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П12 Английский язык для студентов исторических факультетов : учебно-методическое пособие : на английском языке ; поясн. записка и список литературы на русском языке / О. Ю. Павлова, А. В. Зырянова, Л. Ф. Велиева ; Южно-Уральский государственный гуманитарно-педагогический университет. – [Челябинск] : Южно-Уральский научный центр РАО, 2022. – 85 с.
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Настоящее учебно-методическое пособие предназначено для студентов исторических факультетов вузов и нацелено на выработку навыка понимания и перевода оригинальной исторической литературы на основе владения профессиональным словарем. Материал пособия может быть использован для аудиторной и самостоятельной работы обучающихся по дисциплине «Иностранный язык».

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Пояснительная записка

Учебно-методическое пособие предназначено для студентов исторических факультетов. Оно рассчитано на лиц, владеющих английским языком в объеме программы средней школы и продолжающих изучать его в высшем учебном заведении. Пособие составлено в соответствии с требованиями программы для студентов неязыковых профилей и имеет профессиональную направленность, которая проявляется в тематике текстов и специально отобранном словаре исторической терминологии. Тематика текстов соответствует наиболее общим темам исторических курсов, читаемых на русском языке для студентов первых двух лет обучения. Выбор текстов обусловлен необходимостью создать основу для чтения литературы на английском языке по профилю обучения .

Учебно-методическое пособие включает тексты и упражнения к ним. Терминологический словарь носит общеисторический характер и не включает слова, относящиеся к узким историческим специальностям. Цель настоящего учебного издания — выработать у студентов навык понимания и перевода оригинальной исторической литературы на основе владения профессиональным словарем.

Учебный материал расположен по принципу нарастания трудности и направлен на совершенствование у студентов навыков самостоятельного чтения. Материал пособия может быть использован для аудиторной и самостоятельной работы обучающихся по дисциплине «Иностранный язык».

1 History as a Science

Read and translate the text.

History is a science which deals with the development of human society. Historical thought goes as far back as 4th – 3rd millennium B.C. The most famous ancient historians are: Herodotus, who was the father of History, Xenophon and Polybius. They all come from Ancient Greece. As to the historians of Ancient Rome Titus, Tacitus and Plutarch are most well-known.

The first historical writings were stone inscriptions, reviews and chronicles showing various events in Egypt, Babylon, Assyria and Persia. Russian historiography of the 18th and 19th centuries is represented by Karamzin, Granovsky, Solovyev, Kluchevsky and others.

Key words:

science – наука

human society – человеческое общество

millennium – тысячелетие

stone inscriptions – надписи на камне

reviews – обзоры

chronicles – летописи

event – событие

go as far back as – восходить к

Herodotus – Геродот

Xenophon – Ксенофонт

Polybius – Полибий

Titus – Тит

Tacitus – Тацит

Plutarch – Плутарх

B.C. (Before Christ) – до н. э.

represent – представлять

century – век, столетие

2 My Future Profession

Read and translate the text.

When I was at school, I knew I would continue my education after finishing school. The question was what to choose.

History was my favourite subject at school, so I decided to enter the History faculty and take up History seriously as my future profession.

History interests me as a science because it helps scholars to understand and explain the processes of human development. It also helps to foresee the course of events in future. It is impossible to study any particular period of history unless one knows what preceded it and what came after it. By studying the historical past, we understand that the entire history of human society is that of wars and struggle for power. Wars, except just ones, were always waged for the purpose of conquering other lands and peoples.

I am sure that I will become quite knowledgeable in the field of History and social sciences. I hope I will make a good specialist.

Key words:

scholar – ученый

development – развитие

foresee – предвидеть

precede – предшествовать

struggle – борьба

power – власть

wage – вести (войну)

purpose – цель

conquer – завоёвывать

knowledge – знание

knowledgeable – зд. подготовленный

3 The “Father of History”

Read and translate the text.

Herodotus, the Greek historian, called the “father of history”, was born in Halicarnassus, Caria (modern day Bodrum, Turkey) and lived in the 5th century B.C. (484 B.C. – 425 B.C.). He has been called the "Father of History" since he was the first historian known to collect his materials systematically, test their accuracy to a certain extent and arrange them in a well-constructed and vivid narrative.

The Histories — his masterpiece and the only work he is known to have produced — is a record of his "inquiry" (or ἱστορία *historía*, a word that passed into Latin and took on its modern meaning of history), being an investigation of the origins of the Greco-Persian Wars and including a wealth of geographical and ethnographical information. Although some of his stories were not completely accurate, he claimed that he was reporting only what had been told to him. Little is known of his personal history since ancient records are scanty, contradictory and often fanciful.

Notes:

accuracy – точность

to a certain extent – в определенной мере

vivid – яркий; ясный

investigation – исследование

origin – происхождение

claim – утверждать, заявлять

scanty – скудный, недостаточный

contradictory – противоречащий

fanciful – нереальный; вымышленный

4 Archaeology

Read and translate the text.

Archaeology (from Greek ἀρχαιολογία, *archaiologia* – ἀρχαῖος, *arkhaĩos*, "ancient"; and -λογία, *-logiā*, "-logy", "science") is the study of past human societies, primarily through the recovery and analysis of the material culture and environmental data which they have left behind, which includes artifacts, architecture, biofacts and cultural landscapes.

Archaeology studies human history from the development of the first stone tools in eastern Africa 3.4 million years ago up until recent decades. It is of most importance for learning about prehistoric societies, when there are no written records for historians to study, and which makes up over 99% of total human history, from the Paleolithic until the advent of literacy in any given society. Archaeology has various different goals, which range from studying human evolution to cultural evolution and understanding culture history.

Notes:

recovery – восстановление

data – сведения, данные

stone tools – каменные орудия труда

literacy – грамотность

goal – цель

5 The Primitive Community

Read and translate the text.

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, or 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.

In primitive society there was no private property, therefore there were no classes and no exploitation. Since there were no

classes, there was no state system, that is no armed forces, no prisons, no courts and no government bodies.

Find the English equivalents.

Первобытная община, первобытное общество, человеческое стадо, род, племя, образовать племя, старейшины, орудия труда (металлические, бронзовые, железные, каменные), дубина, лук, топор, стрела, мотыга, управлять, заниматься (охотой, рыбной ловлей, сельским хозяйством, разведением скота), выбирать, владеть, обеспечивать, изобретать, заменять.

Answer the following questions:

1. What does the history of mankind begin with?
2. What led to the replacement of the human herd by the clan?
3. Who governed the clan?
4. What tools had the people?
5. What was their main occupation?
6. What was the structure of primitive society?

6 The Stone Age

Read and translate the text.

The Stone Age was a period of history which began in approximately 2 million B.C. and lasted until 3.000 B.C. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into the Paleolithic, Mesolithic, and Neolithic Ages. During the first period (2 million to 8000 B.C.) the first hatchet and use of fire for heating and cooking were developed. As a result of the Ice Age, which evolved about 1 million years into the Paleolithic Age, people were forced to seek shelter in caves, wear clothing and develop new tools.

During the Mesolithic Age (8000 to 6000 B.C.) people made crude pottery and the first fish hooks, took dogs hunting and developed a bow and arrow, which was used until the 14th century A.D.

The Neolithic Age (6000 to 3000 B.C.) saw humankind domesticating sheep, goats, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements, and creating governments.

7 Paper

Read and translate the text.

Before paper was invented people wrote their thoughts on various other materials. The ancient Babylonians used clay on which they made cuneiform marks. A letter was, therefore, made in the form of a brick. History was engraved on stone monuments and tablets. Later on the Romans and Greeks scratched the words on soft wax with a metal pen. The Egyptians were the first to make paper from the papyrus plant. Originally books were made in the form of a roll like a wall-map. They were so valuable that the bibles were fastened up in the churches by chains so that they could not be stolen. Historically, the book is of international character: papyrus paper came from Egypt, the alphabet was offered by the Greeks who had borrowed it from the Phoenicians, printing was invented in China.

Notes:

clay tablets – глиняные таблички

cuneiform – клинопись

Answer the questions:

1. What materials did people use before paper was invented?
2. What was history engraved on?
3. What country was the first to make paper from the papyrus plant?
4. What did the first books look like?
5. Why do you think that the first books were valuable?
6. Historically speaking, the book bears an international character. What is implied by this statement?

8 Origins of Some English Words

Read and translate the texts.

1

Pan, the Greek god of shepherds, was once walking in the valleys, amusing himself with hunting and playing music. Pan was absolutely harmless and extremely ugly. When he appeared before a group of travellers, he frightened them to such an extent that they ran away in terrible fear. Later any sudden fear was considered to be due to Pan and it was called a 'panic' fear.

Notes:

shepherd – пастух

frighten – пугать, испугать

to such an extent – до такой степени

fear – страх

Answer the questions:

1. Who was the Greek god of shepherds?
2. Was he very handsome or very ugly?
3. What happened when he appeared before a group of 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, he became extremely proud. Once he betrayed one of their secrets. As a punishment he was tortured. Just before his face hung

a bunch of fruit which always retreated as he tried to catch it. He stood in water up to his chin, but whenever he wanted to drink, the water went away. This way originated the words: ‘tortures of Tantalus’.

Notes:

proud – гордый

betray – зд. выдать

punishment – наказание

torture – мучить

Answer the questions:

1. Why did Tantalus become extremely proud?
2. Why was he punished?
3. How was he tortured?

3

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

Notes:

cunning – изобретательный

drag – втянуть, втащить

spoils – добыча

Answer the questions:

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. On the day of the victory a Greek soldier came running to Athens to announce the news. He had covered the distance of 42 km. in his honour a special contest in running was held at the Olympic Games in 1896.

Notes:

decisive battle – решающая битва

announce – объявить

Answer the questions:

1. What battle were the Persians defeated in?
2. Why did the Greek soldier come running to Athens?

5

Insert articles if necessary.

Lacons lived in the part of Southern Greece called Laconia. They were ... very brave people and led ... very simple life. One of the rules they were guided by was to speak briefly, 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.

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 your country, I will destroy your great city".

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

6

Insert articles if necessary.

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 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; the corresponding English words were: I came, I saw, I conquered.

Crossing ... Rubicon is ... metaphor for deliberately proceeding past a point of no return.

7

Insert articles if necessary.

Greek historian Plutarch collected ... great number of stories about Alexander ... Great. Here is one of them. In Gordium, city in Asia Minor, ... cart was tied up by a very intricate knot. People said that whoever undid ... knot would become lord of ... whole of Asia. Many tried their luck 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.

Notes:

cart – телега, повозка

intricate – сложный, запутанный

knot – узел

try one's luck – попытать счастье

in vain – понапрасну, зря

fail – потерпеть неудачу

sword – меч

Answer the questions:

1. What was tied up by a very intricate knot?
2. How did Alexander solve the problem?

Insert articles if necessary.

From Egypt Alexander marched towards Mesopotamia to meet Darius III. ... Persians had ... large cavalry, fighting elephants and ... hundred chariots. Persian troops were unwilling to fight for ... king. ... armies confronted each other on ... large plain near the town of Gaugamela. Alexander led his cavalry into ... centre of Persian army. At ... same time phalanx launched ... attack. Darius was ... first to flee. His troops followed him.

Notes:

fighting elephants – боевые слоны

chariot – колесница

troops – войска

flee – спастыся бегством

Answer the questions:

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

9 Spartan Education

Read and translate the text. Answer the questions.

On the day of his birth a Spartan boy was taken to the elders for a careful examination. 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 fit, 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 stealing food from farms and gardens. If he was caught, he was whipped – not because he had stolen, but because he was found out.

As a Spartan boy approached manhood 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 speech. In fact they were known for their short speech which is now called laconic, after Laconia, the state ruled by Sparta.

When the 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 behind. Therefore his mother usually said: “Come with your shield or on your shield”.

Words and Word Combinations:

elders – старейшины

for a careful examination – для тщательного осмотра

weak – слабый

perform one’s duties – выполнять свои обязанности

allow – разрешать, позволять

endure hardships, suffering and pain – переносить лишения, страдания и боль

steal (stole, stolen) – воровать

whip – стегать кнутом

find out (found out) – узнать, обнаружить

approach manhood – достигать совершеннолетия

modest in manner – скромный в поведении

brief in speech – краткий в речи

shield – щит

enemy – враг

flight – бегство, побег

by leaving it behind – (зд.) если бросить (оставить)

Answer the questions:

1. Who was a Spartan boy taken to on the day of his birth?

Why?

2. What did they do if the boy was weak?
3. What did they do if the boy was physically fit?
4. Did the Spartan boy live with his family or in public barracks?
5. Why was he beaten in public?
6. What were the Spartan youths known for?
7. What did the soldier's mother do and say when the soldier left for the battle?

10 Early Greek Education

Read the text, translate it and say what the main method of instruction was in Ancient Greece.

The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniatures of adult activities. As children grew older, they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies.

Even after the development of writing, the method of instruction continued to depend upon imitation and memorization.

The same method also pervaded early Greek education. During the Homeric age and for a long time afterward the youth were set noble examples of great men to imitate. There was no separation between word and deed. The young were constantly under the supervision of their elders. And if they obeyed, well and good; if not, they were punished.

Notes:

imitation and memorization – подражание и заучивание

the youth were set noble examples of great men to imitate –
юношам приводили примеры, достойные подражания

separation between word and deed – расхождение между
словом и делом

supervision – зд. наблюдение, надзор

11 Education of Roman Youth

Read the text, translate it. Be ready to compare systems of education in Ancient Greece and Ancient Rome.

The Romans were no innovators in educational methods. They copied their educational method from the Greek. Roman boys were given noble examples of manhood to imitate. But unlike the Greeks they were under the supervision not of a pedagogue (as he often was a slave), but of their fathers. Thus a Roman youth was his father's frequent companion in forum, camp and field. He learned the Roman virtues of fortitude, honesty and pity not only by imitating the heroes of legend and history but also by observing these virtues in his father and his father's companions.

Later the education of Roman youth became more literary in character. More time was spent on grammar and effective speech. Then selected passages of some authors were analyzed and discussed. Some passages were given for an exact reading. Thus the youth were taught to express themselves artistically.

Notes:

slave – раб

frequent – постоянный, частый

virtue – достоинство, качество

fortitude – стойкость

honesty – честность

pity – зд. сострадание

observe – наблюдать

12 The Fall of the Roman Empire

Read and translate the text.

In the 3rd - 4th centuries the power of the Roman Empire gradually weakened. The unproductive labour of the slaves led to the economic decline of the empire. Neither new method of land cultivation nor new technical inventions were introduced. Slavery became an obstacle to technical progress. Poor cultivation exhausted the fields, the harvests became poorer from year to year.

The uninterrupted struggle of the exploited against the slave-owners greatly weakened the Roman Empire too. The enormous number of slaves presented a great danger to the Roman Empire. The end of the 4th century found the Germanic tribes invading the Western Roman Empire and the slaves who hated the Roman state were joining them by the thousand.

Early in the 5th century (407), the Roman legions were recalled from Britain to defend the central provinces of the Roman Empire from the attacks of the barbarian tribes.

During the 5th century the Germanic tribes overran the empire and settled in all parts of it. The fall of the Western Roman Empire meant the end of the slave-owning system in Western Europe.

Notes :

to weaken — ослабевать

decline — упадок

neither... nor — ни ... ни

obstacle — препятствие, помеха

to exhaust — истощать

The end of the 4th century found the Germanic tribes invading
— в конце IV века германские племена вторгались.

13 Pompey

Read and translate the text.

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 complete Roman 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.

14 The Myth of Pygmalion

Read and translate the text. Then retell it.

We know Greek philosophers to call art an 'imitation of nature', but their own mythology tells a different story. The story of Pygmalion is the most famous of the myths that believe art to have the power of creation rather than the power of portraying. Here is the myth of Pygmalion.

In ancient Greece there lived a sculptor, Pygmalion by name. People knew him to be a great sculptor. Once he made a statue of a young woman. The statue was so beautiful that Pygmalion fell in love with it. He wanted the statue to become alive and asked the gods to help him. For a long time he waited, expecting the statue to talk but it was silent. Then Pygmalion decided to go to Aphrodite, the Goddess of Love. He expected her to help him. "Oh, Aphrodite, Goddess of Love, only you can help me. I know you to be very kind. Give me a wife as beautiful as my statue or make my statue talk." On returning home Pygmalion ran up to his statue, looked at it, and suddenly he noticed it move and then heard it speak. Soon the statue turned into a beautiful woman, and Pygmalion married her.

This myth inspired a number of artists (including such different ones as Boucher and Daumier) and writers as well.

15 The Seven Wonders of the World

Read and translate the text.

Of the seven celebrated creations of the ancient world known as The Seven Wonders of the World only the pyramids have survived.

In the 6th century B.C. Nebuchadnezzar the king of Babylon, ordered to build beautiful gardens on the roof of his palace. These were the famous Hanging Gardens of Babylon. They rose terrace upon terrace to a height of 64 metres and covered an area of 1, 5 hectares. All sorts of trees and flowers were planted there. According to the story, these wonderful gardens were laid out to please a queen who came from a hilly country.

Next comes the statue of Zeus, which was made by the famous sculptor Phidias for the temple in Olympia. Zeus — a gigantic figure, seven times lifesize — was seated on a golden throne decorated with precious stones. The fate of it is unknown.

The temple of Artemis was erected in Ephesus, a city in Asia Minor. According to a legend, in 356 B.C. the temple was set on fire by Herostratus, who sought thereby to become famous. Some years later it was rebuilt. The new temple was all of white marble and filled with statues and works of art. Its columns were 20 metres in height, its length was 135 metres and its width 70 metres. It was destroyed by the Goths in the middle of the 3rd century A.D.

One of the Wonders has supplied by a widow's tender thought of her husband. Upon the death of king Mausolos, who had reigned over a small ancient state in Asia Minor, his queen ordered to erect a beautiful tomb known as the Mausoleum. It was 50 metres high and its pyramid-like top was surmounted by gigantic statues of Mausolos and his queen. At the beginning of the 15th century it was destroyed by the Crusaders.

The Colossus of Rhodes had a short and inglorious history. A bronze statue of the Greek sun god Helios of about 35 metres in height, it was set up in 260 B.C. at the entrance to the harbour of Rhodes. Sixty years later it was overthrown by an earthquake.

The last of the Wonders was the Pharos — the lighthouse of Alexandria. It was built late in the third century B.C. on the island of Pharos at the entrance to the harbour of Alexandria. For years the flames on its top guided the ships safely into the harbour of Alexandria. It was destroyed in an earthquake.

16 The Legend of the Tower of Babel

Read the text; get ready to ask questions about the legend.

You may have heard the story about the Tower of Babel. It is one of the myths people made up to say that having different languages keeps people apart, and that it is hard for people to become friends if they can't talk to each other.

The people of Babylonia were rich and powerful. They were also happy. They loved each other and they enjoyed working together. But one thing was lacking. Men had only the earth to enjoy. God had kept heaven for himself and his angels.

The King of Babylonia decided that his people should have Heaven as well as Earth. So he ordered them to build a great tall tower. Six hundred thousand men began making bricks and mixing mortar and piling up a building higher and higher. All day every day men carried bricks and mortar up a stairway on the east side of the Tower. Then they walked down another stairway on the west. This went on for forty-two years until the Tower was twenty-seven miles high. It was so high that it took a man a whole year to carry bricks from the ground to the top.

Now the Tower had risen nearly to Heaven and God saw that he would have to do something to keep the invaders out. Perhaps if he made it hard for people to cooperate, they would not be able to finish the Tower. To carry out his plan God sent seventy angels down to Earth. The angels had orders: first to take away the one

language everybody understood, then to split the people up into groups, with each group speaking a new tongue of its own.

In no time the men who made bricks couldn't talk to the men who carried them. And the men who carried bricks couldn't say an understandable word to the men who laid the bricks. Everything was a mess, and everybody blamed everybody else for not understanding. People no longer talked about the Tower of Heaven. Instead they talked about the Tower of Babel, which meant the Tower of Confusion. Work came to a dead stop. The builders went away carrying their new languages with them. That is how it happened that different tongues are spoken in different parts of the world.

Notes:

to lack — испытывать недостаток, нуждаться

heaven — небо, небеса

The king of Babylonia decided that his people should have —
...решил, чтобы у его народа было

mortar — известковый раствор, скреплять раствором

God saw that he would have to do something — Бог увидел, что
ему придется что-то сделать, чтобы

...if he made it hard ... they would not be able... — если бы он
сделал трудным... они бы не смогли...

... to split up — разделять, раскалывать

tongue — язык

to blame — винить

no longer — более не

the Confusion — библ. смешение языков

17 The Great Pyramid of Giza

Read the text.

The Great Pyramid of Giza, a monument of wisdom and prophecy, was built as a tomb for Pharaoh Cheops in 2720 B.C. Despite its antiquity, certain aspects of its construction make it one of the truly great wonders of the world. The four sides of the pyramid are aligned almost exactly on true north, south, east, and west — an incredible engineering feat. The ancient Egyptians were sun worshippers and great astronomers, so computations for the Great Pyramid were based on astronomical observations.

Explorations and detailed examinations of the base of the structure reveal many intersecting lines. Further scientific study indicates that these represent a type of time line of events — past, present and the future. Many of the events have been interpreted and found to coincide with known facts of the past. Others are prophesied for future generations and are presently under investigation.

Was this superstructure made by ordinary beings, or one built by a race far superior to any known today?

Choose the correct answer:

1. When was the Great Pyramid constructed?
a) 640 years ago b) 2,720 years ago c) 4,000years ago d) 4,700 years ago.

2. What did ancient Egyptians base their calculations on?

- a) observation of the celestial bodies
- b) advanced technology
- c) advanced tools of measurement
- d) knowledge of the earth's surface.

3. Why was the Great Pyramid constructed?

- a) as a solar observatory
- b) as a religious temple
- c) as a tomb for the pharaoh
- d) as an engineering feat.

4. Why is the Great Pyramid of Giza considered one of the Seven Wonders of the World?

- a) It is perfectly aligned with the four cardinal points of the compass and contains many prophecies.
- b) It was selected as the tomb of Pharaoh Cheops.
- c) It was built by a super race.
- d) It is very old.

Answer the following questions:

1. Where are the most ancient pyramids situated?
2. Why are the tombs of the ancient pharaohs listed among the most wonderful constructions of the ancient world?
3. What can be said about the ancient Egyptians?
4. Were calculations for the Great Pyramid based on advanced technology?
5. The Great Pyramid wasn't built by ordinary people, was it?

18 The Egyptian Scribes

Read and translate the text.

In Ancient Egypt officials who could read and write were required for all posts in the highly centralized administration, and the first necessity of any man who wished to follow a professional career was that he should be properly educated in one of the schools attached to a palace or temple where books were copied and formal instruction given.

In the reign of Rameses II, instruction began at the age of four and was completed twelve years later. In learning the classical utterance of the Middle Kingdom, which was used for some monumental and literary purposes down to Greco-Roman days, the pupil of a later day had to wrestle with a language which was already dead and which he understood very imperfectly, as his copies of the classics clearly reveal. It is often only in such garbled forms that Egyptian literature has come down to us.

The schoolchild began by learning by heart the different hieroglyphs and from that he progressed to words. From this stage he went on to copy extracts from the classics, sometimes translating them into his native language. Papyrus was too expensive for beginners to spoil and potsherds and flakes of limestone (ostraka) had to serve instead. The instruction in reading and writing comprised other subjects as well.

Learning without tears may have been the ideal in some respects, although the Egyptians also had a belief in the efficacy of corporal punishment. It is not surprising that under such treatment the schoolboy should have thought of running away to become a soldier or charioteer or farmer.

When the scribe had graduated from school he had his foot on the first rung of a career in the higher ranks of the army, the treasury, or the palace.

Notes:

scribe — писец

to require — требовать

should be properly educated — зд. должен был получить достаточное образование

attached — зд. прикрепленный

instruction — обучение

reign — царствование

utterance — изречение

to wrestle — to struggle

to reveal — обнаруживать

It is often only in such garbled forms that Egyptian literature has come down to us. — Часто египетская литература доходила до нас именно в таких искаженных формах.

to spoil — портить

potsherd — глиняный черепок

flake — зд. осколок (черепок)

limestone — известняк

ostraka pl. from ostrakon

efficacy — действенность, сила

corporal — телесный, физический

punishment — наказание

should have thought of — подумывал о том, чтобы

charioteer — уст. возница

rung — ступенька

the treasury — казначейство

Answer the questions:

1. What periods is the History of Ancient Egypt divided into?
2. Why was it important to be a scribe in Ancient Egypt?
3. What role did scribes play in the development of Egyptian culture?
4. Was it an easy matter for pupils to be instructed in Ancient Egypt?
5. When did Rameses II reign? What was he famous for?
6. Was Ancient Egypt a mighty state in Ancient East? Prove your answer.

19 The Rosetta Stone

Read and translate the text.

Napoleon Bonaparte's ambition to control all the area around Mediterranean Sea led him and his French soldiers to Egypt. After losing a naval battle, they were forced to remain there for three years. In 1799, while constructing a fort, a soldier discovered a piece of stele (stone pillar bearing an inscription) known as the Rosetta stone. This famous stone, which would eventually lead to the deciphering of ancient Egyptian hieroglyphics dating to 3100 B.C., was written in three languages: hieroglyphics (picture writing), demotic (a shorthand version of hieroglyphics), and Greek. Scientists discovered that the characters, unlike those in English, could be written from right to left and in other directions as well.

Twenty-three years after discovery of the Rosetta stone, Jean Francois Champollion, a French philologist, fluent in several languages, was able to decipher the first word "Ptolemy" — name of an Egyptian ruler. This name was written inside an oval called a "cartouche". Further investigation revealed that cartouches contained names of important people of that period.

Champollion painstakingly continued his search and was able to increase his growing list of known phonetic signs. He and an Englishman, Thomas Young, worked independently of each other to solve the deeply hidden mysteries of this strange language.

Young believed that sound values could be assigned to the symbols, while Champollion insisted that the pictures represented words.

Notes:

cartouche — картуш — орнаментальный завиток

Choose the correct answer:

1. How many years elapsed between the date of the oldest hieroglyphics deciphered by means of the Rosetta stone and stone's discovery?

a) 1,301; b) 1,799; c) 3,100; d) 4,899.

2. Which of the following languages was NOT written on the Rosetta stone?

a) French, b) demotic, c) Greek, d) hieroglyphics.

3. Which of the following statements is NOT true?

a) Cartouches contained names of prominent people of the period.

b) Champollion and Young worked together in an attempt to decipher the hieroglyphics.

c) One of Napoleon's soldiers discovered the Rosetta stone.

d) Thomas Young believed that sound values could be assigned to the symbols.

4. When was the first word from the Rosetta stone deciphered?

a) 3100 B.C.; b) 1766; c) 1799; d) 1822.

5. What was the first word that was deciphered from the Rosetta stone?

a) cartouche

b) Ptolemy

c) demotic

d) Champollion.

6. Why were Napoleon's soldiers in Egypt in 1799?

a) They were celebrating a naval victory?

b) They were looking for the Rosetta stone.

c) They were waiting to continue their campaign.

d) They were trying to decipher the hieroglyphics.

7. Who was responsible for deciphering the first word?

a) Champollion

b) Young

c) Ptolemy

d) Napoleon.

20 How the Calendar Came about

Read and translate the text.

The word "calendar" has been derived from the Latin "calends", the day of the new moon and the first day of the ancient Roman month. The calendar now in use throughout the world is called the Gregorian calendar; it was introduced by Pope Gregory XIII in the 16th century.

Though in early days a calendar was required primarily for religious observance, it was used for civil purposes as well. Unlike modern man, who uses artificial time intervals, primitive man utilized the cycle of recurring natural phenomena, the most obvious and most precise of which were the alternation of night and day and phases of the moon.

Other less precise but naturally recurring phenomena were also made use of for calendar purposes, e.g. the sprouting of leaves, the coming of the rains, etc. Longer periods of time were often marked off by the number of harvests, the number of winters or some other occurrences. Thus a child who had lived through ten harvests or ten snows was ten years old.

Primitive man was intrigued by various celestial phenomena which displayed themselves in the clear night skies. He had recognized stars long before he invented written records. Principal stars were grouped into patterns which men identified with familiar

animals or with the gods, goddesses, heroes, heroines and creatures of mythology.

Since the appearance of the predominant constellations coincided with the natural phenomena, it was possible to trace the path of the moon and that of the sun through the sky. Those constellations were visible just before sunrise, or just after sunset, so primitive man naturally watched them as he rose with the dawn and "went to bed" at sundown. The risings and settings of stars allowed him to derive the position of the sun among the stars and thus a calendrical year was ultimately obtained.

The height to which the sun rose above the horizon at midday was carefully observed by men and finally it was noticed that the sun was above the horizon for the longest period at midsummer. The shadows which were cast by trees were used by primitive civilizations to measure the altitudes of the sun. In such a way the seasons were discerned.

Notes:

phenomenon, pl. — phenomena

occurrence — случай, событие

to coincide — совпадать

height — высота

altitude — высота

to discern — различать, распознавать

crescent — полумесяц

precise — точный

artificial — искусственный
to utilize — использовать
to recognize — узнавать
predominant — преобладающий
constellation — созвездие
approximation — приближение

21 Primitive Calendar

Read and translate the text. Render it by answering the following questions.

1. What is the text devoted to?
2. What facts does it provide the reader with?
3. Find the sentence in the text where the main idea is expressed.
4. Do you agree with the author's point of view? Give your reasons.

Up to now historians have assumed that calendars came into being with the advent of agriculture, for man was faced with a real need to understand something about the seasons. Recent scientific evidence seems to indicate that this assumption is incorrect.

Historians have long been puzzled by dots, lines and symbols that have been engraved on walls, bones, and the ivory tusks of mammoths. The nomads who made these markings lived by hunting and fishing during the last Ice Age which began about 35.000 B.C. and ended about 10.000 B.C.

By correlating markings made in various parts of the world, historians have been able to read this difficult code. They have found that it is connected with the passage of days and the phases of the moon.

It is in fact a primitive type of calendar. It has long been known that the hunting scenes, depicted on walls, were not simply a form of artistic expression. They had a definite meaning, for they were as near as early man could get to writing. It is possible that there is a definite relation between these paintings and the markings that sometimes accompany them. It seems that man was making a real effort to understand the seasons 20.000 years earlier than have been supposed.

22 History of Early Invasions

Read and translate the texts.

Britain was invaded by many different peoples in early times.

The Celts

Between the 6th and the 3d centuries B.C., the British Isles were invaded by Celtic tribes who settled in Southern England. They originally came from central Europe. Their culture goes back to about 1200 B.C. Between 500 and 250 B.C., they were the most powerful people north of the Alps. Originally they were pagan, with priests known as Druids. Later they converted to Christianity. It was Celtic missionaries who spread the Christian religion through Scotland and northern England. The Celts were famous artists, known for their sophisticated designs, which are found in their jewellery, decorated crosses and manuscripts.

The Romans

In AD 43, the Romans invaded southern Britain. It became a Roman colony called 'Britannia'. The Romans set up the capital in London and build major cities in Bath, Chester and York. The cities contained beautiful buildings, squares and public baths. Fine villas were building for Celtic aristocrats who accepted Roman rule.

The Roman invasion was not completely peaceful. In AD 60, a tribe led by Queen Boudicca, destroyed three cities, including London. The Romans stopped the rebellion brutally and Boudicca killed herself.

The tribes of Scotland never completely surrendered to the Romans. As a result, in AD 122, Emperor Hadrian built a long wall to defend the border between England and Scotland. Hadrian's Wall was overrun several times by Scottish tribes and was finally abandoned in AD 383. By then, the Roman Empire was collapsing and the Roman legions had left Britain to fight the tribes on the continent.

The Saxons, Jutes and Angles

From about AD 350, Germanic tribes began invaded south-east England. The tribes came from what is now Northern Germany, Holland and Denmark. The first to come were the Saxons, joined later by the Jutes and Angles. The Angles gave England its name. Britain had the protection of only a few Roman legions.

The native people could not stop the new enemy, known as the Anglo-Saxons. The Celts fled North and West taking their ancient arts and language with them. Celtic languages have disappeared from most of Europe, but are still spoken in parts of Wales, Ireland and Scotland.

Celtic Christians later returned to England from Scotland and Ireland as missionaries. The Anglo-Saxons were converted to Christianity. As Christianity spread, churches and monasteries were built all over England.

The Vikings

About AD 790, the Vikings started to invade England. The Norseman, who came from Norway, mainly settled in Scotland and

Ireland. The north and east of England were settled by the Danes. The Vikings were excellent traders and navigators. They traded in silk and furs as far as Russia. In 1016, England became part of the Scandinavian empire.

In 1066, England was again facing invasion from the north and the south. In September, King Harold II marched north to defeat his half-brother, the King of Norway, at the Battle of Stamford Bridge. Just three weeks later, he himself was defeated and killed at Hastings by another invader of Viking origin, William Duke of Normandy, from the northern France.

The Normans

The Duke of Normandy, known as William the Conqueror, became King of England, establishing a new Anglo-Saxon state. England became a strong, centralized country under military rule. Castles appeared all over England to enforce Norman rule. England has never been invaded since 1066. William was a harsh ruler: he destroyed many villages to make sure the English people did not rebel. The Normans power was absolute and the language of the new rulers, Norman - French, has had a lasting effect on English.

The Celts went to Scotland, Wales, Ireland and Cornwall. The Romans came from Italy. The Anglo-Saxons came from Germany, Holland and Denmark. The Vikings came from Scandinavia. The Normans came from Scandinavia, via northern France.

23 The English Language

The English language has a lot of foreign words because it is a mixture of many languages. This linguistic mixture is a result of historical events. English was founded only in the 14th century. It is mainly a marriage of Anglo-Saxon and Norman-French.

The Germanic influence

The Anglo - Saxons spoke a Germanic language which became the basis of Old English. Even today, words used in modern English for ordinary objects are mostly Anglo-Saxon, or Germanic, in origin. Germanic languages, such as Danish, German, Norwegian and Swedish, have very similar words for such objects as: shoe, clothes, earth, sun, moon, day, man, wife, child, friend, house, food, water, have, be, work, etc. Words of Germanic origin are usually short (often just one syllable) and tend to be informal in modern English.

The French influence

English also has many similarities with Romance languages, whose origin is Latin. These words came to England with the French-speaking Normans. They are associated with power: Norman - French was used as the language of the government. They are such words as government, parliament, military, army, nation, state, country, people, judge, court, etc.

Words of Latin origin are usually longer than words of Germanic origin and often have more formal meaning in English than in the original Romance language. Norman-French words did not enter English immediately. When the Normans invaded in 1066, ordinary people still spoke Old English.

Imagine a Norman feast. The English would look after the animals and cook the meat, still calling the animals by their Old English names. The Normans when they saw the cooked meat arrive at the table, would use French ones. This explains why the English language now has different words for animals and meats.

Animal [Anglo-Saxon]: pig, sheep, cow

Meat [French]: pork, mutton. beef

The classical influence

Two centuries later came the Renaissance: there was a great revival of interest in ancient culture, Greek and Latin. Some Latin words already existed because of the influence of Norman-French, but thousands more words of Latin origin flooded into English. This explains why modern English has pairs of words which mean almost the same things, such as base which came into English from Norman-French, and basis, which came into English during the Renaissance. The Latin words were joined by hundreds of Greek words.

At the same time, it became more popular throughout Europe to use your mother tongue, not Latin, for writing documents. The Bible, in particular, began to be read in the language of the country.

The expansion of learning

The period from the Renaissance to the present day has seen many new ideas and inventions, especially in science and technology. As new things are invented, new words have to be created. Often these new words are created from existing Greek or Latin words put together in new ways. When someone invented an instrument for speaking to another person at a distance, it was called a 'telephone', from the Greek words tele (=far) and phone (=sound). There are thousands of such words in English: television, microscope, psychology, thermometer.

The colonial influence

Words from foreign countries entered English as a result of trade and colonial expansion: alcohol and algebra came from Arabic; divan and khaki from Persian; chocolate and tomato from Native American languages; tea and tycoon from China.

Other words were invented in the English speaking former colonies, the USA in particular. Many British people complain about Americanisms entering the English language, but do not realize how many of the words they use came from American English. English is now a world language: over 90 per cent of scientific papers are written in English and people who do not speak each other's mother-tongue are most likely to communicate in English.

24 Some Interesting Facts about Britain

Read and translate the texts.

1

Lords often sent their sons to a neighbouring castle to be educated. At the age of seven the young nobleman became a page. A page was taught to ride, to take care of his arms and armour. At the age of fourteen he became a squire. He learned to fight on horseback and to use the heavy weapons of a knight, such as the lance, battle axe, sword and mace. Each squire served a knight, and it was part of his duty to accompany his knight to the battlefield and to rescue him if he fell in combat. At twenty or twenty-one a squire was ready to take his place in society as a knight.

Answer the questions:

1. Where did lords send their sons to?
2. What did the young nobleman become at the age of seven?
3. What was a page taught?
4. What age did he become a squire?
5. What heavy weapons did a squire learn to use?
6. What duty did he perform to his knight?
7. When was a squire ready to take his place in society?

2

The ceremony of knighthood was a big event. On the evening before this event the squire was given a bath of purification (one of the few baths in his life) and dressed in special clothes. The

following morning his friend helped him to put on his armour. In the presence of the knights and ladies he knelt down before his lord or his father. The lord gave him a hard blow on the shoulder with the flat of his sword. This part of the ceremony was intended to remind the young man of the knight's heavy duties.

Notes:

purification – очищение

kneel (knelt) down – становиться на колени

Answer the questions:

1. What kind of event was the ceremony of knighthood?
2. What was the squire given on the eve of the ceremony?
3. What did his friend help him to do on the following morning?
4. What did the lord do to remind the young man of the knight's heavy duties?

3

In the 16th century capitalist industry in Britain began to develop. Rich craftsmen enlarged their workshops and wealthy merchants set up big enterprises. So workshops grew into large enterprises — manufactures where the factory owners exploited the labour of hired workmen. Unlike serfs, the hired workers had personal freedom but they possessed neither land, nor implements. Bringing workers together in a factory made it easier to divide up the work between different groups of workers. This led to the division of labour, and stimulated a rise in labour productivity. New

classes were coming into being: the bourgeoisie and the wage workers whose labour was more productive than that of the artisans.

Notes:

to hire – нанимать

hired – наемный

implements – инструменты

division of labour – разделение труда

Answer the questions:

1. How did manufactures come into existence?
2. Whose labour did the factory owners exploit?
3. Was the division of labour practised in capitalist enterprises?
4. What new classes were coming into being as a result of capitalist development?

4

In the 16th century in Britain it became more profitable for tin, landowners to breed sheep than to grow grain. Being in need large pastures the landowners seized common and the waste lands. Moreover, they seized the farmers' plots of land and forced them to leave the places they lived in.

Meanwhile the nobles enclosed the lands they captured with fences and ditches. Thousands of people, evicted from their plots of land, left their home villages and became vagrants and beggars. The expropriated farmers repeatedly rose up in arms against the

enclosures, but the rebels were defeated. The government made cruel laws against vagrants and paupers. As a result of the enclosures there appeared an army of free people who had neither land nor implements of labour.

Answer the questions:

1. Why did the landowners seize the farmers' plots of land?
2. What did they do with the farmers who lived in the places of eviction?
3. What did the people evicted from their plots of land become?
4. Did they start a fight against the enclosures?
5. What did the enclosures result in?

5

What's in a Name?

The way in which British surnames have developed is very complicated.

Before the Normans arrived, the use of surnames wasn't really known. Many English surnames were originally connected with a person's job— Charles Baker, Margaret Thatcher; someone's size— Jack Long, Mary Little; or a family relationship — Robin Williamson (Robin, son of William), Peter Richardson. The most common Welsh surnames were all originally Christian names in some form: Dylan Thomas, Roger Davies (a form of David), Geoffrey Jones (from John), David Williams, etc. Many other names come from the tradition of calling a child 'son of' his father using the Welsh word ap (or ab). This 'p' can be found at the beginning of many common Welsh names, such as Gary Pritchard,

which is the same as the English Richardson. Other examples are Prees, Price, Parry, and Pugh.

Welshmen living in England are often called by the nickname 'Taffy'. This may come from the River Taff, which runs through the capital Cardiff, or may come from Dafydd, the Welsh form of David.

Years ago, all Irish people spoke Gaelic, and this language is still spoken in some parts of Ireland, although today all Irish people speak English also. Evidence of Gaelic is still found in place-names, for example 'bally' — town, 'slieve' — mountain, 'lough' — lake, 'inis' — island, 'drum' — mountain top, 'glen' — valley.

The influence of Irish Gaelic is also found in the names of people. Here are some typical Gaelic first names:

Sean — same as John;
Seamus — same as James;
Liam — same as William;
Seanna — same as Joanna.

Paddy (short for Patrick) and Micky (short for Michael) are not Gaelic names but they are found so often in Ireland that these two names are sometimes used jokingly to mean 'an Irishman'. Many Irish surnames begin with:

O'... meaning 'from the family of';
Fitz... meaning 'son of';
Mac... meaning 'son of';
Kil... meaning 'son of';
Gil... meaning 'son of'.

Clans and Tartans

The Gaelic word 'clan' means 'family' or 'descendants' and the great clans of the 16th and 17th centuries were in—deed very similar to enormous families, ruled by powerful chiefs. Sometimes there were fierce battles between different clans but nowadays the McDonalds and the McKenzies, the Campbells and the Lindsays all live in peace with each other. It is possible to find people with these surnames in many English-speaking countries, and they all feel they share the same background.

The wearing of tartans or coloured checks was common in the Highlands before the defeat by the English in 1745. Originally, the tartan was worn as a single piece of cloth, drawn in at the waist and thrown over the shoulder. The kilt did not become popular until the beginning of the 18th century. Each clan has its own tartan and, since the first international gathering of the clans in 1972, many people have become interested in traditional forms of Scottish dress. Tartans are now part of international fashion.

Many people in Scotland have the name McDonald or McKenzie. 'Mac' means 'son of' and people with this name usually feel they belong to the same family or clan. Campbell or Cameron are other common surnames. Common boys' names are Angus, Donald or Duncan, and girls' names are Morag, Fiona or Jean. The names Jimmy and Jock are so common that many English people call a man from Scotland 'a Jimmy' or 'a Jock'.

How Ireland Got its Name

There is an old legend about Ireland. The legend tells us that the famous green Isle was at one time hidden under water. But the water only retreated for a short while every seventh year. During such a time when the island appeared out of the water it looked so green and beautiful that many brave people tried to build homes and remain on it. Then the beautiful island would be swallowed up by the sea again and disappear for another seven years.

It was known, however, that the island could be saved from the sea only by burying a piece of iron in its heart as soon as it appeared out of the water. Since that time iron was believed to be a luck-bringing metal. When another seven years passed and the island appeared out of the water, a certain brave man came to it and buried his sword in its heart. After that the island was not swallowed up by the waves again. Because of this legend the island came to be known as ironland or Ireland.

It is because of this tradition that iron is always believed to be lucky by the Irish, and when a piece of iron is found in the form of a horseshoe, it is put up for luck above the house door.

The Coat of Arms of Ireland

Do you know that on the coat of arms of Ireland there is a picture of a red right hand? Why does Ireland have a picture of a hand on its coat of arms?

It happened three thousand years ago. Two Viking chieftains went with their men in two big boats to Ireland. The first chieftain's name was Heremon O'Neill, the name of the other we do not know. "The first of us who will touch the Irish land will be the king of it," they said.

At last they were near the Irish coast. The two boats were going faster and faster. But the boat of Heremon O'Neill was not as fast as the boat of the other chieftain.

When the boats were quite near the land, O'Neill quickly cut off his right hand and threw it over to the land. His hand touched the land and he became the king of Ireland. That is why there is a picture of a hand on the coat of arms of Ireland.

9

The National Flag

The flag of the United Kingdom of Great Britain and Northern Ireland is called the Union Flag. It is also known as the Union Jack. It includes the emblems of three countries of the union – England, Scotland and Ireland. The word 'union' reflects the union of England and Scotland in 1606.

You can see three crosses on the flag. An ordinary red cross on a white ground is the cross of Saint George – the English Flag. The flag can still be seen on churches in England today.

There is also a white diagonal cross on a blue ground, which belongs to Scotland. It is the cross of Saint Andrew. It was joined to the English Flag in 1603, when Scotland was joined to England and Wales. The blue colour refers to the seas surrounding Britain.

And the third cross is the red diagonal cross on a white ground. It is the Irish Flag of Saint Patrick, which was added in 1801.

The symbol of Wales is not reflected in the Union Jack because when the flag first appeared, Wales was already united with England. In 1959 Queen Elizabeth II granted Wales its own official flag – a red dragon on a green and white background.

In the 1960s the British queen adopted a personal flag. It is a square royal-blue flag bearing a crowned initial “E” within a ring of roses, all in gold.

The name of Union Jack appeared many years ago. King James the First (1566-1625) ordered the British Flag to be flown on the main mast of all British ships, except on ships-of-war. Here the flag was flown at the front of the ships, on what was called the bowsprit. The end of the bowsprit was called the Jack Star and so we got the name of Union Jack. A Jack, by the way, is an old word for a sailor.

10

The National Anthem

It is the oldest in the world. 'God save the Queen /King' was a patriotic song first publicly performed in London in 1745, which

64

came to be referred to as the National Anthem from the beginning of the 19th century. The words and the tune are anonymous and may date back to the 17th century. On official occasions, only the first verse is usually sung, as follows:

God save our gracious Queen/King!
Long live our noble Queen/King!
God save the Queen/King!
Send her/him victorious,
Happy and glorious,
Long to reign over us,
God save the Queen/King.

The British tune has been used in other countries including Germany, Russia and Switzerland.

11

The British Royal Coat of Arms

There are two animals on the British royal coat of arms. One of them is the lion. It has been used as a symbol of the national strength and of the British monarchy for many centuries. The other animal is the unicorn. It is a mythical animal that looks like a horse with a long straight horn growing from its forehead. It is a symbol of purity.

12

Albion

The UK is sometimes also referred to by its old name — Albion. It is the ancient name used by the Greeks and Romans. It

65

was first mentioned in the 14th century B.C. (before Christ) and is probably of Celtic origin, but the Romans, having in mind the white cliffs of Dover, assumed it to be derived from 'albus' (white).

13

Britannia

Nowadays the UK is personified under the name of 'Britannia'. It is a helmeted woman seated on a globe with one arm on a shield and holding a trident.

14

The National Emblems

The national emblem of England is the red rose. It was the emblem of two most powerful feudal families – the House of Lancaster and the House of York. The Lancastrians had the emblem of the red rose, the Yorkists' emblem was the white rose. The struggle between the families for the English throne lasted for 30 years and was called the Wars of the Roses (1455–1485). The rivalry between the Roses ended by the marriage of Henry VII (the Lancastrian) with Princess Elizabeth, daughter of Edward IV (the Yorkists). The red rose has since become the national emblem of England.

The thistle is the national emblem of Scotland. According to a legend the people of that country chose the plant because it saved their land from foreign invaders many years ago.

66

In very ancient times the Northmen once landed somewhere on the east coast of Scotland to conquer the country. The invaders intended to attack the Scottish soldiers by surprise. So they took off their shoes so as to make the least noise possible. But one of the Northmen stepped on a thistle. The sudden and sharp pain he felt caused him to shout. The alarm was given in the Scottish camp. Thus the invaders' plans were destroyed. That is why the thistle was taken as the national emblem of Scotland.

Welshmen all over the world celebrate St. David's Day by wearing either leeks or daffodils. The link between the leek and St. David is the belief that he is supposed to have lived for several years on bread and wild leek.

The daffodil is also closely associated with St. David's Day, due to the belief that it flowers on that day. It became an alternative to the leek as a Welsh emblem in the 20th century, because some thought the leek vulgar.

The emblem of Ireland is the shamrock. The Irish wear the emblem on St. Patrick's Day, March 17, in memory of Ireland's patron saint.

A popular idea is that when St. Patrick explained the doctrine of the Trinity to the pagan Irish, he used the shamrock, a small white clover bearing three leaves on one stem, as an illustration of the mystery.

Match the two halves:

1. The capital of the country, London, is ...
 2. Its name is probably derived from the Celtic Llyn , a pool or lake (the river Thames at an earlier period expanded into a considerable lake – the part immediately below London Bridge is still the pool), din or dun, ...
 3. The “hill” may have been that on which St. Paul’s now stands, ...
 4. When the Romans conquered Llundun they Latinized ...
- a) hill, fort, or place of strength.
 - b) an enormous city.
 - d) the name as Londinium.
 - e) or Cornhill.

From the History of London

Insert prepositions and articles where necessary.

The history ... London begins about ... year AD 43, when Romans were in possession of ... southern part ... Britain and founded ... military station on ... present site ... London. A revolt led ... Boudicca caused it to be burned ... AD 61. It was ... centre ... various disturbances until about 306, when ... Romans built ... walls and ... fortifications around ... town for defense. ... Romans built ... town ... square mile in size. This original site ... London now is called the City of London and is only ... very small part of London. During the long period ... peace which followed ... Norman Conquest, people built outside ... walls.

Boudicca

Of course the Roman soldiers were much better equipped than Boudicca's men, and they were much better trained too. But she led her soldiers into the battle herself, and when the military situation was almost hopeless she encouraged her men to fight.

She had a lot of success at first. Her army burned some Roman cities and even London. They destroyed an entire legion. Other tribes joined Boudicca and soon she had a huge army of 100,000 soldiers.

The Romans wanted to catch her, because she led the resistance to their conquest of England. In the end the Roman army was too strong for her rather wild and ragged band of men. They were surrounded, and had to give in.

Queen Boudicca had to face the prospect of becoming a prisoner of the Romans. She was a brave woman, and a great war leader, and she didn't like the prospect at all. She also had two daughters who had been with her during the fighting, and she knew they couldn't expect much mercy from the Roman soldiers when they were caught.

She decided that death would be better for her and her daughters than the dishonour and bad treatment. The history books tell us that first she gave them poison and then took it herself, and

when the Roman soldiers reached her, she was dead. There is a monument to queen Boudicca in London.

18

The Black Death and the Great Fire

In June 1665 there was a terrible plague. The narrow airless streets of London, bad sanitation helped the disease to spread. About 70 000 people died. The rich population of London escaped to their country houses.

Nothing could stop the plague from spreading. The Lord Mayor ordered the fires to be burnt in the streets to purify the air. By the end of November the plague began to die down and stopped in December. And then another disaster occurred: fire.

The summer of 1666 was very hot and dry in London. On September 2, a great fire broke out in the city. It began at night in a street not far from London Bridge. Now the monument stands on the spot to remind people of the terrible fire.

Most of the houses in London were of wood. A hot wind was blowing and the fire spread quickly. The fire burnt for 4 days and 5 nights. There were no fire brigades at that time.

The Great Fire destroyed much of the city. But it burnt dirty narrow streets. Buildings that were safer and cleaner replaced many slums. Wide streets and brick houses appeared in London.

25 Do You Know the English Words?

1

Sandwich

The word sandwich comes from the name of an English politician, John Montague, the Earl of Sandwich (1718-1792), who was very fond of gambling. He invented sandwiches in order to be able to eat without leaving the gambling table. He also gave his name to the Sandwich Islands, which are now called the Hawaiian Islands.

A sandwich-man is not a man who sells sandwiches. It is a man who walks about the streets, carrying advertisements on two boards, one hanging over his chest and the other on his back.

2

Hamburger

The word hamburger comes from the name of the German city of Hamburg and not from the word "ham", and so the word cheeseburger, sometimes used to mean a similar kind of sandwich with cheese instead of meat, is based on a false analogy.

3

Hooligan

Do you know the word hooligan? Yes, you know the word and you don't like hooligans, of course. But do you know that Hooligan was an English surname and not a word?

In 1890 there lived in London a man whose surname was Hooligan. He was a very bad man and he behaved so badly, that soon everybody in London knew him and talked about him. When somebody began to behave badly, people said, "Oh, he behaves like Hooligan," and a new word was born. You can find this word not only in English but in some other languages too.

4

Mackintosh

Do you know what a mackintosh is? Of course, you do. But do you know that the word Mackintosh is a surname? In 1823, in Scotland lived a man whose name was Charles Mackintosh. It often rained in Great Britain, and Charles Mackintosh got wet quite often.

One day he rubberized his coat and it became waterproof. Many of his friends liked his coat and asked him to rubberize their coats too. Soon many people began to rubberize their coats and they called those coats "mackintoshes".

5

It Is Raining Cats and Dogs

Arrange the sentences in the proper order.

a) The dog was the servant of the Norse storm god, Odin, and represented the wind.

b) When it pours with rain we often say: "It's raining cats and dogs".

c) In distant times people thought that witches could turn themselves into cats and ride across stormy skies on their broomsticks.

d) Cats and dogs from that time have meant the wind and the rain.

e) But we don't know why, and what this saying's original meaning was.

f) Cats were thought to be a big influence on the weather.

6

Umbrella

Arrange the sentences in the proper order.

a) In England it appeared in the 18th century and was used more as a protection against the rain.

b) The word "umbrella" is Italian.

c) The Londoners were so grateful to Jonas Hanway that when he died they erected a monument to his memory in Westminster.

d) It means "a little shade"

e) Jonas Hanway was the first man to appear in the streets of London with an umbrella.

f) It was used many centuries ago in the East as a protection against the sun.

Vocabulary Bank

A

abdicate v. — отречься от престола

abolish v. — упразднить, отменить

age n. — век, столетие

alliance n. — союз

ancient a. — древний

A. D. (Anno Domini) — нашей эры

apprentice n. — подмастерье

archbishop n. — архиепископ

armour n. — доспехи

arrow n. — стрела

artisan n. — ремесленник

autocracy n. — самодержавие

B

B.C. (Before Christ) — до нашей эры

behead v. — обезглавить

bishop n. — епископ

bow n. — лук

Bronze Age — Бронзовый век

burn (at the stake) v. — сжигать (на костре)

breed v. — разводить, выращивать

C

campaign n. — военный поход, кампания

capture v. — захватить
castle n. — замок
cattle breeding v. — скотоводство
cave n. — пещера
century n. — век, столетие
chariot n. — колесница
chieftain n. — вождь племени
chronicle n. — хроника, летопись
chronicler n. — летописец
church n. — церковь
city-state n. — город-государство
civil n. — гражданский
clergy n. — духовенство
conquer v. — завоевывать, покорять
conquest n. — завоевание
contemporary a. — современный
contradiction n. — противоречие
corvee n. — барщина
craft n. — ремесло
craftsman n. — ремесленник
crown n. — корона; государство
crusade n. — крестовый поход
crusader n. — крестоносец

D

decay n. — упадок
decree n. — декрет
disintegrate v. — распадаться

dictatorship n. — диктатура
discovery n. — открытие
domain n. — поместье
(down)fall n. — падение
duke n. — герцог
duties n. — повинности, подати
dynasty n. — династия

Е

earl n. — граф
empire n. — империя
emperor n. — император
enclosure n. — огораживание
enslave v. — порабощать
enslavement n. — порабощение
epoch n. — эпоха
era n. — эра
establish v. — установить
establishment n. — установление
estate n. — сословие; поместье
excavate v. — вести раскопки
excavations n. — раскопки
execution n. — казнь
expansion n. — экспансия
exterminate v. — истреблять

F

family commune n. — родовая община

farm hand n. — батрак
farming n. — земледелие
feudal a. — феодальный
feudal lord n. — феодал
fishery n. — рыболовство
form v. — образовывать
fortress n. — крепость

G

god n. — бог
goddess n. — богиня
guard n. — охрана
guarantee v. — гарантировать
guild n. — гильдия

H

heir n. — наследник
hereditary a. — наследственный
historian n. — историк
hunting n. — охота

I

impose v. — облагать (налогом)
indulgence n. — индульгенция
inherit v. — наследовать
inquisition n. — инквизиция
invade v. — восстание
invasion n. — вторжение

J

Jesuite n. — иезуит

K

king n. — король

kingdom n. — королевство

knight n. — рыцарь

knighthood n. — рыцарство

L

labour n. — труд; а. лейбористский

lance n. — пика

landlord n. — помещик

landowner n. — землевладелец

M

mace n. — булава

manor n. — феодальное поместье

manual a. — ручной

manufacture n. — мануфактура; производство

market n. — рынок

means of production n. — средства производства

medieval a. — средневековый

merchant n. — купец

Middle Ages — средние века

millennium n. — тысячелетие

modern a. новый, — современный

monarch n. — монарх

monarchy n. — монархия
monastery n. — монастырь
monk n. — монах
myth n. — миф
mythology n. — мифология

N

natural economy — натуральное хозяйство
navigation n. — мореходство
nobility n. — дворянство, нобилитет
noble a. — благородный
nomad n. — кочевник

O

oppress v. — угнетать
(the) Orient n. — Восток
oriental a. — восточный
orthodox a. — ортодоксальный
overthrow v. — свергнуть n. свержение

P

papal a. — папский
parliament n. — парламент
parliamentary a. — парламентарный
patrician n. — патриций
pharaoh n. — фараон
pillage v. — грабить
plebeian n. — плебей

plot n. — заговор
plunder n. — грабить
Pope n. — Папа Римский
popular assembly n. — народное собрание
power n. власть; — сила
prehistoric a. — доисторический
priest n. — священник
primitive a. — первобытный
prince n. — принц; князь
principality n. — княжество
private a. — частный
private ownership — частная собственность
public a. — общественный
public ownership — общественная собственность

Q

queen n. — королева
quit-rent n. — оброк

R

ransom n. — выкуп
rebel v. восстать n. — повстанец
rebellion n. — восстание
record n. — летопись
reign v. — царствовать
rite n. — обряд
rent v. — сдавать в аренду n. аренда
republican a. — республиканский

restore v. — восстанавливать
restoration n. — реставрация
revolt n. — восстание
riot n. — бунт
royal a. — королевский
rule v. — править, управлять
ruler n. — правитель

S

sacrifice n. — жертвоприношение
seize v. — захватить
seizure n. — захват
serf n. — крепостной
serfdom n. — крепостное право
settle v. — поселяться
settlement n. — поселение
shield n. — щит
shrine n. — гробница
siege n. — осада besiege v. — осаждать
slave n. — раб
slavery n. — рабство
slave-owner n. — рабовладелец
slave-owning a. — рабовладельческий
social a. — общественный, социальный
society n. — общество
source n. — источник
sovereign n. — монарх
spear n. — копье

state n. — государство
Stone Age — каменный век
subject n. — поданный
subjugate v. — подчинять
submit v. — подчинять(ся)
succeed v. — быть преемником
succeed to the throne — унаследовать трон
successor n. — преемник
sword n. — меч
system n. — строй

T

tax n. — налог
temple — n. храм
throne n. — трон
tomb n. — гробница
trade n. — торговля
transition n. — переход
tribe n. — племя
tribute n. — дань; pay tribute — платить дань

U

unification n. — объединение
uprising n. — восстание
upswing (upsurge) n. — подъем
warrior n. — воин
wealth n. — богатство
weaver n. — ткач

workshop n. — цех

V

vassal n. — вассал

vessel n. — судно

villain n. — виллан, крепостной

W

wage v. — вести (войну, борьбу)

war n. — война

Y

yoke n. — гнет, ярмо; under the yoke of — под гнетом

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