
– *There is nothing strange (unusual, special) about it.*
– В этом нет ничего странного (необычного, особенного).
– *It was the logical outcome (sequence, course) of events.*
– Это был логический исход (развитие, ход) событий.

1. In 509 B.C. the Romans abolished (упразднить) royal power.
2. In the 3rd century B.C. the number of slaves began to increase (увеличи-

ваться) rapidly. 3. Though the slave force under Spartacus was impressive (крупные) his army was finally defeated. 4. King Philip conquered state after state until only Laconia remained unconquered. 5. The Romans were defeated in the battle of Adrianople (374). 6. King Charles ruled England for eleven years without a parliament.

3. Paraphrase the following sentences, using words and expressions from the text.

1. It was night, but the people of Rome were full awake. 2. Senators in military clothes were leaving for the south. 3. It seemed strange, but there was nothing with which to protect Rome at that critical time. 4. When his term of office was up the Senate ordered him to come back. 5. Soon Caesar sent an answer in which he agreed to dismiss his army on condition that Pompey did the same. 6. For a moment the great soldier was at a loss whether to cross the Rubicon and thus to violate the Roman law or not. 7. A meeting was hurriedly held to debate the situation. 8. It never came to my mind that I should have to perform my duties in such conditions. 9. Pompey suppressed (подавил) the uprising, as a result of which 60,000 slaves were taken prisoner and put to death. 10. From the military standpoint the town could not be well defended and was exposed to robbery on the part of the enemy. 11. One day young Caesar unexpectedly appeared in Rome, making his opponents give in. 12. At last our school won a victory over that school at the football match. 13. The square war filled with crowds of people. 14. In the Senate Pompey felt that he would be made commander of the troops of the Republic.

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

a member of the lower classes in ancient Rome; a person of noble birth, aristocrat; a person engaged (занятый) in political activity (деятельность); a building used for the worship (поклонение) of a God; the surrounding of a place (a fortress, a town) by an army; a body (in ancient Rome) having an important part in the government of the state, the highest state organ; a division in the ancient Roman army consisting of several thousand foot-soldiers and several hundred horsemen; a person who is owned by another; groups of people exercising (осуществляющие) state power; a state governed by people elected for a definite period

(a temple, a slave, a political figure, siege, a plebeian, the Senate, a patrician, ruling classes, a legion, a republic)

5. Fill in the blanks with the appropriate word from those given in brackets.

1. Not many people wanted ... a Republic which ... by a few aristocratic families (to defend, to be ruled). 2. In Macedonia (Македония) Caesar's ... managed to collect ... and were preparing against Italy (to march, legionaries, a military force). 3. The ... of the emperors was supported by ... in Rome and in the ... (power, slave-owners, provinces). 4. Many ... were willing to have over Rome (a military commander, slave-owners, to rule). 5. After Augustus' death Rome was governed by emperors, and ... was either inherited (унаследовать) or ... with the help of ... (military force, power, to be captured). 6. Being afraid that the Romans would not welcome the proclamation (приветствовать провозглашение) of ... Octavian tried ... all the customs and offices of ... (the Republic, to preserve, royal power). 7. A great battle ... and the army of the Republicans ... (completely, to be defeated, to be fought). 8. The ... who did not pay their debts (долги) were made into ... by the ... (patricians, slaves, plebeians). 9. When the... of Carthage (Карфаген) became weak as a result of the ... the Romans ... into the city (defenders, to break, siege). 10. Now Italians use the Pantheon, an ancient ... to bury (хоронить) their most famous countrymen: great political and social... writers, artists, etc. (figures, temple). 11. ... of the Senate Caesar was... his army, but he refused to do so. Instead (вместо этого) he ... his troops to Rome, ... it and took power (to enter, to lead, by order, to disband). 12. At the ... moment Spartacus, the ... of the slave uprising, ... his men not... (to retreat, crucial, to call upon, leader). 13. The Romans ... Gaul's relics (мощи, реликвии) where all the gold for the gods was kept (to plunder). 14. The slaves continued ... against their masters whom they always hated (to struggle, to come out).

6. Suggest the English for the words in brackets. Read the whole sentence and translate it into Russian.

1. In the middle of the 5th century A.D. Rome was (постоянно) attacked by the Germans who after (захват) the city (грабили) and destroyed it. 2. By machinations Catiline wanted to become (консул) but once in the Senate he (потерпел полное поражение) and gave up his plan. 3. The situation in the country was (критическое); it was necessary (принять военные меры) but the Senate took no (решение). 4. "If I (завоевать) your country, I'll level (сравнять с землей) your city to the ground," said King Philip to the Lacons. In (ответ) they said only one word "If". 5. (Ходили слухи) in the city that Caesar, the (правитель) of Rome, wanted to proclaim himself a king. Then a group of senators headed by Cassius and Brutus (решила) to do away with him. 6. During Nero's (правления) the political crisis in the (Римском рабовладельческом государстве) reached its peak. 7. Once

(победоносная), the French army (под руководством) Napoleon was crushed in Russia. 8. (Завоевание, покорение) by Rome of (восточного) Mediterranean did not last for many years.

7. Insert articles wherever required and retell the text.

During Caesar's campaign against Rome he had to cross ... small river, ... Rubicon. ... river flowed on ... border between Gaul and ... Roman Republic. To cross ... Republican border with ... military force was equal to ... open declaration of ... war. Having ordered (приказав) his chariot to stop, Caesar sat thinking for ... long time hesitating what decision to take. Then, ready to face his future bravely, he said: "... die is cast," and ordered his troops into ... water.

After ... quick and easy victory over one of his opponents in Asia Minor, Caesar sent ... message which contained only three Latin words; ... corresponding English words were: "I came, I saw, I conquered."

8. Insert prepositions or adverbs where necessary. Consult the text.

1. The air was filled ... smoke; the people hurried ... and ... the steps ... the burning temple. 2. ... that crucial moment the rest ... the legions were far ... Rome. 3. Senators ... military attire passed ... heading ... the south. 4. Caesar decided to go ... the river and led his army ... the water. 5. It never occurred ... me that you are working ... the same problem. 6. ... my point ... view he is right. 7. Pompey was told ... the Senate that the city must not be exposed ... the risk ... siege. 8. All the forces ... the Republic were concentrated ... the south. 9. ... 211 B.C. Rome was threatened ... Hannibal.

9. Translate the following text with the help of a dictionary. Part A is to be translated in writing.

A. When Sulla left Rome for the war against Pontus, he found that, after the massacre of the Romans in Asia, the success of the King of Pontus had caused Athens and other Greek states to join him against Rome. After landing with his army at Epirus Sulla at once marched to Athens. Shortly afterwards he captured the city, and the inhabitants were very cruelly treated by his soldiers, who ran wild, plundering and killing everywhere, so that many Athenians killed themselves rather than wanted to fall into the hands of their conquerors. In 84 B.C. the king was forced to make terms with the Romans,

B. Sulla's return to Rome in 83 B.C. caused a renewal of the struggle between the people and the nobles, for since Marius had marched against Rome the popular party had been in power, and Sulla, as is known, belonged to the party of the nobles. So Romans fought with Romans once again. Fighting on Sulla's side was Pompey.

But now a new danger threatened the city. The Samnites were marching against Rome, and so in the common danger private quarrels were forgotten. In the battle of Colline Gate the Samnites were completely crushed (defeated). The way in which the great general treated his foes was terrible: he ordered them to attack their own comrades as the price of their lives. A large number were killed in this unnatural struggle, and those who survived were taken to Rome and put to death. It seems a very terrible thing indeed that a civil war was brought about mainly by the jealousy of two great men.

Proper names

Pontus – Понт
Marius – Марий
Athens – Афины

Athenians – афиняне
Samnites – самниты
Colline Gate – Коллинские ворота
Epirus – Эпир

10. Test translation.

1. Когда образовалась (родилась) Римская Республика? 2. Антоний (Anthony) боролся с республиканцами. 3. Защита Родины – священный долг (sacred duty) каждого гражданина Кыргызской Республики. 4. Имена тех, кто защищал этот город, вошли в историю (to go down in history). 5. Римляне превращали (to turn into) покоренные народы в рабов. Между рабами и рабовладельцами шла (была) острая (sharp) борьба. 6. Рабовладельческий строй сменился (to be replaced by) феодальным. 7. Кто упразднил (to abolish) рабство в Америке? 8. Когда правил Ю. Цезарь? 9. После войны с Антонием и Клеопатрой (Cleopatra) Октавиан (Octavian) стал единовластным (dictatorial) правителем Рима. 10. Рабовладельцы относились (to belong to) к правящим классам. 11. В каком году Цезарь пришел к власти? 12. Что является высшим органом (the highest organ) государственной власти в Кыргызской Республике? 13. Какая партия находится сейчас у власти в Англии? 14. В 410 г. н. э. готы (the Goths) осадили Рим. 15. Осада Карфагена (Carthage) продолжалась много лет. 16. В 455 г. вандалы (the Vandals) овладели Римом и разграбили его. 17. Войска Октавиана захватили Египет (Egypt). 18. Когда Цезарь подходил к Риму, у Помпея (Pompey) было только два легиона. 19. Под руководством Кутузова русские войска одержали блестящую победу в битве под Бородино. 20. Кто был руководителем вашей экспедиции? 21. Развитие рабовладельческого строя привело к его падению. 22. Бородинская битва была решающей. 23. Сенат представлял (to present) свои решения народному собранию (popular assembly). 24. В военных сражениях римляне обычно одерживали победу. 25. В битве при Заме (Zama) Ганнибал потерпел поражение. 26. Против-

ник (the enemy) неожиданно начал отступать. 27. Борьба плебеев с патрициями длилась около 200 лет. 28. Трибун выбирался (to be elected) народным собранием. 29. Консулы в Римском Сенате появились в середине V в. 30. Нобилитет всегда владел землей. 31. Орды гуннов (Hordes of Huns) во главе с Атиллой (Atilla) ворвались в Галлию в 451 г. 32. Клеопатра много раз нарушала свое слово (promise). 33. Спартак (Spartacus) прорвался через укрепления (fortifications) Красса. 34. Что привело к возникновению войны Алой и Белой Розы?

ORAL LANGUAGE PRACTICE

1. Read the text and find sentences which might serve as replies to the following questions. Make a conversation based on the text, using the questions.

1. What was rumoured that night in Rome? 2. Who was leaving the city at that crucial moment? 3. To leave Rome like this did not seem right to the common people, did it? 4. Had Rome been deserted like this in its worst days? 5. What does the author mean by Rome's worst days? 6. Could Rome be well defended at that time? 7. What did the Senate order Caesar to do after his tour of duty in Gaul ended? 8. What reply did Caesar send? 9. What did Caesar's refusal (отказ) lead to? 10. Did he cross the Rubicon and thus break the Roman law or not? 11. What happened when the news about Caesar reached the Senate? 12. Was the Senate caught unawares? 13. Who was made commander of the Republic's troops? 14. What did Pompey think about the defense of Rome? 15. Where did the Senate decide all the military forces of the Republic should be concentrated? 16. Who suddenly turned up in Rome after Pompey set out southwards? 17. Why did Pompey have to retreat? 18. Later he was completely defeated, wasn't he? 19. What finally became of Caesar? 20. Was it a great victory in his fight for power?

2. Correct the wrong statements. Begin with:

It's not true to fact. It's wrong. It's not so.

1. It was day and the people of Rome were slowly walking in the streets. 2. Some Senators in civilian clothes were carrying packages, heading for the northern part of the city. 3. On that day it was rumoured that Caesar was far away fighting in Gaul. 4. It was the plebs who were leaving Rome at that crucial moment. 5. The ruling classes were staying in the city because it did not seem right to them to desert the city. 6. When Caesar's tour of duty in Gaul ended he led his army to Spain to help Pompey. 7. The Senate ordered Caesar to raise (collect) an army and bring it to Rome. 8. Pompey disbanded his army and reached the Rubicon. 9. After a long discussion of the situation

in the Senate it was decided that Crassus should be made commander of the Republic's army. 10. The Senate told Pompey that it was his duty to reconstruct Rome. 11. When Caesar turned up in Rome, Pompey realized that it was the right time to enter the city. 12. Finally Pompey won the victory over Caesar and became Emperor. 13. As to Caesar it was his second defeat.

3. a) Read the text and ask questions about it, making use of the words in italics; b) Retell the story according to the plan.

1. Caesar marches on Rome.
2. Pompey is defeated.
3. Caesar calls himself Emperor.
4. Some senators organize a plot.
5. Caesar is killed in the Senate.

After the conquest of Gaul Caesar had a strong army *at his disposal* and the reputation of a talented military commander. But he *wanted more power* and decided *to march on* Rome and defeat Pompey, his opponent. Pompey had a greater number of *legions under him* than Caesar, but they were scattered in different provinces. He hastily *left for* Brundisium and then the Balkan Peninsula to collect forces but *on his return* Pompey was completely *crushed* (разбит) by Caesar.

Having defeated all his opponents Caesar came to Rome and *called himself emperor*. By the way, in Latin the word *emperor* means 'ruler' and at that time was only used for military commanders. Caesar *was like a king*.

He sat on a chair made of ivory (слоновая кость) and gold. His statues were set side by side with those of gods and goddesses.

Some of the *senators*, however, *disliked* the way he ruled. Besides, they *were afraid of* the autocratic (самодержавный) ruler. They *organized a plot* (заговор) *against* him with Brutus and Cassius *at the head*. On 15th of March, 44 B.C. during one of the Senate sessions the plotters drew out their swords (кинжал, меч) which they had hidden under their togas, and killed him. All those present *at the session* ran away in a panic.

4. a) Read the story and supply replies to the questions given below; b) Make an outline of the story, showing: Pompey as a good soldier, gladiators as a great force, Pompey's victories, the First Triumvirate.

Pompey

Pompey was one of the greatest Roman soldiers, a talented statesman and a diplomat. In the 60-s of the 1st century B.C. he played a leading role in the political life of Rome. While the Romans were suffering under the rule of Sulla, he was away in Africa, defeating the enemies of Rome. Six years later Pompey suppressed an uprising of gladiators.

Gladiators were people who were given arms and made to fight against each other in the arena for the amusement of the spectators. In later years they were forced to fight for their lives against wild animals. Many of the gladiators were Gauls and barbarians. There were schools in Rome where they were trained.

One day a number of men ran from one of the schools and encamped on Mount Vesuvius. Here they were joined by other gladiators and slaves and became a great force. They easily defeated the Roman army which was sent by the Senate to fight against them. It was Pompey who finally put down the revolt: by his order tens of thousands of slaves were captured and put to death.

After his victorious campaigns in the East, which led to Rome's complete domination over Asia Minor, he returned to Rome and formed the first triumvirate together with Caesar and Crassus. But he had never expected that Caesar would soon become his enemy and defeat him.

Words and word combinations

a great soldier – полководец

a statesman – государственный деятель

to suffer from – страдать от

to suppress (= to subdue) an uprising; to put down the revolt

– подавить восстание (мятеж)

arena – арена, манеж

for the amusement of the spectators – для развлечения зрителей

to encamp – располагаться лагерем

to join – присоединяться

to put smb. to death – казнить

a campaign – (зд.) поход

Roman domination – господство Рима

Asia Minor – Малая Азия

Questions:

1. What was Pompey? 2. What kind of role did he play in the political life of Rome? 3. What was he doing in Africa while the Romans were suffering under Sulla's rule? 4. What is a gladiator? 5. What were they by nationality? 6. Where were they trained? 7. What happened one day in one of the schools? 8. Were they defeated by the Roman army which was sent by the Senate? 9. Who put down the revolt? 10. How was the revolt suppressed? 11. Were Pompey's campaigns in the East victorious? 12. What did they lead to? 13. What coalition did he enter? 14. He had never thought that Caesar would defeat him, had he?

5. Speak on the topics.

1. The situation in Rome on the eve (накануне) of Caesar's arrival.
2. The measures the Senate took to defend the Republic.

3. The reason why Pompey left Rome so hastily.
4. The outcome (исход) of the fight between Pompey and Caesar.
5. Give the origin and the meaning of the proverb 'to cross the Rubicon' and of the word 'emperor'.

6. Describe Caesar and Pompey, using the material given in Ex. 3, 4. What other historical events (apart from those described in the text) are connected with the name of Caesar?

UNIT 3

THE OLYMPIC FLAME

Northwest of Sparta in the city of Olympia rose a beautiful temple¹ for the worship of Jupiter², the principal god of the Greeks. This temple was built by Hercules, the great hero. According to the legend Hercules, the son of Jupiter had ordered that a great festival should be held here³ every four years in honour of his divine father.

For the purpose of attracting⁴ all the neighbouring people to the temple of Olympia, Hercules founded many athletic games such as wrestling, stone and spear throwing, foot, horse and chariot races, boxing, swimming and the like. Hercules himself was present at the first of those festivals and acted as an umpire, rewarding the victors by giving them the highest prizes⁵ – crowns of olive leaves.

The festival lasted five days and included sacrifices, sports and feasts. A few weeks before the festival three messengers of Jupiter went to all Greek states bidding the people to the contest. The competitors, having registered by a certain date⁶, were asked to appear before the statue of Jupiter who was represented with a thunderbolt in his right hand as a warning to evildoers⁷. Upon sacrificing a pig⁸ they swore to use no unfair means to secure victory and that they had trained for ten months.

As the Spartans were great athletes, they soon took important parts in the Olympic Games, won most of the prizes and claimed the honour of defending⁹ the temple at Olympia in all times of danger. All the people coming to Olympia to watch the Games laid some precious offerings before shrines, so that the temple could come to be noted for¹⁰ its beauty and wealth.

As the Games were held every four years, the people eagerly looked forward to their coming¹¹ and soon began to reckon time by them. Even historians used this way of dating¹² important events. It was therefore usual to say

that such a thing happened in the first, second or third year of the fifth, tenth or seventeenth Olympiad.

It must be noted that the decree of that time was that there should be no wars¹³ during an Olympiad. Although the Olympic Games were probably held before any good record was kept¹⁴, we can trace them back to 776 B.C. These athletic meetings took place regularly until 393 B.C. when the Christian Emperor Theodosius I abolished them on the grounds that¹⁵ a festival having a pagan origin was not in keeping with Christian beliefs¹⁶.

It was only in 1896 that they were revived, and a great festival was held in Athens. The victors received medals and wreaths, but the people did not wear crowns as formerly, nor did they make any sacrifices to the old gods¹⁷. Since then the Games have been held regularly in different countries and have become a wonderful sport tradition which helped to bring peoples closer together¹⁸.

No Olympic Games can start without the Olympic Flame, the sacred fire brought from the temple in Olympia, which is the symbol of the spirit of friendly competition.

Notes

¹ **rose a beautiful temple** – возвышался красивый храм

Это случай полной инверсии.

Глагол *to rise* (подниматься, возвышаться) не следует смешивать с глаголом *to raise* (поднимать что-л.), например: *to raise one's hand, a question*.

² **for the worship of Jupiter** – для прославления Юпитера

³ **had ordered that a great festival should be held** – распорядился, чтобы проводилось большое празднество

Запомните конструкции с глаголом *to order*.

The commander ordered his men (them) to attack the village.

The commander ordered that the village should be attacked. – Командир приказал наступать на село.

⁴ **for the purpose of attracting** – для привлечения внимания

⁵ **acted as an umpire, rewarding ... the highest prize** – выступал в качестве судьи, присуждая ... высшую награду

⁶ **having registered by a certain date** – после определения дня выступления

⁷ **as a warning to evildoers** – как предупреждение грешникам

⁸ **Upon sacrificing a pig** – После принесения в жертву поросенка

⁹ **claimed the honour of defending** – заявляли о том, что им принадлежит честь охранять

¹⁰ **so that the temple could come to be noted for** – чтобы храм прославился

¹¹ **eagerly looked forward to their coming** – с большим нетерпением ожидали их наступления

Глагол *to look forward* относится к группе так называемых составных глаголов: глагол + послелог; наличие послелога изменяет значение глагола. Например: *to look* «смотреть», *to look for* «искать», *to look after* «заботиться», *to look through* «просматривать», *to look out* «быть осторожным, беречься, быть настороже», *to look forward (to)* «ожидать, предвкусывать», *to look smth up* «искать что-л. в справочнике».

¹² **this way of dating** – этот способ датирования

¹³ **the decree ... was that there should be no wars** – существовало решение (постановление) о том, чтобы не вести никаких военных действий

¹⁴ **before any good record was kept** – до появления какой-либо точной регистрации исторических событий

¹⁵ **on the ground that** – на том основании, что

¹⁶ **not in keeping with Christian beliefs** – не по канонам христианской веры

¹⁷ **nor did they make any sacrifices** – они также не делали никаких жертвоприношений

Отрицательный союз *nor*, начинающий предложение, требует частичной инверсии. Синонимичное предложение – *They did not make any sacrifices either*.

¹⁸ **helped (to) bring people closer together** – способствуя сближению народов

Существительное *people* в значении «люди» не употребляется во множественном числе, хотя и согласуется с глаголом во множественном числе. Например:

There are many people in the canteen now. – В столовой сейчас много народу.

Few people usually attend his lecture. – На его лекции обычно присутствует мало людей.

Однако в значении «народы», «нации» оно принимает окончание *-s*.

Words and Word Combinations

abolish v. отменять, упразднять

abolition n. отмена, упразднение

appear v. появляться, показывать

appearance n. появление

athlete n. спортсмен

chariot n. колесница; **chariot races** ристание на колесницах

Christian a. христианский; n. христианин

Christianity n. христианство

contest n. соревнование (спортивное)

crown n. корона, престол; королевская власть, государство

danger n. опасность

date v. датировать; восходить к; n. дата

decree n. декрет, указ

divine a. божественный

even adv. даже

feast n. пир, пиршество

flame n. пламя

foot (feet) n. 1) нога, ступня; 2) фут

formerly adv. раньше, прежде

found v. основывать, закладывать

founder n. основатель

god n. бог

goddess n. богиня

happen v. случаться, происходить

hold v. 1) проводить, устраивать;

2) держать

include v. включать (в себя)

left a, левый

legend n. легенда

look v. смотреть; n. взгляд

means n. средство, способ

messenger n. гонец, посыльный

myth(ology) n. миф(ология)

neighbour n. сосед

neighbouring a. соседний

origin n. происхождение, источник

pagan a. языческий; n. язычник

probably adv. вероятно

receive v. 1) получать; 2) принимать (людей)

revive v. возрождать

right a. правильный, верный; правый

rise v. подниматься, возвышаться; n. подъем, восход

sacrifice v. приносить в жертву; n. жертвоприношение

shrine n. гробница

spear n. копье, дротик

sword n. меч, шпага, рапира

therefore adv. поэтому

throughout pr. повсюду, по всему ..., во всем ..., через весь ...

throw v. бросать (в кого-л.) (**at**), кидать

trace v. проследить; n. след

train v. тренировать(ся)

watch v. наблюдать; n. часы

wealth n. богатство

wealthy a. (= **rich**) богатый

wear v. носить, быть одетым в

wonder n. чудо

wonderful a. удивительный

worship v. поклоняться, почитать; n. поклонение

wrong a. неправильный, неверный

* * *

according to – в соответствии с

to hold a festival (games, a meeting, a conference) – проводить праздник (игры, собрание, конференцию)

it dates back to – это восходит к

to the right (left) – направо (налево)

in honour of – в честь кого-л.

to be present (at) = to attend – присутствовать (на)

by means of = with the help of – посредством, с помощью (чего-л.)

to take part (in) – участвовать (в)

to win a victory (over) ~ одержать победу (над); выиграть

to be eager to do smth. – очень хотеть, гореть желанием сделать что-л.

to take place – состояться, иметь место

What's the origin of... ? – Каково происхождение...?

to make (offer) a sacrifice – делать жертвоприношение, приносить в жертву

on foot – пешком

it must be noted that – необходимо заметить, что

to go in for (wrestling, swimming, skating) – заниматься, увлекаться (борьбой, плаванием, катанием на коньках)

What kind of sport do you play? – Каким видом спорта вы занимаетесь?

GRAMMAR EXERCISES

1. State the syntactical function of the Present Participle in the following sentences. Translate the sentences into Russian.

1. Do you know the man standing over there? 2. While speaking to the Assistant Dean yesterday I forgot to ask him the name of our new lecturer. 3. While spending our summer holiday in the students' camp, we played football very often. 4. I took the train leaving for St. Petersburg. 5. Leaving Moscow she sent me a message. 6. The students specializing in Ancient History will take a course of Latin. 7. When staying in Kiev, I went to see some of my friends living there. 8. I hope you didn't break your leg when falling.

2. Recast the following phrases, using constructions with participles:

Model A. The boy who is playing in the garden is my son.

The boy playing in the garden is my son.

Model B. Look out when you are crossing a street.

Look out when (while) crossing a street.

A. 1. People who borrow books from the library must return them on time. 2. There are many students in our group who take part in all kinds of social work. 3. The man who is speaking at the meeting is our new trainer. 4. The students who are learning English will see an English film after classes. 5. The TV-set that stands in the corner of the laboratory was received only yesterday.

B. 1. When you speak English, pay attention to your pronunciation. 2. When you leave the room, don't forget to turn off the light. 3. When Roman emperors conquered other lands, they enslaved millions of people. 4. You must have a lot of practice when you learn to speak a foreign language. 5. When he was fighting in Gaul, Caesar destroyed many towns and villages.

3. Recast the following phrases, using constructions with participles.

Model. The story, which was told by the teacher, was long.

The story told by the teacher was long.

1. The expression which was used by the student was not correct. 2. Letters which are sent today from here to Saint Petersburg arrive there tomorrow morning. 3. The books which are borrowed from the library may be kept for ten days. 4. The slaves of Sparta who were brutally oppressed by the slave owners rose up in arms (с оружием в руках) to free themselves. 5. The city of Rome which was captured by the barbarians was plundered and vandalized. 6. The person who is called an umpire acts as a judge (судья) in a game. 7. What is the number of houses which were built here last year?

4. Test translation. Express the following in Russian:

1. Being busy I had to refuse their invitation (приглашение). 2. Not knowing her address we couldn't send her a greetings telegram. 3. Having been discussed and corrected the bill (законопроект) was given the second reading. 4. Entering the assembly hall the delegates took their seats. 5. When looking through the theses of my report I found several misprints (опечатки). 6. Seeing that some students were absent the teacher put off (отложить) the seminar. 7. When asked whether she would take part in the experiment, she answered in the affirmative (утвердительно). 8. I saw the floor washed. 9. We want the job done by tomorrow. 10. Given to understand that he was wrong, he got offended (обидеться). 11. The discovery made by the group of our scientists is of great importance. 12. The bridge being built across this river will be very long. 13. The man delivering the lecture is Prof. White. 14. We would like the translation to be done in two languages. 15. I saw the fence (забор) being painted. 16. Arriving at the station we found that the train had left.

VOCABULARY EXERCISES

1. Suggest the English for:

на юге; к западу от Афин; к северо-востоку от Спарты; в соответствии с легендой; проводить празднество (пиршество); в честь Юпитера; присутствовать на Олимпийских Играх; участвовать в спортивном состязании (соревновании); одержать победу над; выиграть сражение (матч); очень хотеть; состояться; иметь место; каково происхождение слова христианство; жертвоприношение; приносить в жертву; жертвовать; пешком; подъем, рост; причитание; поклонение богам; основать города-государства; копье, щит и меч; боевая колесница; посланец, гонец; богатые гробницы; поэтому; указ; декрет; постановление; следы

древней культуры (culture); отменить (упразднить) рабство; возродить старые традиции (traditions); христианский, христианство; корона; ранее, прежде; мифы – важный исторический источник (source); во всем районе; необходимо заметить; посредством.

2. a) *Guess the meaning of the words in italics.*

1. The demos won the right to *take part in* state administration. 2. *According to* the legend the songs were collected by Homer, a famous poet. 3. *Traces of* ancient civilization were found in Peru. 4. Land *cultivation* became easier after the appearance of iron tools. 5. By the end of the *Homeric Age* the nobility had concentrated great wealth in their hands. 6. Those who believed in *myths* about Christ called themselves Christians. 7. Many students do not know Greek *mythology*. 8. When the emperor allowed a nobleman to kiss his foot it was regarded (считалось) *a great honour*. 9. Suddenly my neighbour *rose to his feet* and left the room. 10. The *rise* and the *fall* of Alexander the Great's Empire *took place* within a short period of time. 11. After the rainfall the river *rose two feet*. 12. Our grandmother is an *early riser*. 13. The war *rose* from a quarrel between the two crowns. 14. Elizabeth II *succeeded* (унаследовала) *to the crown* in 1953. She *was crowned* in Westminster Abbey (Вестминстерское аббатство). 15. Once India was the biggest jewel (жемчужина) in *the British Crown*. 16. The ancient Greeks compared the life of the Olympian Gods with that of the nobles. They imagined (представляли) them wearing beautiful clothes and *holding numerous feasts*. 17. Why don't you wear these shoes? – Don't you see? They are *worn out*. 18. The Greek soldier *wore a sword*. 19. His daughter *received a good education*. 20. I often *receive letters* and telegrams from my friends. 21. Bess wanted to see the doctor, but unfortunately he does not *receive* today. 22. A grand *reception* was given in honour of the foreign delegations. 23. The history of Rome can *be traced back to* the 6th c. B.C. 24. The police *traced the thief*.

b) React to the following statements by adding something of your own.

Begin with:

Yes. I'll go even further and ... Да. Более того, я скажу ...

In addition, I should like to say that... Кроме того, мне хотелось бы сказать, что...

Besides, mention should be made that... Кроме того, необходимо упомянуть, что...

No. Frankly speaking it's new to me. Нет. Откровенно говоря, мне это неизвестно.

Sorry, I wouldn't know (I don't know). Извините, я этого не знаю.

I must confess, I don't remember it. Должен признаться, я этого не помню.

Do you know that...

1. The north of the Balkan Peninsula was inhabited by Greek tribes called Dorians. 2. Myths provide one of the sources for the study of the history of Ancient Greece. 3. The ordinary Greek soldiers armed with nothing but spears and stones fought on foot. As to the leaders they rode in chariots and were protected with armour. 4. Zeus was worshipped as the god of thunder (гром) and lightning (молния). 5. During the Greco-Trojan war Athena, a goddess, who patronized the Greeks, disguised herself as Hector's brother. 6. In ancient times the Greeks believed that Nature was ruled by gods, therefore they worshipped various gods. 7. With the development of farming the Egyptians began to worship the God of the Sun. 8. In olden times the people could not explain the origin of sunrise and sunset. 9. The Greeks held feasts in honour of Dionysius, the God of Wine. 10. Athenian pottery was famous throughout Greece. 11. What is the origin of the word aristocracy? 12. Achilles threw his spear at Hector. When he killed him, he tied Hector's feet to his chariot. 13. The favourite entertainment (развлечение, забава) of the Romans was chariot racing for which purpose special circus-hippodromes were built. 14. In Athens Aristotle founded the best high school in Greece and he lectured there himself. 15. A Spartan boy wore practically nothing except one cloak a year which he received at the age of 12. 16. The east coast of Greece is washed by the Aegean Sea. According to its natural conditions Greece can be divided into three parts: Southern (the Peloponnese), Central and Northern.

3. Have a talk based on the text with your classmate. Make use of the following questions:

1. Is the city of Olympia to the north or to the south of Sparta? 2. Does the sun rise in the west or in the east? 3. What century does the rise of Christianity refer to (относится)? 4. What principal god did the ancient Greeks worship? 5. They worshipped the elements (стихия; стихийные силы природы) as well, didn't they? 6. Did the ancient Romans worship the same gods and goddesses as the Greeks? 7. Do you know any legends and myths about the Greek campaign against Troy? 8. Did Hercules order that a festival be held every four years in honour of his divine father? 9. What neighbouring countries of Greece do you know? 10. When were athletic games founded in Ancient Greece? How far back can we trace them to? 11. Was an ordinary Greek soldier armed with a spear and stones which he threw at his foe (enemy)? 12. Did he usually fight on foot? 13. How many feet are there in a yard? 14. Was chariot racing very popular in Ancient Rome? 15. Did primitive (первобытные) people make sacrifices to the gods? 16. Did the Greeks hold

feasts in honour of the God of Wine? 17. What do you call a person who delivers messages? 18. When did Christianity appear? 19. Did the Christians refuse to worship emperors as gods? 20. Are the Olympic Games held every four years? 21. In ancient times people laid precious offerings before shrines, didn't they? 22. In what century B.C. was Athens the wealthiest city in Greece? 23. Are Herodotus writings valuable (ценны) as a source of historical information? 24. When were the Olympic Games revived?

4. Suggest English equivalents of the Russian words given in brackets.

1. Paris (славиться) its museums and historical places. 2. What (прославило) the Temple of Zeus in Olympia? 3. (Необходимо заметить) that he became a good swimmer (путем, посредством) hard training. 4. (В соответствии с мифом) Hercules vanquished (победил, преодолел в единоборстве) Antaeus, the son of (богини) of the earth. 5. (Мне очень хочется) to make a good study of Greek mythology. 6. It so (случилось) that he was suddenly taken ill and could not (участвовать) in the final hockey match. 7. The Olympic Games (были отменены, упразднены) on the ground that they had a pagan (происхождение). 8. Unlike (в отличие от) the ancient times the Olympic Games participants (участники) now do not (носят венки) of olive leaves or (делают жертвоприношения). 9. Hercules (основал) many athletic games for the purpose of attracting the people of (соседних) towns and villages to (храму) in which they (поклонялись) Jupiter. 10. The main temple of the Acropolis – the Parthenon – was built (в честь) Athena. 11. At the age of 19 Lomonosov left his home and went to Moscow (пешком). 12. Alexander the Great ordered (даже) his nobles to bow low before him like a (божественному) creature (существо). 13. With (появлением) of imported slaves the power of Attica's slave owners increased. 14. The name of Yuri Gagarin, the first man in space, is known (во всем мире).

5. Paraphrase the following sentences, using words and expressions from the text:

1. The major god of the Greeks was Zeus and that of the Romans was Jupiter. 2. Hercules, as the legend goes, gave orders that a festival should be held every four years. 3. Hercules himself attended the first festivals. 4. There were sacrifices, sports and feasts on the program of the festival. 5. Three messengers of Jupiter went to all Greek states inviting the people to take part in the sport competition. 6. All the spectators put some dear things before shrines, and soon the Temple of Zeus became known for its beauty and riches. 7. It's necessary to note that there was a decision not to wage wars during an Olympiad. 8. It was customary to say that such and such an event occurred in the first year of the second Olympiad. 9. We can find, by means of tracks and

signs, the origin of the Games as far back as 776 B.C. 10. Theodosius I put an end to the Games because of their pagan origin which ran counter to Christian beliefs. 11. It was only in 1896 that the Games were renewed. 12. The winners received medals and wreaths, but the people did not wear crowns as before. 13. They did not sacrifice anything to the old gods either. 14. As the people of Sparta were masters in athletics, they usually received the first prizes.

6. Choose the appropriate word from those listed below according to the definition.

a city-state in the southern part of Greece; the head-dress worn by a king (queen) or an emperor (empress); an old story or a legend of a religious character; a car with two wheels (колеса) pulled by horses used in ancient times for fighting and races; one who carries a message; a case (ящик) or a box richly and beautifully ornamented in which sacred things (мощи) are kept; a system of government in Ancient Greece, "the power of the best"; a weapon (оружие) with a long shaft and a pointed metal head; a social group of free population originally deprived of (первоначально лишенная) the right to take part in the Government of Athens; government by the demos; a contest in athletics.

Olympic Games, democracy, Sparta, demos, crown, spear, myth, aristocracy, shrine, chariot, messenger.

7. Choose the right word:

during, for

1. Alexander the Great's eastern campaign (поход) lasted ... about ten years. 2.... the preparations for the campaign Phillip II was killed. 3. Herodotus estimated that the construction of the Cheops Pyramid lasted ... 20 years.

athlete, sportsman, rise, raise

1. Spartans were great ... 2. One who constantly takes part in hunting, fishing, shooting or horse-racing is called a ... 3. A large group of ... represented Russia at the Olympic Games. 4. The sun ... in the east. 5. Don't ... this question now.

different, various

1. Plutarch described ... historical events in his books. 2. We stand for peaceful co-existence of states with ... political and social systems. 3.... ancient and modern languages are taught at our faculty. 4. What he says and what he does are ... things.

8. Respond to the following statements according to the pattern.

Work in pairs.

e. g. – Probably he didn't want to attend the contest (to be taken ill). – Oh, no. He was taken ill, therefore he didn't attend the contest.

1. Probably she did not want to call me up (to be very busy). 2. Perhaps they didn't wish to come to see us (to be away from Moscow). 3. Probably your friend was not willing to take part in the competition (not to have enough training) 4. Probably you didn't want to speak at the seminar (to be unprepared).

9. Insert the missing prepositions and adverbs. Ask questions, using the words in italics.

Once every four years Olympic Games were held ... Olympia, a city... the Peloponnese. ... all sport competitions they were the most popular ... running, jumping, wrestling and discus throwing there were chariot races which were usually held ... a hippodrome. The chariots were drawn ... four horses. Though the Games were open ... all free Greeks, only wealthy slave-owners could afford to enter (позволить себе участвовать). Peasants and artisans (ремесленники) could not afford to spend so much time ... sports.

Thousands ... Greeks and visitors ... the colonies came to watch the Games. It became a custom (стало обычаем) even to stop wars ... the Olympic Games. ... the last day... the Games the victors (победители) were awarded garlands ... olive branches, ... their return home the whole population ... their native towns would come ... to greet them. Often statues ... them were placed ... the city squares to show that ... their victories they had brought glory (слава) ... their home city. Apart from (помимо того, что) being very popular the Olympic Games helped to strengthen the links (укреплять связи) ... the regions and cities ... Greece.

The Greeks considered them so important that they decided to introduce a new system ... chronology beginning ... the First Games which ... the records were held ... 776 B.C.

10. Supply articles wherever required and retell the text.

... Lacons (жители Лаконии) lived in ... part of Southern Greece called Laconia. They were ... very brave people and led ... very simple life. One of ... rules they were guided by (руководствовались) was to speak briefly (кратко), using no more words than were needed at ... moment. This was carried so far that to this day ... very short answer is often called laconic, that is, such ... answer as ... Lacon might have given (мог бы дать).

In ... Northern Greece there was ... land called Macedonia, which was once ruled by ... king named Philip. Philip was eager to become ... master of

all Greece. Therefore he collected ... great army and soon conquered all Greece until only Laconia remained unconquered. Then he sent ... message to ... brave Lacons saying: "If I invade (вторгаться) your country, I will destroy (разрушать) your great city."

In ... few days ... answer was brought back to ... king. He found only one word in ... letter. That word was "If."

11. Test translation.

1. Когда Персия (Persia) напала (to attack) на Грецию, все греческие города поднялись на защиту. 2. К северо-западу от Спарты находится город Олимпия. 3. Олимпийские игры, которые устраивались в дни празднеств в честь бога Юпитера раз в четыре года, существовали до 394 г. н. э. 4. В дни праздника запрещалось (it was forbidden) вести войны на территории Греции. 5. Олимпийские игры начинались с жертвоприношений, после чего происходили спортивные состязания (contests), а затем устраивались пиршества. 6. Древние греки поклонялись многочисленным богам и богиням. 7. В честь бога вина и земледелия (farming) греки устраивали пиры. 8. В соответствии с легендой греками был построен огромный деревянный (wooden) конь, внутри которого находились лучшие воины. 9. В древние времена люди не знали, почему солнце (the sun) восходит на востоке и заходит на западе. 10. Спартанец был вооружен (to be armed with) копьем и мечом. На нем был шлем (helmet), в руках у него был щит (shield). 11. Любимым развлечением (entertainment) древних римлян было ристание на колесницах. 12. Люди, которые приходили, чтобы посмотреть Олимпийские игры, клали дорогие приношения к гробницам, находившимся в храме. 13. Вскоре в храме Зевса (Zeus) сосредоточились (to be concentrated) огромные богатства. 14. Из всех полисов Афинское государство было самым богатым в центральной Греции. 15. В Пелопоннесе археологи обнаружили (нашли) следы микенской культуры (Mycenean culture). 16. Гонцы Ксеркса (Xerxes) доставили грекам приказ – сложить оружие (to lay down the arms). 17. Какой период в истории Греции называется эпохой (age) Гомера? Каково происхождение этого термина? 18. Если вы посмотрите на статую Зевса в Олимпии, вы увидите, что бог богов держит в правой руке статуэтку (statuette) богини победы, а в левой – жезл (baton). 19. В 8 в. до н. э. в Греции появилось много городов-государств, т. е. городов с прилегающими к ним (соседними) селениями (village). 20. Появление рабовладельческой демократии (democracy) в Афинах относится к (to refer to) 5 в. до н. э. 21. Римский император Феодосий I считал (to consider), что Олимпийские игры имеют языческое происхождение. Поэтому он отменил их. 22. В 5 в. до н. э. все гражданское насе-

ление (граждане) Афин принимало участие в народных собраниях (popular assembly). 23. В борьбе между демосом и представителями родовой знати (nobility) часто побеждал демос (the demos). 24. Олимпийские игры были возобновлены только в 1896 г. 25. В битве при Саламине (Salamis) греки одержали большую победу над персами. 26. Император Деций (Decius) приказал, чтобы все римляне приносили жертву и преклонялись перед его статуями. 27. Хотя христиан все время преследовали (to persecute), к концу III в. н. э. христианство в Римской империи широко распространилось (to become widespread). 28. Всем очень хотелось присутствовать на этом матче. 29. Мы должны найти средства помочь им. 30. Он стал хорошим спортсменом в результате упорной тренировки (training).

15. Translate the following text with the help of a dictionary. The last paragraph is to be translated in writing.

In the mythology of the ancient Greeks there was a celebrated hero, Antaeus, who, so the legend goes, was the son of Poseidon, god of the seas, and, Gea, goddess of the earth. Antaeus was very much attached to the mother, who had given birth to him, suckled him, and reared him.

Practically there was not a hero whom this Antaeus did not vanquish. As a matter of fact, he was regarded as an invincible hero. Wherein did his strength lie? It lay in the fact that every time he was hard pressed in a fight with a foe, he would touch the earth, and that gave him new strength. Yet, he had a vulnerable spot, the danger of being detached from the earth in some way or other.

His enemies were aware of this weakness and watched for him. One day an enemy appeared who took advantage of the vulnerable spot and vanquished Antaeus. This was Hercules. He lifted Antaeus from the earth, kept him suspended in the air, prevented him from touching the earth and throttled him.

ORAL LANGUAGE PRACTICE

1. Answer the following questions. Work in pairs.

1. Where was the city of Olympia situated? 2. In whose honour was the beautiful temple built? Whom was it built by? 3. Who was the principal god of the Greeks? Whose son was Hercules? 4. Who had ordered that a festival should be held every four years? 5. Why did Hercules found many athletic games? What were they? 6. Was Hercules present at the first festivals? 7. How long did the first festivals last? What was there on the program of the festivals? 8. Where did Jupiter send his messengers to? 9. What were the

competitors asked to do? What did they do before the statue of Jupiter? 10. Who won most of the prizes? Why did they win most of the prizes? 11. What honour did the Spartans claim? 12. What did the people lay before shrines? 13. Did the temple become famous for its beauty and wealth? 14. What way of dating important events did historians use in connection with the Olympic Games? 15. There were no wars during an Olympiad, were there? 16. How far back can we trace the Olympic Games? 17. Who abolished them? Why were they abolished? 18. When were they revived? 19. Was the procedure of holding the Games the same as in the olden times? 20. The Olympic Games have become a sport tradition in the world, haven't they? 21. What kind of tradition is it? 22. Can the Olympic Games start without the Olympic Flame? 23. Where is it usually brought from? 24. What does the Flame symbolize?

2. Say something about: a) the origin of the Olympic Games; b) the procedure of holding the first Games; c) the program of the Games; d) the way the latest Games were held; e) the significance (значение) of the Games as a historical tradition.

3. Retell the text in the person of a competitor (Hercules). Give a short summary of the text.

4. Ask questions about the latest Olympic Games: a) the time and the place they were held; b) the countries that were represented; c) the program of the Games.

5. a) Read and translate the four items given below; b) Supply answers; c) Retell the stories.

1. Pan, the Greek god of shepherds (пастухи), was once walking in the valleys, amusing himself with hunting (развлекался охотой) and playing music. Pan was absolutely harmless (безвредный) but was extremely ugly (исключительно безобразный). When he appeared before a group of travellers, he frightened them to such an extent (до такой степени) that they ran away in terrible fear. Later any sudden fear was considered to be due to Pan (приписывали Пану) and it was called a 'Panic' fear.

- 1) Who was the Greek god of shepherds?
- 2) Was he very handsome or very ugly?
- 3) What happened when he appeared before travellers?

2. When Tantalus, the son of Zeus, was given the right to take part in the feasts together with the gods and even to share their secrets (был посвящен в их тайны), he became extremely proud (гордый). Once he betrayed one of their secrets (выдал одну из их тайн). As a punishment (в качестве наказания) he was tortured (его мучили). Just before his face hung a bunch of fruit (ветка с плодами) which always retreated as he tried to catch it.

He stood in water up to his chin (подбородок), but whenever he wanted to drink, the water went away. In this way originated the phrase tortures of Tantalus.

- 1) Why did Tantalus become extremely proud?
- 2) What was he punished for?
- 3) In what way was he tortured?

3. Odysseus, who was very cunning, advised the Greeks to build a huge wooden horse. The best Greek warriors were hidden (спрятались) in the horse. When the Trojans saw the horse, they dragged it inside (втянули, втащили внутрь) the city walls. At night the Greeks came out of the horse and attacked the city. They killed the Trojans, plundered and burnt the city and came home with rich spoils (добыча).

- 1) Who advised the Greeks to build a wooden horse?
- 2) Where were the best Greek warriors hidden?
- 3) What happened in the city at night?

4. When in 490 B.C. the Persian army attacked Greece, the Athenians under the talented general Miltiades gave a decisive battle at Marathon. The Greeks won a great victory over the Persians in that battle. On the day of the victory a Greek soldier came running to Athens to announce (чтобы объявить) the news. He had covered (покрыл) the distance of 42 km. In his honour a special contest in running was held at the Olympic Games in 1896.

- 1) In what battle were the Persians defeated?
- 2) Why did the Greek soldier come running to Athens?

6. Make up questions and answers according to the models. Use the words given in brackets.

1. What sport does your friend do? He does swimming (to skate, to ski, to boat, to wrestle, to box, to jump, to shoot).
2. What games can you play? I can play chess {football, basketball, volleyball, hockey, handball}.

7. Say something about: a) the sport you do; b) the most popular sport in our country; c) your favourite football (hockey) team.

UNIT 4

PERSIA VS¹ GREECE

In the year 490 B.C. King Darius, having put down the revolt² in Asia Minor, sent an expedition across the Aegean to punish Eretria and Athens. When they heard that it was coming some of the Greeks expressed their willingness³ to submit. But when messengers from the "Great King" came asking for earth and water⁴, symbols of submission, the Athenians and Spartans threw the Persian envoys into wells.

The Greek cities realized that they must unite to defend themselves⁵ or they would be conquered one by one as the cities in Asia Minor had been. Only Sparta, they thought, could provide leadership. As the Athenians knew they would be attacked first, they asked the Spartans to help them.

They had much discussion about what they ought to do⁶. Some of the old aristocrats believed that it would be wise⁷ to take back the former tyrant Hippias, who was living in exile at the Persian court. Patriotic citizens, however, showed interest in Miltiades who had just returned from the north Aegean where the Persians were subduing Greek colonies. The Athenians made him one of the ten generals who commanded their small army.

The Persians started the campaign by landing troops⁸ on the island of Euboae. On learning that the enemy had come, the Athenians sent a runner to tell the Spartans. But the Spartans, who were celebrating a religious festival at that moment, refused to start saying that they could not march until the moon was full⁹.

On the next morning Miltiades led the Greeks, armed with spears and shields, into combat. Though the Persian archers outnumbered the Greeks, the latter¹⁰ won the battle of Marathon. The battle was nearing its end¹¹ when about two thousand Spartan soldiers arrived. They were surprised to learn¹² that the Athenians had already defeated the enemy. So they congratulated the victors and returned home.

In the year 480 B.C. another Persian army invaded Greece¹³. It was led by Xerxes, the new king of Persia who had ascended the throne after the death of his father Darius I. Having reached¹⁴ the Balkan Peninsula the Persians occupied Northern Greece without any fighting. The Persian fleet was sailing not far from the shore.

On hearing about¹⁵ the Persian invasion the Greek cities sent small detachments to fight against the enemy. Sparta sent three hundred warriors under King Leonidas¹⁶.

There was only one way by which the Persians could enter Central Greece and that was by the Thermopylae Pass, a narrow strip of land between the mountains and the sea. The pass was defended mainly by the Spartans.

No sooner had the Greeks taken up positions in the pass than Xerxes¹⁷ sent messengers to Leonidas telling him to lay down the arms and surrender. "No" was Leonidas' reply. The Persian attacks on the small detachment lasted for two days. The Spartans knew no such thing as fear. Repulsing the enemy attacks they bravely held out the Persians¹⁸ who met only death from the arrows, spears and swords of the Spartans.

At night a traitor led the Persians through the mountains to the rear of the Greeks, who were immediately encircled. Although they were surrounded, the Spartans were fighting to the last. All day long they were beating back the enemy who in vain tried to break through the pass. One by one the Spartans fell in the unequal battle, and when the sun set, there was not a single Spartan left¹⁹, all of them were killed.

Later a monument was erected on the battlefield in honour of King Leonidas and his fearless men.

Notes

¹ **vs** (сокр. от **versus**) – (лат.) против

² **having put down the revolt** – подавив восстание

³ **expressed their willingness** – изъявили желание

⁴ **asking for earth and water** – просили земли и воды

В значении «просить у кого-л., что-л. (предмет)» глагол *ask* употребляется с предлогом *for*, e. g. He asked me for a pen. «Он попросил у меня ручку».

⁵ **realized that they must unite to defend themselves** – поняли (осознали), что им необходимо объединиться, чтобы защитить себя

Обстоятельственный оборот цели (обычно с союзом *чтобы*) в английском языке может передаваться с помощью одного инфинитива или в сочетании последнего с союзом *in order* (для того чтобы).

⁶ **about what they ought to do** – о том, что они должны делать

⁷ **believed that it would be wise** – полагали, что было бы разумно

⁸ **by landing troops** – высадив войска

⁹ **until the moon was full** – до наступления полнолуния

¹⁰ **the latter** – последний из двух упомянутых. *The latter* относится ко второму из двух упомянутых, *the former* – к первому. Оба слова могут употребляться вместо существительного как в единственном, так и во множественном числе.

¹¹ **was nearing its end** – подходила к концу

¹² **they were surprised to learn** – они удивились, когда узнали.

Русский глагол *узнать* может передаваться такими глаголами, как: *to learn* (узнать случайно, услышать), *to find out* (узнать в значении «навести справки, специально выяснить»), *to recognize* (узнать, т. е. опознать) и некоторыми другими, e. g. *I learnt that they were going abroad. Please find out when the lecture begins. She had changed so greatly that I could not recognize her.*

¹³ **another army invaded Greece** – другая армия вторглась в Грецию.

В указанном значении после глагола *invade* следует прямое дополнение; существительное *invasion* (вторжение в страну) употребляется с предлогом *of*, e.g. *invasion of Greece.*

¹⁴ **having reached** – достигнув

¹⁵ **on hearing (about)** – узнав о, услышав о

Глагол *hear* (слышать) не смешивайте с глаголом *listen (to)* (слушать кого-л., что-л.).

¹⁶ **under King Leonidas** – под командованием царя Леонида

¹⁷ **No sooner had the Greeks taken up positions ... than Xerxes ...** – Не успели греки занять свои позиции, как Ксеркс ...

Обратите внимание на инверсию в предложении с *no sooner ... than* и обязательную форму глагола – Past Perfect. Синонимическая конструкция: *Hardly had the Greeks taken up ... when Xerxes ...* (Едва греки заняли ..., как ...).

¹⁸ **they held out the Persians** – они сдерживали натиск персов

¹⁹ **there was not a single Spartan left** – в живых не осталось ни одного спартанца

Words and Word Combinations

archer n. стрелок из лука

aristocracy n. аристократия

arrow n. стрела

attack v. нападать; n. атака

battle n. сражение, битва

belief n. вера

believe v. 1) верить; 2) полагать

brave a. храбрый, смелый

campaign n. военный поход, кампания

citizen n. гражданин

congratulate v. поздравлять

court n. 1) двор (короля); 2) суд

death n. смерть

detachment n. отряд

discuss v. обсуждать

discussion n. обсуждение, прения

enemy n. противник

envoy n. посланец

(un)equal a. (не)равный

fear n. страх

fighting n. бой, боевые действия

fleet n. флот

former a. бывший

however adv. однако

invade v. вторгаться, захватывать территорию

invasion n. вторжение, набег

invader n. оккупант

kill v. убивать

land v. высадить(ся); n. земля; страна	soldier n. солдат
last v. длиться, продолжаться	start v. начинать
narrow a. узкий	strip n. полоса
occupy v. 1) занимать; 2) оккупировать	subdue v. подчинять
outnumber v. превосходить численно	submit v. подчиняться, покоряться
punish v. наказывать (за что-л.) (for)	submission n. подчинение
punishment n. наказание	surrender v. сдавать(ся) кому-л. (to)
religion n. религия	surround v. окружать
religious a. религиозный	traitor n. предатель
shield n. щит	tyrant n. тиран
	unite v. объединять(ся)
	warrior n. воин

* * *

in exile – в ссылке
at the court – при дворе
on (at) hearing that – услышав, узнав о том, что
to be armed (with) – быть вооруженным (чем-л.)
in combat – в бою
to be surprised (at) – удивляться (чему-л., кому-л.)
to ascend the throne – взойти на престол
mainly = in the main – главным образом
to take up a position – занять позицию
to repulse the enemy attacks = to beat back the enemy – отражать (отбивать) атаки противника
to lay down the arms – сложить оружие
on the battlefield – на поле сражения
to celebrate a festival (one's birthday) – отмечать праздник (день рождения); праздновать
the latter – последний (из двух упомянутых)
the former – первый (из двух упомянутых)
all day long (= the whole day) – весь (целый) день
in vain – тщетно, напрасно
to put down a revolt – подавить восстание

GRAMMAR EXERCISES

1. Open the brackets using the verbs a) in the Present Continuous or Present Indefinite; b) in the Past Continuous or Past Indefinite. Describe the scenes depicted in the text.

a) Here (to be) a picture of an English class. The students of group 8 (to have) an English class. They usually (to have) English classes in the morning. The instructor (to stand) at the blackboard. He (to write) some words on it. The students (to sit) at their desks. They (to look) at the blackboard. They (to listen) to the instructor and (to repeat) the words after him. They always (to listen) to him attentively (внимательно). One of the students (to write) something in his notebook. Another student (to look up) the words in the dictionary. Peter who (to sit) next to me (to read) silently a text. My classmate (to like) to read and (to do) a lot of reading. The instructor has just finished writing the words on the blackboard. Facing the class he (to ask) us questions. It must be noted he never (to ask) us questions in Russian. Suddenly the instructor (to notice) one of the students writing something. "What you (to do) there?" he (to say). "I (to do) an exercise," was the answer. "Stop doing it and listen to me."

b) Last night a friend of mine (to celebrate) his birthday. When I (to arrive), I (to see) that his flat (to be) full of guests (полна гостей). I (to enter) the sitting-room (гостиная). Some people (to dance). Several guests (to sing) a merry song and the host (хозяин дома) (to play) the piano. A group of girls (to listen) to music and other people (to watch) television. My friend (to introduce) me to his guests when the hostess (хозяйка дома) (to invite) everybody to the table. There (to be) many delicious (вкусные) things to eat and good wines to drink. The guests (to enjoy) the feast (пировали) when I left, I had to leave because I not (to feel) well.

2. Put the verbs in the following sentences a) in the Past Continuous Tense, adding: at that time, at that moment, when I came, from 10 till 12, when I met you, etc.; b) in the Future Continuous Tense.

e. g. *He is having an English class.*

He was having an English class when I came.

1. The students are preparing for a seminar. 2. The children are watching television. 3. Ann is doing her homework. 4. What article are you translating? 5. Is she working at her course paper? 6. Who is speaking over there? 7. Mother is cooking dinner in the kitchen. 8. They are having a history class. 9. He is saying something. 10. Some people are skating and others are skiing in the park. 11. What are you doing? 12. Where are you going to? 13. What

are they speaking about? 14. Who(m) are they talking to? 15. Who(m) is she waiting for? 16. Who is making the report?

e. g. *He is having an English class.*

He will be having an English class at this time tomorrow (when you come).

1. I am waiting for my guests. 2. Ann is working at her English. 3. The students are training in the gym. 4. We are taking our examination in history. 5. They are having a seminar in political economy. 6. We are not discussing this question. 7. Are you writing your course-paper? 8. What are you doing?

3. Supply answers. Work in pairs.

a) 1. You are having an English class, aren't you? 2. What are you doing in class? 3. What is the teacher doing? 4. Who is asking you questions? 5. Are you answering your teacher's questions in English? 6. Are you sitting or standing? 7. Where are you sitting? 8. Is the teacher speaking Russian or English? 9. The teacher is writing on the blackboard, isn't he (she)? 10. Are you looking at the blackboard? 11. What are you looking at? 12. Is the teacher explaining new rules? 13. Are you listening to the teacher attentively? 14. Who(m) are you listening to? 15. Is the student sitting next to you following the teacher's explanation or is he (she) talking to the neighbour on your right? 16. Who(m) is he talking to?

b) 1. What were you doing at this time yesterday? 2. Were you watching television or were you doing your homework when I gave you a telephone call? 3. You were having a lecture at 12 o'clock yesterday, weren't you? 4. Was the lecturer speaking very fast or very slowly? 5. Where were you going to when I met you? 6. Who(m) were you talking to when I came up to you? 7. What were you talking about? 8. Your friend was speaking English at that moment, wasn't he? 9. What language was he speaking? 10. Who was speaking when the Dean entered the classroom?

4. Give different answers to the following question. Use the words given below.

e. g. *What will you be doing at this time tomorrow?*

– Probably I'll be getting ready for the test, but I am not sure.

to study these materials; to visit one's friends; to read for one's exam; to work in the library; to take part in the contest; to skate or to ski

5. Find in the text the sentences in which the Continuous Tense Form is used. Explain the cases.

6. Make up questions to which the words in italics are the answers.

1. *The students are speaking with Professor Klay about their examination* (3). 2. *Our team is losing the game* (2). 3. The visitors *are looking at our new pictures* (2). 4. *Four boys were playing with a ball in the garden* (2). 5. Bob was going to *the museum when I met him* (2). 6. The pupil *was answering the teacher's question when the bell rang* (2). 7. *Tomorrow I shall be working at my diploma-paper all day long in the library* (4).

7. Express the following in English:

1. Борис дома? – Нет. Сегодня он работает в библиотеке. Он готовится к докладу. Он работает там каждый понедельник. 2. Что ты здесь делаешь? – Сажу и жду своего товарища. Он собирался (to be going to) зайти (to call for me). 3. Вы переводите статью? – Нет, мы читаем текст. 4. Куда все спешат (to hurry)? – Я думаю, на стадион. Сегодня там интересный матч. Играют знаменитые команды (teams). 5. Где все студенты? – Они завтракают в столовой. В это время они всегда завтракают. 6. Кому ты пишешь письмо по-английски? – Своей сестре. Она знает английский? – Да. Она неплохо читает и даже говорит по-английски. 7. Кто говорит? Виктор? Говори громче (louder). Я не слышу тебя. 8. Перед тем как я ложусь спать, я слушаю последние известия (the latest news). 9. Не шумите (to make a noise), я слушаю музыку. 10. Что вы делали, когда я позвонил вам? – Смотрел телевизор, а может быть, читал. Я не помню, 11. Я хочу встретиться с вами. – Хорошо. – Приходите завтра в 5. Я буду вас ждать. 12. Я вижу, что вы не знаете этот материал (material). 13. О чем вы думаете? 14. С кем вы разговаривали, когда мы подошли (to come up to) к вам? 15. Вчера в это время мы сдавали экзамен по истории. 16. Где Энн? – Она делает уроки в соседней комнате. 17. Когда Энн делает домашнее задание по английскому языку, она всегда начинает с устного задания (oral work). 18. Вчера с 9 до 11 он читал лекцию (to lecture in) по истории для студентов 1-го курса.

VOCABULARY EXERCISES

1. Suggest the Russian for the following word combinations:

to punish the Athenians; they were unwilling to submit; symbols of submission; the envoys were thrown into wells, it was Sparta that could provide leadership in the struggle; they realized that they must unite; they had much discussion; some of them believed that it would be wise to take the enemy by surprise; in exile; at the Persian court; to subdue Greek colonies; to start the campaign by landing troops; to celebrate a religious festival; the Spartans refused to march there immediately; the warriors armed with spears,

swords and shields; the Persian archers outnumbered the Greeks; the battle was nearing its end; everybody was surprised to learn that; having put down the revolt another army invaded Egypt; he ascended the throne after his father's death; the enemy occupied a number of cities; the Athenian fleet was placed under the command of Themistocles; on hearing about the Persian invasion; the pass was defended mainly by the Spartan detachment; to take up positions; to lay down the arms; to surrender to the Persians; repulsing the attacks they held out the enemy; brave soldiers; in the rear; surrounded by the Persians; to fall in the unequal battle; there was not a single man left; on the battlefield; all day long; in vain.

2. Suggest English equivalents for:

подчиняться (покоряться) персам; символ подчинения; объединяться; единство народа в борьбе против чужеземных (foreign) захватчиков (окупантов); нападать на страну; отражать атаки противника; полагать, верить; отмечать (религиозные) праздники; войска под командованием Суворова; высадиться на острове; узнать (услышать) о; пасть в неравном бою; падение Трои; стрелки из лука; лук и стрела; вторгаться в страну; численно превосходить противника; занять (окупировать) город без боя; храбрые воины; сдаться врагу; быть вооруженным мечом и щитом; взойти на престол; главным образом; занять позицию; напрасно; на поле сражения; весь день; в тылу противника; подавить восстание; быть убитым.

3. a) Guess the meaning of the terms in italics.

1. In spite (несмотря на) of the rain of enemy arrows the Athenians fearlessly attacked the Persian *infantry*. 2. Roman emperors sometimes granted (представлять) Roman *citizenship* to the rich people of their provinces. 3. The Greek force commanded by King Leonidas was fighting against an army which *outnumbered* the Greeks. 4. *Imitating* the Persian kings Alexander the Great surrounded himself with fantastic luxury (роскошь). 5. The discussion of the *campaign* lasted for a long time in the Senate. 6. Egyptian farmers who were usually turned into soldiers *fell* in the *unequal* battles fought against the enemy. 7. Greek aristocracy wanted Hippias to provide *leadership*. 8. The people of Ancient Greece celebrated many *religious festivals*. 9. Miltiades was one of the ten *generals* who commanded the Athenian army. 10. The Persians *brought* Greek colonies *to submission*. 11. The Greeks did not *submit* to the Persian *despotic* rule. 12. Short swords were a good weapon (оружие) in *hand-to-hand fighting*. 13. The greater part of Attica's

population *was occupied* with farming. 14. The Athenians combined all their *warships* into one fleet.

b) Comment on the following, using your knowledge of history.

Begin with:

e. g. *What is probably meant here is...* Вероятно, здесь имеется в виду...

The action took place in ... Действие имело место в ...

The thing (matter, point) is that... Дело в том, что ...

I can hardly add anything. Вряд ли я смогу что-либо добавить.

For detailed information I would refer you to the work (book, monograph, essay, document) by...

Для получения подробной информации я отослал бы вас к работе {книге, монографии, эссе, документу ...}, написанной...

1. On hearing that Eretria (Эритрея) had helped the Greek rebels in Asia Minor {Малая Азия} Darius decided to punish her. 2. According to the Swiss {швейцарская} legend William Tell refused to bow (кланяться, склонять голову) before the tyrant's cap and was severely {сурово} punished. 3. Invading Greek city-states the Persian kings usually asked the local population for earth and water. 4. No sooner had Alexander died than his generals started fighting for power. 5. When Anthony learned that Cleopatra had committed suicide (покончила с собой), he decided to kill himself. 6. When Mesopotamia was invaded by the people from the mountains, Babylon fell. 7. The French invasion of Russia in 1812 ended in defeat. 8. Troy stood on a high hill and was surrounded by a stone wall. 9. 300 Spartans repulsed the attacks of the Persians and fought to the last. They decided that it was better to die than to surrender. 10. Alexander of Macedonia tried to conquer the whole world, but in vain. 11. The Roman Empire occupied a vast territory.

4. Make a conversation based on the text, using these questions:

1. Why did King Darius send an expedition to Eretria and Athens? 2. Did some of the Greeks want to submit to the Persians? 3. What did the Greek cities realize? 4. Who could provide leadership? 5. Did the Athenians know they would be attacked first? 6. They had a lot of discussion about what they ought to do, didn't they? 7. Where was Hippias at the time of invasion? 8. What did the patriotic citizens of Greece propose? 9. Who commanded the Athenian army? 10. How did the Persians start the campaign? 11. What were the Spartans doing when the runner from Athens came asking for help? 12. Did they agree (согласиться) or did they refuse to start immediately? 13. What were the Greeks armed with? 14. The Persian archers outnumbered the Greeks, didn't they? 15. Why were the Spartans surprised when they arrived at Marathon? 16. When (how many times) did Persia invade Greece? 17. Who ascended the throne after the death of Darius I? 18. Did the Persians

occupy North Greece with heavy fighting? 19. Where was the Persian fleet at the moment? 20. What did the Greek cities do on hearing about the Persian invasions? 21. Where did the Spartans take up their positions? 22. What did Xerxes tell Leonidas to do? 23. How long did the Persian attacks on the Greek detachment last? 24. Did the Spartans repulse all the attacks of the Persians? 25. How did it come that the Greeks were surrounded? 26. What kind of battle for the Spartans was that of Thermopylae? 27. How were the Spartans fighting the battle? 28. Where was the monument to King Leonidas and his men set? 29. There were a number of revolts staged by the Greeks in Asia Minor, weren't there? 30. Did Darius put down all the revolts? 31. Were many people killed during the suppression of the revolts?

5. Give English equivalents of the Russian words in italics and retell the story in brief.

In the north Aegean the Persians (покоряли, завоевывали) Greek colonies when Miltiades returned to Athens where he was made (командующим) of the Athenian army. He (удивился) to learn that in a few days he would have to lead his army into (бой). The Persian commanders (высадили) part of their troops on the plain (равнина) of Marathon. The Athenians (прошли походным порядком) across Attica and (заняли позиции) in a valley (долина) which led into the plain. There were about 10,000 (солдат) in the Greek army, and 15,000 (воинов) in the Persian army, so the latter (численно превосходила) the Greeks.

The Persians captured Eretria. When the Athenian generals (узнали, услышали) about it, they decided (дать сражение) the Persians on the plain before the rest of (остальная часть) the army and the fleet could (напасть на) Athens. In 490 B.C. Miltiades led the Athenians (вооруженных копьями и щитами) down the valley. The Greeks first began their advance (продвижение) slowly, but when they came within bowshot (на расстояние выстрела из лука) of the Persian (стрелки из лука), they started marching very quickly. Soon the Greek wings (фланги) closed in on the Persians, (последние) fearing that they might (быть окруженными) rushed to the shore to board their ships (сесть на корабли). They did not want (сдаваться противнику).

Some historians (полагают) that the Greeks lost only 200 men while the Persians lost some 6,400 (в битве при) Marathon. All in all about 7,000 men (были убиты).

6. Paraphrase the following sentences, using the words and word combinations from the text.

A. 1. When it became known to the Greeks that Darius was going to attack, some of them agreed to come under the rule of the Persians. 2. The Greek cities understood that they must join together to defend themselves. 3. They thought that only Sparta could lead the Greeks in the war. 4. Hippias was once expelled from Athens and now was living among the courtiers of the Persian King. 5. In the north Aegean the Persians were subjugating the Greek colonies. 6. Miltiades was in command of the army. 7. When they heard that the enemy had come, they sent a runner to Sparta. 8. The Spartans said they would begin their march at midnight. 9. There were more Persians than the Greeks in the battle of Marathon. 10. The battle was coming to a close when the Spartans arrived. 11. Darius suppressed the rebellion in Asia Minor.

B. 1. In the year of 480 B. C. the Persians penetrated into the territory of Greece and captured it. 2. Xerxes came to the throne after his father died. 3. The pass was chiefly protected by the Spartans. 4. The Greek cities sent small military units to fight against the foe. 5. Hardly had the Greeks taken up positions in the pass, when Xerxes sent messenger to Leonidas telling him to give in. 6. The Spartans were fearless. 7. They were repelling the enemy attacks the whole day. 8. The Greeks were encircled at once. 9. Later on the battlefield a monument was set to King Leonidas and his bold men.

7. Complete the following sentences:

1. The "Great" King sent an expedition to... 2. When the messengers from Darius came asking for earth and water... 3. As the Athenians knew they would be attacked first... 4. We had much discussion about... 5. It would be wise if you... 6. Patriotic citizens were interested in Miltiades who... 7. The campaign was started by... 8. The Spartans who were celebrating... 9. The soldiers were armed with... 10. Though the Persians outnumbered... 11. The Spartans were surprised to learn... 12. On hearing about the Persian invasion... 13. In the year 480 B.C. another... 14. While invading the country the enemy occupied... 15. No sooner had the Greeks taken up positions than... 16. Repulsing the enemy attacks our troops... 17. Although the Spartans were surrounded, they... 18. The Persians in vain tried to... 19. One by one the Greeks were killed in... 20. Long after the battle of Thermopylae a monument...

8. a) Translate the following according to the patterns:

1. *Having put down the revolt...* (закончив работу, наказав Афины, отбив атаки противника, достигнув Балкан, подчинив колонии, оккупировав Северную Грецию, отказавшись от этого похода, заняв свои позиции).

2. *I am willing to...* (хочу послать им приглашение (invitation), начать обсуждение этого вопроса немедленно, отметить свой день рождения дома, поздравить их с победой, поплыть вниз по реке, драться до последнего).

3. *He refused to...* (он отказался наказывать кого-либо, обеспечить руководство, командовать этим отрядом, вернуть этот документ, сложить оружие, верить этому, обсуждать этот вопрос).

4. *There was not a single newspaper left.* (не осталось ни одного билета, учебника, цветка, журнала).

5. *They had much discussion about...* (они много говорили о своих докладах, предстоящих (forthcoming) экзаменах, обязательной (obligatory) литературе, курсовых работах, изучении источников).

6. *On hearing that he was ill...* (узнав о том, что делегация прибыла; противник вторгся в страну; Александр взошел на престол; Леонидий пал в бою; персы прорвались в Северную Грецию; его убили...).

7. *She asked me for...* (она попросила у меня карту Греции, учебник по (in) истории, ручку, мои конспекты (notes), воды).

b) Compose sentences of your own according to the mode). Use the words given below:

Model. *You must unite or you will not win.*

(to review the material – to cope (справиться) with the test translation, to learn the new words – to retell the text; to look up the words in the dictionary – to understand the article; to start your work now – to finish it on time).

9. Choose the right word.

to learn, to find out

1. When I ... that my friend was ill, I immediately made a try ... what was the matter with him. 2. You will ... many interesting things if you read this book. 3. Where can I ... the new time-table? 4. We ... about it at yesterday's meeting. 5. Please ... if this book is available (есть в наличии) in our library. 6. I don't know Peter's new address, but if you need it, I can ... it ... for you. 7. ... when they are going to celebrate that festival.

to hear, to listen

1. Could you speak a bit louder, I don't ... you well. 2. Before I go to bed I usually ... to the radio. 3. Did you ... anything about that accident

(несчастный случай) when you were in Adler? 4. "Now ... to me attentively," said the teacher, addressing the class. 5. I have never ... Ann sing.

(the) latter, last, latest

1. Bess and Tom specialized in the same department. The former is a teacher now,... is a research worker (научный работник). 2. Let's listen to the ... news over the radio. 3. When did you go to the cinema ... time? – I don't remember. 4. Leonid was the first to answer at the examination and I was the... 5. Have you got today's newspapers? I want the ... issue (номер (газеты, журнала)) of the M.K.

10. Insert the missing prepositions or adverbs.

1. The King in vain tried to put ... the revolts that broke ... in the rear ... the Empire. 2. At last the Spartans, armed ... spears and shields, appeared ... the battlefield. They were surprised to see that fighting was over. 3. ... the time ... the Persian invasion ... Greece Hippias was ... exile ... the Persian court. 4. The 300 Spartans, who were surrounded ... the Persians, fell ... combat but did not surrender ... the enemy. 5. ... the battle ... Marathon all enemy attacks ... the Greek troops were beaten ... The Greeks fought ... the invaders and died heroically. 6. Having crossed the Rubicon Caesar marched ... Rome. 7. Darius wanted to punish the Athenians ... the help they had rendered to the Greeks who lived ... Asia Minor. 8. Patriotic citizens showed a great interest ... Miltiades who returned ... the North Aegean. 9. The Greeks discussed the plan ... action ... a long time. 10. The envoys asked the Athenians ... earth and water, symbols ... submission, but were thrown ... wells.

11. Supply articles. Read the items and answer the questions.

1. ... Greek historian Plutarch collected ... great number (множество) of stories about Alexander ... Great. Here is one of them. In Gordium, ... city in Asia Minor, ... cart (телега, повозка) was tied up by ... very intricate knot (сложный узел). People said that whoever undid (развязать) ... knot would become lord of ... whole of Asia. Many tried their luck (попытать свое счастье) but in vain. Alexander also tried but failed. Then he pulled out his sword and cut it. This is how the expression "to cut ... Gordian knot" came into being (появиться).

1) What was tied up by a very intricate knot?

2) How did Alexander solve the problem?

2. From Egypt Alexander marched towards Mesopotamia to meet Darius III. ... Persians had ... large cavalry, fighting elephants (боевые слоны) and ... hundred chariots. ... Persian troops were unwilling to fight for ... king. ... armies confronted each other on ... large plain near ... town of Gaugamela. Alexander led his cavalry into ... centre of ... Persian army. At ... same time

... phalanx launched (пойти в наступление) ... attack. Darius was ... first to flee (спасаться бегством). His troops followed him.

- 1) What armies confronted each other?
- 2) Who won the battle of Gaugamela?

12. Translate the text with the help of a dictionary. Study the new terms.

Ancient Egypt lay in the Nile Valley. The land was fertile and the climate warm and suitable for animal life and plant growth. It was as early as 4,000 B.C. that people began to settle along the Nile River. Traces of people in Egypt go as far back as the Stone Age. The people in the Nile Valley lived in family communes and tribes. The family communes were governed by elders. Very often the tribes quarreled over the best grounds, and their quarrels led to war. When at war the tribes elected leaders to command the fighting men. Like the people of the primitive communal society, the earliest inhabitants of Egypt searched for food, hunted and fished. Later they took tip hoe farming. It should be noted that farming and cattle-breeding became the main occupations in Egypt in the 4th millennium B.C.

The written history of Egypt probably began more than 6,000 years ago. One of the wonderful remnants of early Egyptian civilization are pyramids, particularly the pyramids of Giza. These tombs of ancient pharaohs are situated on the bank of the Nile near Memphis, the capital of ancient Egypt. The Pyramids of Giza strike one as being great in size. The biggest of them is the Pyramid of Cheops which is more than 500 ft high. Cheops ruled over the country in the 3rd millennium B. C. He ordered this tomb to be built when he ascended the throne. Thousands of people participated in the construction of the pyramid which lasted for decades. The aim of building of all these monumental tombs is a subject of special research.

13. Test translation.

1. Дарий узнал (услышал) об афинянах от (from) бывшего тирана Афин Гиппия (Hippias). 2. Когда Дарий решил наказать Афины, Гиппий жил в изгнании, находясь при его дворе. 3. Дарий не выражал желаний (willingness) помочь Гиппию пока он не узнал, что Афины помогли сжечь Сарды (Sardis). 4. Как только персидский царь подавил восстание в Малой Азии, он в (as) наказание послал в Грецию экспедиционные войска. 5. Дарию нужен был флот. Тогда он приказал городам-государствам, подчинившимся его господству (overlordship), поставлять (to furnish) ему корабли. 6. Узнав, что персы хотят напасть на Афины в первую очередь, афиняне обратились к Спарте (turned to Sparta for) за помощью. 7. Греки поняли, что им необходимо объединиться, и решили,

что только Спарта может обеспечить руководство в этой войне. 8. Персидская армия под командованием Ксеркса, взшедшего на престол после смерти Дария, вторглась в Грецию в 480 г. н. э. 9. Северная Греция была занята (оккупирована) без боя. 10. На борьбу с захватчиками (оккупантами) греческие города-государства послали небольшие отряды. 11. Защищая перешеек (pass), открывающий путь в центральную Грецию, отряд спартанцев отказался сложить оружие (сдаться) и дрался до последнего. 12. Персидские воины были вооружены луками и стрелами, копьями и мечами. Они были хорошими стрелками. 13. Видя, что его армия окружена, Леонидий приказал всем, кроме спартанцев, отступить. 14. Татаро-монгольское (Tatar and Mongolian) нашествие на Древнюю Русь имело место в 12 веке н. э. 15. Хотя противник в Марафонской битве численно превосходил афинян, последние успешно отразили все его атаки и выиграли сражение. 16. После завоевания Греции Филипп II начал готовиться к (to prepare for) походу против Персии. 17. Восточные походы Александра продолжались до 325 г. до н. э. 18. Когда посланец Афин прибыл в Спарту, спартанцы отмечали какой-то религиозный праздник. 19. Гонец удивился, когда услышал, что спартанцы отказались выступить (to start) немедленно, 20. Падение Западной Римской империи означало (meant) конец рабовладельческого строя в Западной Европе. 21. Рим был разрушен (to destroy) главным образом в результате нашествия варваров – вандалов (the Vandals) в середине 5 века н. э. 22. Ассирийская (Assyrian) империя пала в конце 7 века до н. э.

ORAL LANGUAGE PRACTICE

1. Speak on the following sub-topics:

- a) the Greeks learn that a Persian expedition is coming;
- b) the Athenians and Spartans discuss what they ought to do and express different opinions;
- c) the campaign starts; Athens asks Sparta for help;
- d) the Greeks win the battle of Marathon.

2. Make an outline of the text.

3. Speak on the second Persian invasion of Greece according to your plan.

4. Describe the battle of Thermopylae.

5. a) Read the text "Spartan Education" and translate it into Russian; b) Learn the words and expressions listed below; c) Make a brief summary of the story by answering the questions.

Spartan Education

On the day of his birth a Spartan boy was taken to the elders for a careful examination¹. If the boy was weak and deformed, he was left on a mountainside to die because the elders thought that he could never perform his duties as a soldier. If he was found physically fit² he was allowed to live with his family until the age of seven. Then he lived in public barracks where he began his military training.

A Spartan boy was taught to become a strong and fearless soldier, able to endure hardships and suffering. Even in winter he went barefoot and slept outdoors. His chief food was a very bad-tasting broth, but as part of his training he was taught to feed himself by stealing³ food from farms and gardens. If he was caught, he was whipped – not because he had stolen, but because he was found out⁴.

As a Spartan boy approached manhood⁵ and service in the army, he was beaten in public. This taught him to endure pain in silence. Spartan youths were taught to be modest in manner and brief in speech⁶. In fact, they were known for their short speech which is now called laconic, after Laconia, the state ruled by Sparta.

When a soldier was leaving for the battle his mother handed him his shield on which his body would be brought back if he was killed. The shield was so large that flight from the enemy was possible only by leaving it behind⁷. Therefore his mother usually warned: “Come back with your shield or on your shield”.

Notes

¹ **for a careful examination** – для тщательного осмотра

² **was found physically fit** – с нормальным физическим развитием

³ **to feed himself by stealing food from** – (зд.) добывать себе продукты питания, забираясь в чужие фермы и сады

⁴ **was found out** – обнаружен

⁵ **approached manhood** – достигал совершеннолетия

⁶ **were taught to be modest in manner and brief in speech** – учили скромности в поведении и краткости в речи

⁷ **by leaving it behind** – (зд.) если бросить (оставить) его на поле боя

Words and Word Combinations

allow v. разрешать, позволять

brief a. краткий

elders n, старейшины

farm n. ферма (хозяйство)

flight n. бегство, отступление, побег

military a. военный

public a. общественный; n. публика

possible a. возможный

serve v. служить

service n. служба

weak n. слабый

whip n. кнут; v. стегать кнутом

* * *

to perform one's duties – выполнять свои обязанности

to endure hardships (suffering, pain, difficulties) – переносить лишения (страдания, боль, трудности)

to be modest in manner and brief in speech – быть скромным и немногословным

to serve in the army – служить в армии

to find out – узнать, обнаружить

How to make an outline:

a) Read the text carefully and note the main events in the story;

b) Write short sentences that will remind (напомнить) you of the main events in the story.

Questions:

1. Who(m) was a Spartan boy taken to on the day of his birth? What for? 2. What did they do with the boy if he was weak and if he was physically fit? 3. Did the Spartan boy live with his family or in public barracks? 4. How was he taught to become strong and fearless? 5. Why was he beaten in public? 6. What were the Spartan youths known for? 7. What did his mother usually do and say when a soldier left for the battle?

ADDITIONAL READING

History as a Field of Study

History is the study of the human past. Historians study records of past events and prepare new records based on their research. These records, as well as the events themselves, are also commonly called history.

The past has left many traces, including traditions, folk tales, works of art, archaeological objects, and books and other written records. Historians use all these sources, but they mainly study the past as it has been recorded in written documents. As a result, history is generally limited to human events that have taken place since the development of writing about 5,000 years ago.

Historians study all aspects of past human life – social and cultural conditions as well as political and economic events. Some historians study the past simply to understand better how people of other times acted and thought. Others seek to draw lessons from those actions and thoughts as a guide for

decisions and policies today. However, historians disagree about the lessons of history, and so there are many different interpretations of the past.

History became a field of study in many schools during the 1800's. Today, students throughout the world study history in school. They learn about the past chiefly from textbooks, but also through such activities as field trips to historical sites and visits to museums. Most nations require schools to teach their country's heritage as a means of developing patriotism. History is thus used not only to tell students how their national way of life developed, but also to justify and support national ideals and institutions.

What Historians Study

The content of history. Until the 1900's, historians primarily studied political events. They wrote almost exclusively about diplomacy, wars, and affairs of state. Today, historians also study many other subjects. Some examine economic and social conditions. Others trace the development of religions, the arts, or other elements of culture.

History is often classified as one of the social sciences, along with such fields as economics, psychology, and sociology. However, historians differ from other social scientists in the way in which they study social processes. Other social scientists seek to develop general laws by examining patterns of behavior that recur throughout time. In contrast, historians study the conditions or events of a particular time. Historians may use theories from the other social sciences to help explain these conditions and events. But historians rarely attempt to develop general laws.

The divisions of history. The field of history is so vast that historians have traditionally split it into divisions. The three main divisions of history are based on *period*, *nation*, and *topic*.

Periods of time form the chief divisions in the study of history. Historians divide Western history into three periods. They are (1) ancient times, from about 3000 B.C. to the A.D. 400's; (2) medieval times, the 400's to the 1500's; and (3) modern times, the 1500's to the present. Scholars may divide these periods into many shorter periods. For example, a historian may study a particular century or a certain period, such as the High Middle Ages (about the 1200's) or the Age of Reason (1700's).

The division of history into periods help historians organize and focus their studies. However, this division may distort the evidence presented by history. For years, historians considered the medieval era as a period of superstition and disorganization that came between two supposedly better periods of history. This viewpoint prevented them from realizing that the Middle Ages had a vitality of its own and formed the basis of modern European civilization.

The division of history into ancient, medieval, and modern periods applies only to European societies. Historians who study Asian or African societies base their work on entirely different periods. Even the dating system differs because Western society uses the birth of Jesus Christ as a dividing line. The years before the birth of Christ are designated B.C. (before Christ), and those thereafter are considered A.D. (anno Domini – in the year of our Lord).

The division of history by nation involves, for example, the study of American, Chinese, or French history. The division by topic enables historians to deal with particular aspects of past human activity. Many historians study economic, social, and intellectual history in addition to studying traditional political history. Some historians focus on such specialized topics as history of science, of an ethnic group, or of a city.

How Historians Work

The study of history involves many processes and techniques, but most historians follow a few basic steps in their work. First, they select for study an issue or person from some period of the past. Next, they try to read a variety of source materials – everything written by or about the subject. Then they interpret the information obtained from these sources. Finally, they write a narrative history or a biography.

Choosing and evaluating sources. Historians use two main types of sources in their research, *primary sources* and *secondary sources*. Primary sources consist of documents and other records produced during the period being studied. They include books, diaries, letters, and government records. Motion pictures and tape recordings may serve as primary sources for events of the 1900's. Secondary sources are materials prepared later by people who studied the primary sources.

Historians choose documents that reveal most accurately the facts they wish to know. Therefore, they prefer primary sources to secondary ones, and confidential reports to public ones. Historians who study recent events use a special type of source. They go to participants in those events and record their oral testimony. Such oral history supplements documentary history.

The scarcity of sources is a great problem for historians, whose work sometimes resemble that of detectives. Many activities and thoughts of ordinary people, plus other useful data, were never recorded. Much that was written down has been lost or destroyed through the years. Also, historians often must rely on the writings of only a few people. Such writings are mere fragments on which to base a reconstruction of the past.

Historians analyze the documents with which they work to determine the reliability of these sources. They compare documents with other sources

and also check for such flaws as errors in the order of events or variations in writing style. In addition, the historian must determine whether the author's account of events can be trusted.

Interpreting historical events. Basic historical facts are data generally accepted by all historians because the evidence for them seems unquestionable. However, historians often disagree about the meaning and significance of such facts. These experts try to be as unbiased as possible, but their own beliefs and prejudices influence their interpretation. For example, a historian's social, economic, and religious views help determine what he or she accepts as "normal" in other person. This judgment, in turn, determines what the historian accepts as reliable testimony or as a likely sequence of events. Such interpretation explains why historians who use the same date may disagree about events and their significance.

Some historians rely heavily on information from other social sciences to form their interpretations. For example, the study of history that uses theories and insights from psychology is called *psychohistory*. Similarly, some historians use statistical methods to interpret data from such sources as old censuses and account books. This approach is called *cliometrics*.

As the last step in interpretation, a historian prepares a written account of events. The writing of history is part of a field called *historiography*. Some of the best historians use the techniques of the novelist and dramatist to entertain as well as inform.

Theories of History

Since ancient times, scholars have developed theories of history that attempt to explain the entire course of human events through some general principle. For example, the ancient Greeks regarded history as a cycle of events that repeated itself endlessly. In contrast, the traditional Christian theory considers history as a series of events with a beginning and an end. According to this theory, God directs human events toward the final goal of the redemption of humanity. This theory dominated nearly all the history written in Europe during the Middle Ages.

In modern times, scholars have proposed many other theories. During the late 1700's and the 1800's, philosophers developed the concept of history as a process of inevitable progress. They believed this progress would eventually lead to a thoroughly logical social order based on a scientific understanding of human events.

The German historian Oswald Spengler argued in his book *The Decline of the West* (1918–1922) that civilizations, like organisms, go through a cycle of birth, development, and death. Arnold Toynbee, a British historian, also presented a cyclical theory in his 12-volume work, *A Study of History*

(1934–1961). However, Toynbee disagreed with Spengler's belief that modern Western civilization is already doomed.

Nearly all theories of history assume that it has meaning and purpose, but there is no overwhelming evidence to support this concept. In fact, many scholars today question whether history has any meaning other than that which people read into it. As a result, most modern philosophers have turned away from such theories. Instead, they examine such issues as the nature of history as a field of knowledge and the method of explanation used by historians.

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