

Федеральное государственное бюджетное образовательное учреждение высшего
профессионального образования
Московский государственный университет имени М.В. Ломоносова
Исторический факультет
Кафедра иностранных языков

УТВЕРЖДАЮ

исполняющий обязанности
декана исторического факультета МГУ
академик Российской академии образования,
д.и.н., профессор _____/Л.С. Белоусов /

«___» _____ 20 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)

Наименование дисциплины (модуля):

**4 БАЗ
ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ ЯЗЫК)**

Уровень высшего образования:

бакалавриат

Направление подготовки (специальность):

46.03.01 «История»

Направленность (профиль) ОПОП:

Форма обучения:

очная

Рабочая программа рассмотрена и одобрена
на заседании кафедры (протокол № 210, 07 июня 2022 года)

Москва 2022

Рабочая программа дисциплины (модуля) разработана в соответствии с самостоятельно установленным МГУ образовательным стандартом (ОС МГУ) для реализуемых основных профессиональных образовательных программ высшего образования по направлению подготовки 46.03.01 «История» для программ бакалавриата, реализуемых последовательно по схеме интегрированной подготовки.

ОС МГУ утвержден приказом МГУ имени М.В. Ломоносова от 30 декабря 2020 года №1367.

Год (годы) приема на обучение: с 2021

1. Место дисциплины (модуля) в структуре ОПОП- относится к базовой части ОПОП, является обязательной для освоения в 1,2,3,4,5,6 и 7 семестрах
2. Входные требования для освоения дисциплины (модуля), предварительные условия – не требуются (*указать, если требуются, в следующей последовательности: входная компетенция или входные результаты обучения или перечень освоенных дисциплин (практик)*)
3. Планируемые результаты обучения по дисциплине (модулю), соотнесенные с требуемыми компетенциями выпускников

Компетенции выпускников (коды)	Индикаторы (показатели) достижения компетенций	Планируемые результаты обучения по дисциплине (модулю), сопряженные с компетенциями
УК-9	Индикатор УК-9.1 Осуществляет деловую и академическую коммуникацию в устной и письменной формах на иностранном языке (иностраннных языках)	Знать основные языковые нормы иностранного языка (лексика, грамматика) в сфере делового и академического общения Уметь осуществлять деловую и академическую коммуникацию в устной и письменной формах на иностранном языке Владеть навыками устного и письменного перевода в деловой и академической сферах

4. Объем дисциплины (модуля) - 33 з.е. (1188 академических часов), в том числе 844 академических часа на контактную работу обучающихся с преподавателем, 344 академических часа на самостоятельную работу обучающихся.
5. Формат обучения - контактная работа (с использованием электронного обучения и дистанционных образовательных технологий при необходимости)
6. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических или астрономических часов и виды учебных занятий

Наименование и краткое содержание	Всего (часы)	В том числе	
		Контактная работа	Самостоятельная работа

разделов и тем дисциплины (модуля), форма промежуточной аттестации по дисциплине (модулю)		(работа во взаимодействии с преподавателем) Виды контактной работы, часы*						обучающегося Виды самостоятельной работы, часы		
		Занятия лекционного типа	Занятия семинарского типа	Групповые консультации	Индивидуальные консультации	Учебные занятия, направленные на проведение текущего контроля успеваемости коллоквиумы, практические контрольные занятия и др)*	Всего	Выполнение домашних заданий	Подготовка рефератов и т.п..	Всего
Раздел 1. Корректирующий фонетический курс Тема 1.1. Обзор и повторение звуков. Основные сведения о классификации звуков английской речи. Фонетическая транскрипция	3		2				2	1		1
Тема 1.2. Особенности произнесения гласных звуков. Краткие гласные, долгие гласные, дифтонги, трифтонги.	2		1				1	1		1
Тема 1.3. Принципы классификации согласных звуков. Особенности произнесения	3		2				2	1		1

согласных звуков (аспирация, апикальность, альвеолярность)										
Тема 1.4. Особенности произнесения звуков на стыках слов и некоторых звукосочетаний	2		1				1	1		1
Тема 1.5. Обзор и повторение основных правил чтения. Чтение гласных и сочетаний с ними в ударном слоге.	3		2				2	1		1
Тема 1.6. Чтение гласных и сочетаний с ними в неударном слоге.	2		1				1	1		1
Тема 1.7. Правила чтения согласных. Чтение согласных диграфов и буквосочетаний.	3		2				2	1		1
Тема 1.8. Правила чтения многосложных слов.	2		1				1	1		1
Тема 1.9. Обзор и повторение правил интонации Интонационная характеристика синтагмы. Основные	5		4				4	1		1

случаи употребления восходящего тона. Основные случаи употребления нисходящего тона										
Тема 1.10. Редукция и неударные элементы предложения	3		2				2	1		1
Раздел 2. Введение в язык специальности. Тема 2.1. The Way I Study History. What is History? The Subject of History	3		2				2	1		1
Тема 2.2. The Republic Defends Itself. Julius Caesar	3		2				2	1		1
Тема 2.3. The Olympic Flame. Greek Gods and Goddesses	3		2				2	1		1
Тема 2.4. Persia vs Greece. The Greco- Persian Wars	6		4			Контрольная работа	4	2		2
Тема 2.5. Miltiades. The Battle of Marathon	3		2				2	1		1
Тема 2.6. Themistocles. The Battle of Salamis	3		2				2	1		1
Тема 2.7. Pausanias. The Battle of Platea	3		2				2	1		1
Тема 2.8. Cimon. The Delian League	6		4				4	2		2
Тема 2.9. Pericles. The Golden Age of Athens.	3		2			Контрольная работа	2	1		1

Тема 2.10. Herodotus. Herodotus' History. Greek Historiography	6		4				4	2		2
Тема 2.11. Thucydides. History of the Peloponnesian War	5		4				4	1		1
Тема 2.12. Dionysius I. The Carthaginian Wars.	3		2				2	1		1
Тема 2.13. Epaminondas. The Boeotian League.	3		2				2	1		1
Тема 2.14. Plato. Greek Philosophy	3		2				2	1		1
Тема 2.15. Demosthenes. The Orator and Politician.	3		2				2	1		1
Тема 2.16. Aristotle. Aristotle's Ideal State.	3		2				2	1		1
Тема 2.17. Roman Historiography. Sources: Problems and Methods. Tacitus.	3		2				2	1		1
Тема 2.18. Political Life: From the Republican to the Augustan constitution. The Reign of Augustus and its legacy to the Roman World.	5		4				4	1		1
Тема 2.19. Roman Emperors. Tiberius. Public and private life. The Principate of	6		4				4	2		2

Tiberius										
Тема 2.20. Gaius Caligula. Accession and Problems. Popular Support. Gaius' Misconceived policy	3		2				2	1		1
Тема 2.21. Claudius. Accession. Government and Administration. Politics.	6		4				4	2		2
Тема 2.22. Nero. Accession and Early Years. Breaking rules: The Emperor as Artist	3		2				2	1		1
Тема 2.23. Vespasian and Titus. Politics, Friends and Allies. Enemies and Feuds.	6		4				4	2		2
Тема 2.24. Domitian. Politics. Assassination. The Legacy of Domitian.	3		2				2	1		1
Тема 2.25. Nerva and Trajan. The Nature of Nerva's government. The mutiny of Praetorians. Trajan's Administrative innovations. Trajan's Building Projects. The Parthian War.	3		2				2	1		1
Тема 2.26. Roman Society. Social orders. Roman Citizenship.	6		4			Контрольная работа	4	2		2
Тема 2.27. Archaeology	6		4				4	2		2

Тема 2.28. Anthropology	6		4				4	2		2
Тема 2.29. Ancient History.	6		4				4	2		2
Тема 2.30. Medieval History. The Norman Conquest.	9		6			Контрольная работа	6	3		3
Тема 2.31. Church History. The Great Schism.	6		4				4	2		2
Тема 2.32. Russian History until 18th Century.	6		4				4	2		2
Тема 2.33. Russian History of 18th Century. Peter the Great.	6		4				4	2		2
Тема 2.34. Russian History of 18th Century. Empress Elizabeth.	9		6				6	3		3
Тема 2.35. Russian History of 19th Century.	7		4				4	3		3
Тема 2.36. Modern History. Colonization of America and Struggle for Independence.	9		6				6	3		3
Тема 2.37. Contemporary History. The First World War.	6		4				4	2		2
Тема 2.38. Contemporary History. The Second World War.	9		6				6	3		3

Тема 2.39. History of the Near Abroad.	6		4				4	2		2
Тема 2.40. Slav History.	6		4				4	2		2
Тема 2.41. Sources Study	6		4				4	2		2
Раздел 3. Практическая грамматика Тема 3.1. Существительное. Классификация существительных. Число существительного. Архаичные формы множественного числа. Притяжательный падеж.	12		8				8	4		4
Тема 3.2. Артикль. Смысловое значение определенного и неопределенного артикля. Правила употребления определенного и неопределенного артикля. Отсутствие артикля.	12		8			Контрольная работа	8	4		4
Тема 3.3. Прилагательное. Классификация прилагательных.	9		6				6	3		3

Степени сравнения прилагательных. Лексические формы выражения сравнения. Субстантивация прилагательных.										
Тема 3.4. Числительное. Количественные и порядковые числительные. Дробные числительные. Хронологические даты.	6		4				4	2		2
Тема 3.5. Местоимение. Личные, притяжательные, указательные, вопросительные, возвратные, относительные и союзные местоимения. Неопределенные и отрицательные местоимения.	6		4				4	2		2
Тема 3.6. Наречие. Степени сравнения наречий.	6		4				4	2		2
Тема 3.7. Глагол. Личные и неличные формы глагола. Неправильные глаголы. Видо-временная система английского	48		32			Контрольная работа	32	16		16

глагола. Употребление глагола в группах времен: в настоящем, прошедшем и будущем времени в действительном и страдательном залоге. Согласование времен. Прямая и косвенная речь.										
Тема 3.8. Наклонение глагола. Формы наклонения. Сослагательное наклонение. Условное наклонение. Образование. Сослагательное наклонение в придаточных предложениях, подлежащих и предикативных, в придаточных дополнительных предложениях после глагола. Сослагательное наклонение в придаточных условных предложениях.	18		12				12	6		6
Тема 3.9. Модальные глаголы can, may, must	18		12			Контрольная работа	12	6		6

to have to, to be to, will, would, shall, need, should, ought to, dare (to), модальные высказывания had better, would rather. Модальные глаголы с перфектными формами инфинитива.										
Тема 3.10. Неличные формы глагола. Инфинитив. Характеристика неличных форм, их отличие от личных форм. Формы инфинитива. Функции инфинитива. Инфинитивные конструкции: сложное дополнение, сложное подлежащее, for-to-infinitive.	18		12				12	6		6
Тема 3.11. Неличные формы глагола. Герундий. Формы герундия. Функции герундия. Герундиальная конструкция. Герундий и отглагольное существительное.	12		8			Контрольная работа	8	4		4
Тема 3.12. Неличные	18		12			Контрольная	12	6		6

формы глагола. Причастие. Формы причастия. Функции причастия. Независимый причастный оборот.						работа				
Тема 3.13. Синтаксис Предложение простое и сложное, распространенное и нераспространенное. Главные члены предложения и второстепенные. Сложно-подчиненные предложения. Виды придаточных предложений, подчинительные союзы. Сложно-сочиненные предложения. Эллиптические предложения. Инверсия.	18		12				12	6		6
Раздел 4. Практика устной речи Тема 4.1. Speaking about yourself and others. My family. Looks and appearance. Leisure time and hobbies.	6		4				4	2		2
Тема 4.2. Healthy lifestyle. Food. Sport.	6		4			Контрольная работа	4	2		2

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<i>средств массовой информации.</i> Тема 5.1. History of the Press.	3		2				2	1		1
Тема 5.2. Types of the media. The Internet and mass media. The “quality” press and “popular” press. Types of newspaper articles.	3		2				2	1		1
Тема 5.3. Headlines. The language of headlines. Headline vocabulary.	6		4				4	2		2
Тема 5.4. Arrivals. Visits. Talks.	15		10				10	5		5
Тема 5.5. Cooperation	18		12				12	6		6
Тема 5.6. The United Nations	15		10				10	5		5
Тема 5.7. The Electoral System of Great Britain.	15		10				10	5		5
Тема 5.8. Fighting Terrorism.	27		18				18	9		9
Тема 5.9. War and Peace.	27		18				18	9		9
Тема 5.10. Crime and Justice.	24		16				16	8		8
Тема 5.11. Global Markets.	24		16				16	8		8
Раздел 6. Домашнее чтение. Тема 6.1. Чтение	28		18				18	10		10

английской художественной литературы										
Тема 6.2. Чтение американской художественной литературы.	24		16				16	8		8
Тема 6.3. Чтение научно-популярной литературы. H.G. Wells Short History of the World	51		34				34	17		17
Раздел 7. Язык специальности. Тема 1. Аналитическое чтение специальных текстов (в соответствии с профилем подготовки обучающегося).	126		100			Контрольная работа	100	26		26
Раздел 8. Лексико-грамматические трудности перевода специального текста Тема 8.1. Глагол. Залог	4,5		4				4	0,5		0,5
Тема 8.2. Неличные формы глагола. Инфинитив.	6,5		6				6	0,5		0,5
Тема 8.3. Неличные формы глагола. Герундий	4,5		4				4	0,5		0,5

Тема 8.4. Неличные формы глагола. Причастие	4,5		4			Контрольная работа	4	0,5		0,5
Тема 8.5. Модальные глаголы	6,5		6				6	0,5		0,5
Тема 8.6. Наклонение	6,5		6				6	0,5		0,5
Тема 8.7. Артикль	2,5		2				2	0,5		0,5
Тема 8.8. Лексические трудности перевода	4,5		4				4	0,5		0,5
Тема 8.9. Синтаксис. Словосочетание.	4,5		4				4	0,5		0,5
Тема 8.10. Синтаксис. Предложение.	11,5		10				10	1,5		1,5
Раздел 9. Аудирование. Практика устной научной речи и академического общения. Тема 9.1. Обработка научной информации. Реферирование	9		6				6	3		3
Тема 9.2. Устное выступление. Доклад.	9		8				8	1		1

Тема 9.3. Презентация Структура презентации, обрамляющие элементы презентации (способы привлечения зрительского внимания, логические связки и переходы), риторические приемы и классические примеры из современной практики публичных выступлений, правила оформление слайдов, взаимодействие с аудиторией, ответы на вопросы.	14		10				10	4		4
Тема 9.4. Дебаты. Дискуссия.	7		6				6	1		1
Тема 9.5. Аудирование. Лекции по истории.	34		24				24	10		10
Раздел 10. Практика письменной научной речи. Тема 10.1. Деловая и личная переписка. Академическая переписка. Структура и речевые нормы электронного письма. Трудоустройство.	7		6				6	1		1

Резюме										
Тема 10.2. Академическое эссе Логика построения текста - тезисы и аргументы, их оформление в параграфы; типы и структура параграфов; связующие элементы и и грамматическое оформление. Правила английской пунктуации.	20		16				16	4		4
Раздел 11. Язык средств массовой информации и научных публикаций Тема 11.1. International Organisations	7		6				6	1		1
Тема 11.2. Britain's System of Government. The British Constitution and the Political Party System. The Major Parties.	7		6				6	1		1
Тема 11.3. The Parliamentary Electoral System. Parliament: the Rise of the English Parliament, Its Powers and Functions. The UK	7		6				6	1		1

Parliament Today: the House of Commons. The House of Lords. The UK Parliament Today: Organisation, People, Voting .										
Tema 11.4. The Law Making Process. Her Majesty's Government. Composition of the Government. The Legal System.	5		4				4	1		1
Tema 11.5. The Political System of the United States of America. The Constitution. The Presidency.	7		6				6	1		1
Tema 11.6. The US Congress. The House of Representatives. The United States Senate. The Committee System. Congress at Work. Congress and the President	7		6				6	1		1
Tema 11.7. The Electoral System in the USA. Elections.	7		6				6	1		1
Tema 11.8. The Supreme Court	3		2				2	1		1
Tema 11.9.	10		8				8	2		2

Государственное устройство Российской Федерации										
Раздел 12. Индивидуальное чтение научной литературы по специальности	36		24				24	12		12
Промежуточная аттестация	1й семестр – зачет (4 ак. часа) 2й семестр – зачет (4 ак. часа) 3й семестр – зачет (4 ак. часа) 4й семестр – экзамен (8 ак. часов) 5й семестр – зачет (4 ак. часа) 6й семестр – зачет (4 ак. часа) 7й семестр – экзамен (8 ак. часов)							36***		
Итого	1188		844		4		844	308 (344)		308 (344)

* Текущий контроль успеваемости может быть реализован в рамках занятий семинарского типа, групповых или индивидуальных консультаций

*** Часы на проведение промежуточной аттестации выделяются из часов самостоятельной работы обучающегося.

7. Фонд оценочных средств для оценивания результатов обучения по дисциплине (модулю):

Типовые задания и иные материалы, необходимые для оценки результатов обучения:

1й семестр. Примерная контрольная работа (тема 3.2. Артикль)

1. In each space put a/an or the, or leave the space blank.

It has been announced that for (1) third consecutive month there has been (2)..... rise in (3)..... number of (4)..... people unemployed, rather than (5)..... fall that had been predicted. (6)..... rise was blamed on (7)..... continuing uncertainty over (8)..... government economic policy, and couldn't come at (9)..... worse time for (10)..... Prime Minister, who is facing (11)growing criticism over (12)way (13)..... present crisis is being handled. (14)..... MPs are increasingly voicing (15)..... fears that despite (16)..... recent devaluation of (17)..... pound and cuts in (18)..... interest rates, (19)government still expects (20)recovery of the economy to take three or even four years. To make (21)..... matters worse, (22)..... number of small businesses going into (23)..... liquidation is still at (24)..... record level, and (25)..... housing market is showing no signs of recovery. Some backbenchers expect (26)..... general election before (27)end of (28)winter unless there is (29)rapid change of (30)..... fortune.

2 Underline the most suitable option. A dash (-) means that no article is included.

a) Helen doesn't like *the/-* cream cakes sold in *a/the* local bakery. b) *The/-* handball is fast becoming *a/the* popular sport worldwide. c) We could see that *the/—* Alps were covered in *the/-* snow. d) It's *a/-* long time since I met *a/-* lovely person like you! e) Diana has *a/-* degree in *the/-* engineering from *the/-* University of London. f) At *the/-* present moment, *the/-* man seems to have *the/an* uncertain future. g) *The/-* problem for *the/-* today's students is how to survive financially, h) *The/-* French enjoy spending holidays in *the/-* countryside. i) Please do not turn on *a/the* water-heater in *a/the* bathroom, j) Sue bought *a/the* Picasso I was telling you about *the/-* last week.

3. Correct the errors in these sentences.

b) On this record twins play piano duet. c) The halfway through meal we realised what waiter had said. d) If the Mrs Hillier phones, say I'm away on trip. e) There is a wonderful scenery in eastern part of Turkey. f) Cocker spaniel is one of most popular pet dogs. g) There is going to be fog and a cold weather all the next week. h) I spent very interesting holiday at the Lake Coniston in England. i) We are against war in general, so of course we are against war like this between superpower and developing country. j) The burglaries are definitely on increase.

4. In each space put a/an or the, or leave the space blank.

a) I'm going to stand for Parliament at next election. b) When I left station, I had to stand in queue for taxi for long time. c) We took trip around London and saw Tower Bridge. d) happiness of the majority depends on hard work for everyone. e) most main roads in this part of country follow line of roads built by Romans. f) Have you got latest record by Gipsy Kings? g) If I had time, I would like to take up archery. h) We spent pleasant evening having drinks at Robin Hood. i) Nile flows right through city. j) summer I spent in USA was one of best in my life.

5 In each space put a/an or the, or leave the space blank.

a) She was first woman to cross Atlantic in canoe. b) Go down High Street and turn right into Mill Road. c) Please let me carry shopping. It's least I can do. d) I don't like milk in coffee. e) At end of busy day, sleep is best tonic. f) James Joyce I knew wasn't novelist and wasn't Irish either. g) We'll go for walk if sun comes out. h) This is last time I do you favour for a while. i) I'm staying in Hilton so you can leave me message.

6. There are ten extra appearances of the in the following text. Underline them.

The word processor and the calculator are without a shadow of doubt here to stay, and in the many respects our lives are the much richer for them. But the teachers and other academics are claiming that we are now starting to feel the first significant wave of their effects on a generation of the users. It seems nobody under the age of 20 can spell or add up any more. Even several professors at leading universities have commented on the detrimental effect the digital revolution has had on the most intelligent young minds in the country. The problem, evidently, lies with the automatic spellcheck now widely available on the word processing software. Professor John Silver of the Sydney University, Australia, said: 'Why should we bother to learn how to spell correctly, or for that matter to learn even the most basic of the mathematical sums, when at the press of a button we have our problem answered for us. The implications are enormous. Will the adults of the future look to the computer to make the decisions for them, to tell them who to marry or what the house to buy? Are we heading for a future individual incapable of the independent human thought?'

7 In each space put a/an or the, or leave the space blank.

a) Please watchcabin attendant as she demonstrates.....use of oxygen mask. b) Paul spenthalf of his life inFar East. c) You have to use atleastpint and half of milk. d) Dick has..... sore throat and is takingmedicine. e) We arrangedaccommodation onoutskirts ofcity. f) There isvery difficult crossword in..... ' Times'. g) Could you give meinformation I asked for inletter I sent you? h) I boughtjewellery for my sister but it wasn'tkind she likes, i) I always wanted to be..... astronaut butambition wore off. j) Andlast of all, don't forget to putcat out fornight.

8 Underline the most suitable option. A dash (-) means that no article is needed.

a) Brenda is *the/-* ideal for *a/the* job. She has *a/-* wealth of *the/-* experience. b) *The/-* safety at *the/-* work is *a/-* major concern for us. c) *The/-* poorest people in *the/-* country live in this city. d) Have you seen *a/the* new 'Hamlet' at *the/-* National Theatre? e) There is *a/-* beautiful countryside within *an/-* easy reach of *a/the* hotel. f) I have *a/-* terrible cold and am staying in *the/-* bed today. g) I earn £3 *an/the* hour as *a/-* supermarket cashier on *the/-* Saturdays, h) *The/-* charge for *an/-* excess luggage is £10 *a/the* kilo. i) *The/-* most of *the/-* life is *a/-* matter of getting on with *the/-* others, j) This country is officially called *The/-* United Kingdom of *The/-* Great Britain and *The/-* Northern Ireland.

9. Which of the given below geographic names can be used with the definite article?

A. Kilimanjaro, Jenisei, Bermuda, Elbrus, Hudson Bay, Laptev Sea, Urals, Kalahari, Volga, Carpathians, Indian Ocean, Madeira, Etna, English Channel, Palm Beach, Arctic Circle, Olympus, New Forest, South Pole, Bridge of Sighs, Jutland Peninsula, Suez Canal, Swallow Falls, Sicily, Tower Bridge, Kara-Kum, Lake Chad, Bermuda Triangle, Malay Archipelago, Aleutian Islands B. United Arab Emirates, Sudan, Far East, Brussels, Netherlands, Booker Prize, Hague, Art Theatre, Riviera, Northern Europe, St. James' Park, Peacock Inn, Baker Street, Russian Museum, Salisbury Cathedral, Wailing Wall, Middle East, Southern Africa, Roman Empire, Miami Airport, Nobel Prize, Republic of Ireland, Athens, Winter Palace, Republican Party, Eiffel Tower, National Association of Teachers, Hawaii, Village of Sosnovka, Hawaiian Islands

10. Insert the right article.

I. The hunters got lost in ... Rocky Mountains. 2. ... Buckingham Palace, ... Trafalgar Square, ... Houses of Parliament, ... Tower of London, ... Tower Bridge, ... National Gallery are the usual sights in ... English capital. 3. The six island countries of ... West Indies are ... Bahamas,... Barbados,... Cuba, ... Dominican Republic, ... Haiti and ... Jamaica. 4. In the mornings she used to read ... "Vogue" and he usually read ... "Mirror". 5. ... Berlin she had been born in, and where she had grown up, no longer existed. 6. ... Low Countries include ... Netherlands, ... Belgium, and ... Luxembourg. 7. ... Colorado River flows through ... Grand Canyon. 8. The names of the following streets have the definite article: ... Mall, ... Strand, ... Wall Street, ... Unter den Linden. 9. ... England of the 21st century will be very different from ... England of our days. 10. This producer got ... Nika for this film.

II. Chaucer would have had difficulty in recognizing ... London of Queen Elizabeth, just as Shakespeare would have been lost in ... brick-and-stone London of D.R. Johnson, while Dickens, well as he knew ... London, would have been bewildered by ... steel and concrete London of today.

1й семестр Примерная контрольная работа (Введение в язык специальности тема 2.1-2.4)

Прочитайте текст без словаря и выполните письменно задания после текста

DAILY LIFE IN ANCIENT ROME

By the time Rome had become the center of an empire, family life was changing. In the days of the Republic, the father was the undisputed head of the family. He could even sell his children as slaves. He could arrange marriages for his daughters when they were only 12 or 15 years old. He would do this for the political and economic benefits it would bring to the family. The young bride and groom had little to say about it.

By the A.D. 100s, however, family discipline had become less harsh, and the father's power had been reduced. A father no longer had the right to sell his children or to force marriages. In addition, women had more freedom. Unlike women in other ancient cultures such as Greece, Roman women were independent under the law. They could have their own property and slaves.

Families that could afford the cost of private education sent their children and even household slaves to school beginning at about age seven. These children studied basic reading, writing, and arithmetic. The schools were small, and one teacher was responsible for all subjects. Teachers followed the rule of the Greek playwright Menander: "A man who has not been flogged is not trained."

Girls usually did not have any formal education after age 15. Usually at 15, the sons of wealthy parents continued their education by taking classes in Latin and Greek literature and rhetoric – the art of effective writing and speaking. Students needed to learn rhetoric in order to enter law or politics. Romans believed that skill in rhetoric was the mark of a gentleman.

The Roman schools rarely had classes in science, engineering, or complex mathematics. The few professional people – engineers, doctors, or lawyers, for example – learned through apprenticeships, not through formal education.

The city of Rome was crowded, busy, thriving place – the center for the best and worst of the Mediterranean world. Disease, crime, and fires raged there. But life in Rome also had its benefits. The emperors made a point of trying to keep the city happy.

The government gave free wheat to make citizens on a regular basis. This gift of food was important to the poor people of Rome. On special occasions, the emperor also gave money to the citizens of Rome. The wheat and money came from taxes that farmers and other people in the provinces paid.

Another benefit of living in Rome was the plentiful water supply. The system of aqueducts carried 200 million gallons of water to Rome daily. With so much water available, the city built public baths where residents, rich and poor, could bathe and swim for a small fee. These baths became important gathering places.

The emperors spent enormous sums of money to entertain the people. In fact, 159 days each year had been declared holidays by the A.D. 50s. On these holidays the emperors provided elaborate circuses and games to keep the people content. The Circus Maximus was a gigantic Roman arena that could hold nearly 200,000 spectators. There, spectacular daredevil chariot races took place.

Chariot racing was also popular at the Colosseum, but so were some of the more bloody sports. Wild beasts were hunted and killed by the hundreds. Gladiators fought each other to the death. The Romans were so fond of bloody events that during the intermissions, Roman officials executed condemned criminals for the entertainment of the audience.

However, the benefits of life in Rome such as free food and spectacular entertainment did not appeal to all Romans. Some claimed that the citizens took too much interest in those things and not enough interest in their government. Even members of the elite class, who benefited the most, saw problems. The Roman writer Juvenal also complained that the public “long for just two things – bread and circuses.”

Many Romans believed that they had been able to build their empire and find peace because they had kept their gods happy. Like many other ancient peoples, the Romans had gods for every act and event in their lives. The great gods of the Roman state were Jupiter, Juno, and Minerva. Jupiter was the supreme god. He controlled the thunder and lightning and was the special guardian of Rome. Juno was his wife. She was the queen of the gods and the protector of women. Minerva was the goddess of

wisdom and guardian of craftworkers. The Romans joined together on specific days to worship these gods. In this way they showed their unity and their loyalty to the state.

At home, the Romans worshiped household gods, such as Vesta, Lares, and Penates. Vesta guarded the fireside, where people cooked and kept warm. Lares guarded the land, and Penates watched over the stored food. Family members made daily offerings to these gods and asked for protection in exchange.

In A.D. 126, these Romans erected a magnificent temple called the Pantheon to honor all the Roman gods and goddesses. They built it in the shape of a drum, with a dome rising 14 stories above the ground. They covered the dome with gleaming brass so that people could see it shining all over the city.

The Roman religion was based on rituals, or ceremonies, rather than a written creed or right behavior. If a priest carried out the rituals properly, the Romans thought that the gods would be happy and would reward them with protection and wealth. In one of the most important rituals, priests sacrificed animals to please the gods.

By the A.D. 100s, many Romans were becoming dissatisfied with the state religion. Since their religion did not teach about how people ought to act, some Romans started looking for other religions. Some gods and religious beliefs from Greece, Asia, Persia, and Egypt began to gain popularity during the first two centuries A.D. People in many parts of the empire were becoming Christians.

For the most part, the Romans were tolerant of other religions within the empire.

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

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

Task 2. *Suggest the English for:*

политические и экономические преимущества (польза); были независимы по закону; отвечал за все предметы; изучать (как студент) юриспруденцию или политику; процветающее место; вода была доступна; развлекать людей; нравились не всем римлянам; Юпитер; Юнона; Минерва; Веста; Лары; пенаты; Пантеон.

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

1. a member of the lower classes in ancient Rome; 2. a person of noble birth, aristocrat; 3. a person engaged in political activity; 4. a building used for the worship of a God; 5. the surrounding of a place (a fortress, a town) by an army; 6. a body (in ancient Rome) having an important part in the government of the state, the highest state organ; 7. a division in the ancient Roman army consisting of several thousand footsoldiers and several hundred horseman; 8. a person who is owned by another; 9. groups of people exercising state power; 10. a state governed by people elected for a definite period; (a temple, a slave, a political figure, siege, a plebeian, the Senate, a patrician, ruling classes, a legion, a republic).

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

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

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

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

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

- would be will be is
4. a) take b) took c) will take
5. a) know b) knew c) will know
will return returned return
6. a) had b) should have c) have
7. a) was b) is c) had been
8. a) had introduced b) introduced c) will introduce
had taught taught teach
9. a) revolved b) had revolved c) revolves
10. a) had obeyed b) would obey c) obeys
would not break did not break will not break
11. a) will challenge b) had been challenging c) was challenging
12. a) saved b) had saved c) will save

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

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

1. *Fill in the blanks with the words from the box.*

Meal – breakfast – supper – between-meal – early evening – dinner parties – meal-time – supper

A ... is an amount of food eaten at one time, usually consisting of two or more dishes. Also ... is the time of eating a meal. The main meals are: ..., brunch, lunch, high tea, dinner, ... , dessert. You can also have a ... snack or midnight snack. In North America, dinner is a synonym of ... - that is, a large evening meal. In English-speaking countries such as Britain, Canada, and the United States, the evening meal is usually served in the ... , sometime between six and nine p.m. Suppers eaten outside the home, or suppers served to guests ("..."), can run quite late in English-speaking cultures .

Food for thought – beverage – drink – carbonated – food – liquid – dairy drinks – cocktails

... is material, usually of animal or plant origin, consumed by living things to provide energy and nutrition. Liquids used for this purpose are often called ..., but the term food applies to them as well. In English, the term is sometimes used metaphorically, as in ...

The word drink is primarily a verb, meaning to ingest liquids. As a noun, it refers to the ... thus ingested. A ... is a drink specifically prepared for human consumption. Beverages include: water, from the tap or from a bottle, juice and juice drinks, ... drinks (generally called sodas in the Eastern U.S., pop in the Midwestern U.S., and cokes in the Southern U.S.), including just carbonated water, cola, ginger ale, sports drinks, infusions, coffee, tea, ... , for example milk, yogurt drink, chocolate milk; alcoholic beverages, soft drinks, ... (mixed drinks).

Restaurants – fast food – cookery – overcooked – cuisine – food – culinary

The British have a poor reputation for Visitors often complain that food in restaurants is badly presented, ... and has no taste. But the best British food is not generally found in ... , but in people's homes. Visitors to the USA often think either that there is no real American food, only dishes borrowed from other countries, and else that Americans eat only

... is a style of cooking or food that has been prepared. ... (formal) everything connected with or used in the kitchen or cooking. ... (cooking) is the art or skill of cooking.

Diner – sit-down – a standard menu – fast-food – parasols – restaurant chain – tourist areas – to cater to – pavement café – coffeehouses – café

A ... is a set of related restaurants. Typically, the restaurants within a chain are built to a standard format and offer Fast food restaurants are the most common, but there are also upscale versions. Restaurants chains are often found near shopping malls and A ... restaurant is simply a restaurant that ... customers who plan to sit down and be served by waitstaff. A ... restaurant is a restaurant characterized by food which is supplied quickly after ordering and by minimal service. Cafés developed from the ... that became popular in Europe upon the introduction of coffee. Café may have an outdoor part (... with seats, tables and ...). A ...

(from the French word *cofee*) is a small restaurant. A ... is an American word for a restaurant or cafeteria. They have their own slang for communicating orders in a noisy room and a specialized architecture which may be inspired by railroad dining cars .

2. Complete the sentences.

1. Food for humans is mostly produced through ... , and includes 2. Meat for human consumption comes from 3. What meats are used and the way they are cooked depends on 4. The main aim of healthy eating is to 5. Many eat junk food, including 6. The tea ceremony is the way of 7. During the tea ceremony the Japanese clean themselves through the five 8. The oven is used for 9. The gas burners or electric hotplates can be used for 10. When Americans make food at home they 11. A cuisine (from the French word for "kitchen") is 12. The last century has produced enormous improvements in 13. The Slow Food movement is a global effort to 14. When people eat out, they can choose from a wide range of eating places, such as 15. Suppers can be held to enjoy

3. Agree or disagree.

1. Many people forgo food from animal sources to varying degrees. 2. People eat mainly health foods. They like vitamin and mineral supplements and rush to eat the latest foods said to be healthy. 3. There are 5 principles in Japanese tea ceremony. 4. Braising is very gentle slow boiling. Simmering is cooking food in water but in an inner container so that the water does not directly touch the food. Steaming, used usually of meat, means cooking slowly in a covered pot with a little fat and water. 5. Since the 1970s British people have not become more adventurous in what they eat. 6. People's interest in trying new recipes is discouraged by the many endless cookery programmes on TV. 7. Many of America's most popular dishes have been borrowed from other cultures. 8. Religious food laws can exercise a strong influence on cuisine. 9. But today we cannot say that almost every locale in the world has access to his traditional cuisine, but to many other world cuisines, as well. 10. Fast-food restaurants are probably as old as cities themselves, with the style varying from culture to culture. 11. With the great variety of food available at relatively low prices, it is disputable that eating out is common everywhere now. 12. People usually eat three meals a day though the names of the meals vary according to people's lifestyles and where they live. 13. High tea has the same meaning in every English-speaking country. 14. In some places, very similar things are eaten at lunch as at dinner. 15. English speakers tend to eat less for breakfast than continental Europeans.

4. Recollect the key sentences of the texts and express the main ideas given there.

5. Unite all the texts into one. Use the key sentences as a plan and retell this text.

6. What is the central idea of the information you have learnt? Discuss it with your classmates.

7. *Make up a list of words to do with CATERING.*

8. *Translate into English.*

1

Сверчки в шоколаде.

Один из ресторанов Лондона включил в свое меню весьма экзотическое лакомство – насекомых в шоколаде. Повар, владеющий мастерством приготовления сверчков, термитов и даже ядовитых скорпионов, считает свои блюда необычайно вкусными и полезными. Идея рецептов, одним из главных ингредиентов которых являются членистоногие, пришла Тодду Далтону во время путешествий по Азии и Центральной Америке, где он познакомился с кухнями разных стран. Один сверчок или скорпион в шоколаде стоит около пяти долларов – ничтожно малая цена за такой деликатес.

сверчок – cricket

лакомство dainty; delicacy

термит termite

полезный useful, of use, helpful; wholesome; good (for); health-giving (для здоровья); effective

быть полезным — (быть пригодным) suit; (быть выгодным) avail; (оказывать помощь) serve; be of use

членистоногие - arthropoda

2

Эта книга приглашает нас в путешествие по «малым» дорогам Америки, в поисках старомодной домашней еды, - таких специфически американских классических блюд, как пончики, гамбургеры, яблочный пирог, и таких местных блюд как лангусты в штате Мэн, рагу из кролика в штате Луизиана и нью-йоркские сосиски.

пончик - doughnut

лангуст ; spiny lobster, rock lobster

рагу - ragout; stew

сосиска - sausage, frankfurter

1й семестр. Контрольные вопросы для зачета:

Прочитайте текст и переведите его. Перескажите текст.

The Early Egyptians

For most of their writing the Egyptians used paper, which they made by taking the inner rind of a tall, thick reed that was common in the marshes. They fastened strips of this together, then gummed another layer right across this at right angles. On this they wrote with a brush that was simply a stick frayed out at the end. They used black ink usually, with red for special headings, as we do. So Egyptian scribes wrote down particulars of crops and cattle, of cargoes that came up the river, of the building of huge temples and tombs. Priests wrote prayers and magic spells. And one of the earliest uses to which writing was put was to make careful records of the kings and queens of Egypt. These rulers are divided into dynasties, a dynasty being a series of rulers descended from the same ancestors, and so having some family relationship to each other. These records tell us that at first there were two kings of Egypt, one ruling the Delta, the other the upper valley, but that about 3500 B.C. the king of the upper river conquered the other and the two kingdoms were henceforth united, the capital being Memphis, about twenty-five miles south of modern Cairo and on the other side of the river. About 3000 B.C. a powerful line of monarchs began to rule (Fourth and Fifth Dynasties), who built those mighty tombs for themselves which we call the Pyramids of Gizeh, a few miles south-west of Cairo. You can begin to have some idea of the power that these kings controlled when you learn that each side of the largest pyramid is two hundred and fifty yards long, that it is a hundred and sixty yards high, and that it is composed of two million three hundred thousand blocks of granite, each weighing on an average two and a half tons, yet accurately placed to the fraction of an inch. The head of the Sphinx is really a statue of one of these monarchs, for the Egyptian kings were fond of erecting colossal images of themselves. After about 2500 B.C. the kings were not so mighty, and local nobles and princes ruled their provinces pretty much as they pleased, so that the next three hundred years are sometimes called the Feudal Age of Egypt. Then about 2200 B.C. came another strong line of monarchs (Twelfth Dynasty), who brought the nobles to heel again, and whose reigns were long, peaceful and prosperous. They improved the control of the Nile waters by building great embankments, draining marshes and making careful observations and surveys of the river.

(The Ancient World (Classic Reprint) by I. Tenen. Forgotten Books, 2017)

The Early Babylonians

Judging from their sculptures, the Sumerians were a short, thick-set race. Their round heads and faces were shaven, and they wore a sort of thick woolen or sheepskin kilt and, in cold weather, a cloak. By careful drainage and irrigation they had turned the swamps of the river mouth into rich farm land, centering round well-built cities, each ruled by a king who was also the high priest. The cities were keen rivals, and there was endless war between them. In each town the most prominent feature was a tall temple-tower, close to but separate from the temple itself. These temple towers ("ziggurats" they called them) resembled the newer modern type of "skyscraper," being a series of cubes of decreasing size piled on top of one another. A number of flights of

stairs (or rather ramps) led up the outside of the tower to an altar near the top where the most solemn ceremonies took place. There is, no doubt, an echo of the building of some colossal ziggurat in the Bible story of the tower of Babel. The temple itself comprised a whole collection of buildings, apart from the actual place of worship. Remains of the first storey, showing one front and two side ramps. As clay was the only building material easily available, the cities of the Euphrates were built of soft, sun-baked brick. There was usually a large courtyard in front which acted as a public meeting-place, market and exchange. There would be the living-quarters of the priests, cells for pilgrims, places to store the produce from the large farms which every temple owned, and strong rooms for the deposit of gold and other valuables, for the priests acted as bankers. The city school was at the temple, too, the priests teaching boys and girls. Their system of writing was quite different from that of the Egyptians, though it began in the same way with picture signs.

(The Ancient World (Classic Reprint) by I. Tenen. Forgotten Books, 2017)

The Fall of Babylonia

After the reign of Hammurabi the glory of Babylonia declined. The Hittites (of whom we shall hear more later) began to raid from the north-west. More serious still, the Kassites, mountain tribes from the east who used horses, first raided, then in growing numbers settled in the land, and finally annexed it. So that Kassite kings ruled Babylon for six hundred years (1746-1169 B.C.). But it still remained the most important city of its period. It drew traffic from the Mediterranean and from the Far East, by land and by sea. And it was not merely the greatest city of merchants. Its central position in the ancient world and its high standard of civilisation made it the teacher of less developed nations. Its laws and its alphabet, its weights and measures, were adopted by the surrounding peoples. It is from the Babylonians that we get our divisions of time, for they put astronomy on a scientific basis. They divided the year up into a period of twelve moons, and they knew that this did not quite correspond to a year according to the sun, so they corrected their calendar accordingly. They divided the month into weeks of seven days, each seventh day being a "Sabattu" or day of rest, and the day they divided into twenty-four hours. They discovered the planets and named the days after them. They observed the twelve groups of stars through which the sun seems to pass in the course of the year, and so gave us "the signs of the Zodiac." It was they who divided the circle into three hundred and sixty degrees, and invented sun-dials and water-clocks. They used simple algebra. The Babylonians were greatly interested in forecasting the future, especially by studying the organs of sacrificed animals and by that special form of astronomy which we call astrology. Both these practices spread throughout the ancient world. They had a silly and dreary idea of the life after death, namely that people lay half awake and motionless in dust and gloom, and so they dreaded death. And now, till its glory revives again about eleven hundred years later,

we must leave Babylon and its ziggurats adorned with coloured tiles, its date palms and orchards, caravans and barges, its priests, gardeners, merchants and officials, and the shepherds and fishermen in their mud-and-reed huts by the Euphrates.

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Olympic Games

The admiration of the Greeks for bodily perfection is shown by the tremendous popularity of the great athletic festivals, especially the one held every four years at Olympia, in the north-west of the great peninsula that forms southern Greece. To win a first prize there was a sure way to become the hero of your city and a celebrity of Hellas. The Greeks reckoned their dates according to Olympiads, the first of which they estimated to have taken place as long ago as 776 B.C. according to our system. Thousands of visitors came, even from the most distant cities of Hellas, wending their way over dusty summer roads to camp or lodge near an out-of-the-way temple of Zeus, the greatest of the Greek gods. At this time more than any other, Greeks felt that they were all Hellenes and one nation, for warfare ceased once the sacred heralds came round to the cities to give notice of the games, as it was a religious festival too.

Competitors had to come early to Olympia, and after proving to the judges that they were of genuine Greek birth on both sides, they were put through a period of official "training." The games lasted five days and took place on a plain between two rivers, at the very foot of a thickly-wooded hill, watched by the wildly excited spectators from great embankments. The first day the chariot and horse races took place, very expensive forms of sport in which only the rich could afford to compete. Then in a separate enclosure, a little over two hundred yards long, were held various foot races. Our word stadium" is taken from the Greek word for this distance. For races of more than one lap there were posts at either end round which the competitors would have to turn. There was a two-lap "hoplites' race," to be run in full armour with shield. All contests were sharply watched by stern judges armed with long forked rods with which they did not hesitate to lash anyone who fouled or cheated, besides fining him heavily later. The other events were the long jump, throwing the discus, throwing the javelin, wrestling (three falls a win), and boxing (head blows only, with fists wrapped in leather straps). These five events were grouped together so that one could win a prize on the whole competition as well as in separate events.

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Greek Temples

Greek temples have been mentioned several times in this chapter. What of the gods and goddesses for whom they were built? Was the Greek religion worthy of the Greek spirit at its best? No, we must confess that it was not. The gods were thought of vaguely as living "in heaven," but sometimes visiting their most famous temples or other haunts such as certain mountains. It is obvious that their origin lies in the worship of various natural forces and the oldest arts. You may have heard their Latin names already, so we will give them after the Greek names. Zeus (Jupiter) was the god of the sky and the ruler of the other deities. His wife was Hera (Juno), the queen of heaven. Apollo was the god of the Sun, of music and of archery. His sister was Artemis (Diana), goddess of hunting. Poseidon (Neptune) was the god of the sea, Ares (Mars) the god of war, Hephaestus (Vulcan) the god of fire and metal work, Hermes (Mercury) was the heavenly messenger. Pluto was the god of the underworld, Athene (Minerva) was the goddess of wisdom, Aphrodite (Venus) of love and beauty, Demeter (Ceres) of corn. No doubt you have heard the story of how Persephone, Demeter's daughter, was carried off by Pluto to the underworld to be his queen. After a long search Demeter found her daughter and got permission from Pluto for Persephone to live with her for six months of each year. Learned men tell us that this story arose out of the wonder and gratitude of the ancient world at the mystery of the Seed, its disappearance into the ground and its reappearance as a plant months later.

Besides these, "heroes" were worshipped, mighty men of divine birth who wrought great deeds for the benefit of mankind. The best-known of these is Herakles (Hercules). And then there were nymphs and other spirits of the woodland, the river, mountain and sea, of whom one might suddenly catch a glimpse in some very lonely place before they vanished into a tree, a rock or a wave. The best that can be said of this side of Greek religion was that it was harmless, and that there was no cruelty or terror behind it. The worshipper prayed simply and made some kind of offering. In Greece, as throughout the ancient world, domestic animals and birds were killed as sacrifices to gods, because of a very old belief in the magic power of blood.

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Apollo

Whatever his origin, Apollo is the most characteristically Greek of all the gods in his developed form; and on account of the picturesque beauty with which Hellenic art and literature surrounded him, he is still widely familiar today, perhaps more than any other Olympian deity, as an embodiment of the Hellenic spirit. He embodies the Hellenic values of reason, harmony and moderation; he is the unerring prophet who knows the true and the right and the will of his father Zeus, revealing them to mortals, though often in enigmatic fashion, through his many oracles; he is a god of purification and healing, but also the archergod 'who strikes from afar' and inflicts plague and death with his arrows; he is the leader of the Muses and a patron of poetry and music,

particularly that of the lyre; and although agriculture is not one of his main concerns, he acts as a protector of flocks and herds. His developed type in art is well known; his is the ideal male figure which has reached its full growth, but still has all the suppleness and vigour of youth.

While all Greece worshipped him, and references to him are almost as numerous as to Zeus himself, his most famous shrines in Greece proper were Delphi on the mainland and the holy island of Delos; and he had many shrines in Asia Minor too. His cult was introduced to Rome at an early period by way of Etruria and the Greek colonies of Magna Graecia, the first temple being erected to him in 432 BC; he was honoured there under his Greek name, having no proper Italian equivalent or parallel.

There is no general agreement on the derivation of Apollo's name. The most interesting of the various etymologies that have been proposed is the one that links the name, in its early Dorian form Apellon, to the word *apella*, a Dorian expression for a sheepfold and thence for annual assemblies that were held by the Dorian peoples.

Taken from *The Routledge Handbook of Greek Mythology* by Robin Hard, London, 2004

2й семестр. Примерный тест на знание активной лексики.

I. Produce English equivalents for the following words and expressions:

зарождающаяся демократия; проводить избирательную реформу; укореняться в греческих полисах; решающий момент; священный остров; приносить клятву верности; в начале 470-х конце 460-х г.г. до н.э.; наносить удар кому-либо; уничтожить флот противника; разграбить; добыча; остров, богатый древесиной; направленный на расширение торговых интересов; прилегающая территория; выйти из Делосского союза; уступить кому-либо; потерять свои владения; судить по обвинению во взяточничестве и государственной измене; быть поставленным на карту; сдерживать процесс; междоусобица; вести переговоры о заключении пятилетнего перемирия; на выгодных условиях; ввергнуть Афины войну с персами; переходный момент; жребий брошен; разразиться; процветать; преследовать в судебном порядке; на основании того, что; внезапное начало войны; провоцировать.

II Suggest synonyms from the texts for the following words:

to overthrow; competition; to own; a messenger ;to withstand; to locate; to retreat; to accuse of; to seize; to disappear from political view; an uprising; to withdraw from the Delian League; enormous booty; adherents; a destructive plague; unmatched on land

III. Exercise your knowledge of the text to give short but exhaustive answers to the following questions:

1. Why did Themistocles go to live at Argos and then escape into Asia Minor?
2. What is the historic and political significance of the Salamis campaign?
3. Who was the forefather of the Delian League? What was the purpose of the new confederacy of the Greeks?
4. Why did Plutarch say: "No one did more to humble the Great King and deflate his ambitions than Cimon"?
5. What were Cimon's political aims and policy?
6. Why is it difficult to discover what happened during Pericles' reign?
7. What were the main causes of the Peloponnesian War?
8. Why does the author claim that neither side had any chance of winning the Peloponnesian War without external support?
9. How did Pericles develop democracy? What reforms did he carry out? What were they aimed at?

IV. Translate the sentences from Russian into English using the active vocabulary.

1. Афиняне одержали полную победу при Марафоне. К тому времени, когда подошла спартанская армия, персы были наголову разбиты и бежали с поля боя. 2. Саламинская битва, самая славная в истории морских битв эллинов, стала переломным моментом в войне с персами. 3. Павсаний был обвинен в подстрекательстве илотов к восстанию. До этого его обвинили в государственной измене, но он был оправдан. 4. Историческая достоверность данного источника проверяется. 5. Сократ никогда ничего не писал, а только беседовал с различными представителями афинского общества.

2й семестр. Примерная контрольная работа на знание активной лексики и грамматики.

1. Suggest the Russian for:

sufficient; evict; utensils; vagrant; pillage; bustling; obscurity; exterminate; awe; calamity; significance; riot; assume; clergy; investigation; sublime; predominance; worship; settlement; overstrain; hamper; accuse; reign; enormous; condemn; merely; persecute; monk; threaten; emergence; plunder; trumpet; infantry; successive; merit; appreciate; heir; latter; inevitable; trinket

2. Suggest the English for:

Временное правительство; средство; отречение от престола; иго; источник; переговоры; хаос; недовольство; ссылка; прекращение огня; подмастерье; храм; происхождение, источник; напряженный; напряженность; срочный; зрелый; божественный; ремесленник; приносить жертву; декан; колодец; выкуп; воздерживаться (от); князь; оставаться; напоминать; архитектор; сопротивляться; крестовый поход; крестоносец; иезуит; крестьянин; невежественный; Папа Римский; основывать; христианство; переписка.

3. Express the following in English:

1. Возможно, он тебя неправильно понял. 2. Я видел, как они шли по берегу реки. 3. Вам нет необходимости выполнять эту работу на этой неделе. 4. Мы бродили по городу 2 часа. 5. Их беседа была прервана телефонным звонком. 6. Он оказался известным археологом. 7. Полицейский спросил меня, когда были украдены деньги. 8. Эти картины написаны художником до того, как он приехал в Россию. 9. Я рассержусь, если ты еще раз задашь мне этот вопрос. 10. Он сообщил, что его визит был отложен.

2й семестр Примерная контрольная работа (тема 3.7. Видо-временная система английского глагола)

1. Put each verb in brackets into an appropriate verb form.

- a) This is my new car. What(you/think) of it?
- b) A: Who (to be) you?
B: What do you mean? I.....(live) here.
- c) I can't find the car keys. What.....(you/do) with them?
- d) Sorry I haven't fixed the plug. I.....(mean) to get round to it, but I just haven't found the time.
- e) What.....(you/do) on Saturdays?
- f) As soon as I.....(have) a look at the designs, I
.....(send) them to you. You'll get them by Friday.
- g) Whatever.....(happen), I

-(meet) you here in a week's time.
- h) By the time you.....(finish) getting ready, we
(miss) the train!
- i) Sally! I.....(not/expect) to see you here! What
(you/do) in New York?

2. Decide whether each underlined phrase is correct or not. If it's incorrect rewrite the phrase.

- a) Will you be seeing Rob Jones tomorrow? I wonder if you could give him a message from Sally Gordon?
- b) The steam engine is usually thought of as a relatively modern invention, but the Greeks had built a kind of steam engine in ancient times.....
- c) I felt rather worried. It was growing darker and colder, and there was still no sign of the rescue helicopter.....
- d) Don't worry! All we have to do is wait here until someone will find us.
- e) This meat is really tasting awful! Are you quite sure it was fresh?

3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

- a) It is thought that the escaped prisoner is back in custody.

been

The escaped prisoner isrecaptured.

- b) The wind was bending the young tree to the ground.

bent

The young tree.....to the ground in the wind.

- c) The police are interrogating Jim in connection with the break-in.

about

Jim is.....the break-in by the police.

d) I can't lift this table on my own.

won't

Unless I get.....to lift this table.

e) I won't stay in this job, not even for double the salary.

doubled

Even....., I won't stay in this job.

f) It's a pity you aren't going to Ann's party.

wish

I.....to Ann's party.

g) If you found the missing money, what would you do?

were

What would you do if.....gone missing?

h) They suspended Jackson for the next two matches.

banned

Jackson.....in the next two matches.

i) Please come this way, and I'll see if Mr Francis is in.

will

If.....I'll see if Mr Francis is in.

j) New drugs are being discovered which are helping the fight against this disease.

discovery

The fight against this disease.....new drugs.

4. Replace the Object Clause with the Complex Object.

1. We know that mathematics has become man's second language.

2. They expect that a variable will represent a number. 3. I heard that they were discussing the matter.

4. We expected that they would intensify the whole process.

5. Everybody knows that matter consists of small particles called atoms.

6. This question was too difficult, so that he could not answer it immediately!

5. *Translate the sentences from English into Russian:*

1. We expect the statement to be true.
2. We expect this solution to satisfy the given statement.
3. Teachers want their students to attend classes regularly.
4. For a book to be useful it must be studied carefully.
5. We know this magnitude to depend on pressure.
6. For the information to be precise you must verify it carefully.

6. *Complete the sentences using Complex Object.*

1. She wants you ...
2. We saw them... ;
3. He considered her..
4. Mary heard Tim...
5. Sarah watched her sister...
6. I noticed her.....
7. We never expected them ...
8. I'd like my friend ...
9. Mother wishes her daughter...
10. Father expected his son ...

7. *Complete each sentence with one appropriate word.*

- a) It's *ages*.....since I last had a good Chinese meal. b) Funnily enough I saw Bob quite.....at the sports club. c) I've loved you everthe first day I set eyes on you! d) How long.....was it that you lived in Inverness? e) I've.....to see anyone who can dance as well as Diana. f) Could you phone me the.....you arrive at the hotel so I don't worry? g) I promise to get everything ready.....eight o'clock at the latest. h) I told Sue I.....already

finished my essay. i) I'm sorry you've been waiting so long, but it will be some time Brian gets back. j) Just sit here, would you? The doctor will be with you.....

8. Translate from Russian into English

1. - Наконец мы прибыли в Лондон. Я так счастлив. Я всегда хотел посетить столицу Великобритании. 2. Темнеет. Я думаю, нам стоит поторопиться. 3. Около часа она сидела на скамейке, наблюдая за тем, что происходило во дворе. 4. Я знаю его хорошо. Я знаю его всю свою жизнь. 5. Какой размер джинсов ты носишь? Где ты обычно покупаешь их? 6. «Если ты расскажешь мне, что произошло с тобой, и не будешь скрывать ничего, я не накажу тебя», - сказала она младшему брату. 7. Посмотри! В нашем районе строят новое здание школы. 8. Аэропорт был закрыт, так как целую неделю шел сильный снег. 9. Экзамены приближаются, и я выучила почти весь материал. 10. Дом был построен в XVIII веке. Впервые я вижу такое красивое здание.

2й семестр. Примерная контрольная работа (тема 3.7. Видо-временная система английского глагола. Согласование времен. Прямая и косвенная речь.)

1. Change the sentences into reported speech according to the model

Model. *Miranda says, "I work for a small publishing house." — Miranda said (that) she worked for a small publishing house.*

1. I'm going to work in England next year. 2. I'm their marketing manager. 3. The company has opened an office in London. 4. Up till now I've been very successful in my career. 5. I've been chosen to run the new office in London. 6. I'm studying English in the evenings. 7. I don't have much time to enjoy myself. 8. I haven't had lunch with a friend for ages. 9. I hope my friends will come and visit me in London. 10. I went there last week with my secretary. 11. We didn't have much time for sightseeing. 12. I have to get back to work now.

2. You are being interviewed for a job and are asked the following questions. When you come back home, tell your parents what questions you were asked.

1. How old are you? 2. Where do you live? 3. What's your address? 4. What school did you go to? 5. When did you leave school? 6. Where are you working now? 7. Who are you working for? 8. How long have you been working? 9. Are you enjoying your present job? How big is your salary? 10. Why do you want to leave?

3. *Change the sentences into indirect speech. Use the following verbs :to ask; to beg; to advise; to warn; to order; to command; to invite; to offer; to recommend.*

1. Smile, and say Cheese! 2. Now then, darling, don't cry! 3. Never trust a stranger! 4. Freeze! Dismiss! 5. Never, never answer me back! 6. Don't let's stand here in the middle of the road. 7. Open your mouth wide and say R! 8. Don't cheat like a crook. 9. Don't pull the cat's tail! He may scratch you. 10. Make haste slowly, 11. Relax, it's not the end of the world. 12. Now don't get me wrong. 13. Never say "never". 14. Welcome to Jurassic Park!

4. *Translate from Russian into English:*

1. Туристы были очень удивлены. Никогда раньше они не видели такого количества людей. Но гид объяснил им, что это обычное явление в Гайд-Парке в хорошую погоду. 2. Они надеялись, что если мама поговорит с ним, то он изменит свое решение. 3. Он позвонил нам и сказал, что всю неделю идет дождь, но синоптики обещают хорошую погоду в начале следующей недели. 4. Отец посмотрел на мои ботинки и сказал, что это просто позор, потому что я не чистил их неделями. 5. Каролина сказала нам, что этот красивый комод был в ее семье более двух веков и что сейчас он очень ценный. 6. Мальчик сказал, что их путь лежал через лес. Снег перестал идти, сияло солнце. Они надеялись, что вскоре доберутся до станции. 7. Я столкнулся с Анжелой, когда проходил мимо банка. Мы не встречались с тех пор, как закончили университет. Она радостно поздоровалась со мной и сообщила, что только что открыла счет в этом банке. 8. Учительница объяснила шестилеткам, что земля круглая и что она вращается. Одна девочка очень удивилась и сообщила, что она всегда считала, что земля плоская. 9. У стены стоял старомодный шкаф, который видел лучшие времена (дни). Хозяйка объяснила, что он принадлежал ее прабабушке.

2й семестр. Контрольные вопросы для зачета:

Прочитайте текст и переведите его. Перескажите текст.

The Revolt of Ionia

Let us look more closely at the vast empire which the Persians had acquired within a generation. As we have said, it lasted for two hundred years, and it gave millions of people better government than the world had hitherto seen. It took one of the greatest conquerors in the history of the world, Alexander the Great, to overthrow it. It is therefore entitled to a certain amount of respect.

The subject races of the empire were expected to pay a certain sum in taxation each year, to send recruits to the army, and, of course, to recognise "the Great King" as their master. If they carried out these duties, they were left pretty much to themselves, though naturally the heads of the government in each province were Persians. The whole empire was divided into twenty natural districts. These were known as satrapies, and the governor, usually of noble birth, was called the satrap. There was nobody above him but the king himself. But he was helped (or, if too ambitious, hindered!) by a royal secretary, who read the king's orders before passing them to the satrap. There was also an inspector who went from province to province. His duties are explained by his title, "The King's Eye." The king had a luxurious pleasure palace at Persepolis in Persia. For the conquest of Lydia and Babylonia had put an end to the old Persian simplicity, when it had been enough for a young noble to learn how "to ride, shoot, and tell the truth." But a monarch who personally directed such an empire was an extremely busy man. So he was usually at the ancient Elamite capital, Susa. If it grew too hot there he would go up into the cool of the mountains at Ecbatana, the Median capital, and a cold winter would find him at Babylon. It would have been impossible for the king to move about so much and keep in touch with his satraps if the Persians had not developed the best means of communication that had yet been known. Good roads linked the far-flung provinces with Susa, along which were hostels about every thirteen miles. At each was a troop of mounted couriers ready to ride at any hour of the day or night with the king's despatches.

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The Cities of the Hellenes

We have already noticed how, somewhere round about 1200 BC., fierce tribes began to push slowly southwards and south-east down the Balkan peninsula and destroy or weaken the old civilised states near the east end of the Mediterranean. One large group or series of tribes, united by similarity of dialects, religion and race, after a very long and confused struggle, occupied not only what we now call the mainland of Greece, but also the islands of the Aegean and the west coast of Asia Minor. We must always bear in mind the two latter divisions also, because Greek life and the Greek spirit were just as vigorous there as on the mainland. In fact, for the earliest period of Greek history, they are the most important parts of "Greece." They were nearer to the old civilisations, and their flourishing Bronze Age cities, though captured and no doubt sacked, were not utterly destroyed. As had happened before in the Fertile Crescent, the tribes of fighting shepherds settled down in old-established cities. (The story of the siege of Troy by "Achaean" chieftains who now ruled the ancient cities of eastern Greece probably belongs to this period.) The northern invaders

and the old Aegean stock must have intermarried. And thus arose in time a new and fine race, whom we know as the ancient Greeks. They called themselves Hellenes, and when they thought of the Greek world as one, they called it Hellas. For Hellas never really became a single, united country, even in the last stages of its history, when it was conquered by great military empires. The Greek always thought of himself as an active citizen of some particular city-state, which was usually quite free and independent. He felt at times a certain kinship with the Greeks in other cities, but his supreme and, in fact, his only loyalty was to his own city. Its fate and government lay in his own and his fellow-citizens' hands. He might hate and fight another Greek city not many miles away more fiercely than he fought and hated the Persians. This strong and eternal jealousy between the Greek city-states, which affected the history of Hellas, was chiefly due to geography.

(The Ancient World (Classic Reprint) by I. Tenen. Forgotten Books, 2017)

The Persian Wars

It is high time now to return to the story of the revolt of the Ionian cities against their Persian overlords and the "tyrants" whom the latter supported. Not all the Greek cities of the Asian coast joined, by any means. There were actually just a few in the central district led by the proud city of Miletus. They appealed for help to the Hellenes of the mainland across the Aegean Sea. Only two cities answered their appeal, Athens, and Eretria, a small town on the inner coast of the large island of Euboea. They believed themselves to belong to the same great division of Greek tribes as the Ionians, and they sent twenty ships and some soldiers. The rebels marched inland to the rich and important city of Sardis, once the capital of the kingdom of Lydia. While they were there, the city was destroyed by fire. The Athenians then returned home (498 B.C.). Although the rebel Ionians were not backed by the cities of Greece, they held out for five years, until at last Miletus was captured. Even then the Persians were wise enough not to restore the tyrants in Ionia. But that was not the end of it. After he heard of the burning of Sardis, king Darius ordered a slave to say to him three times whenever he dined, "Sire, remember the Athenians." Apart from his keen desire to punish the impudent intruders, Darius had made up his mind that the Persian empire would not be safe at its western end unless it included Greece. So he tightened his grip on the big half-Greek provinces of Thrace and Macedon and sent a large army along their coasts which was to turn south and conquer Greece, while a fleet was to keep pace with it and supply it with stores. The fleet was wrecked off the dangerous promontory of Mount Athos,

one of the three prongs sticking out of the northern coast, and this expedition was abandoned (492 B.C.). In 490 the Persians decided to try again. Heralds were sent round to all the cities in Greece to demand "earth and water," the Persian symbols of submission, and in most cases they got it. But Athens and Sparta refused.

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After the Persian Wars

The war had lasted so long that, when it was over, many Greeks could not settle down again, and became professional soldiers, willing to fight for anyone who would pay them. The most famous exploit of these wandering soldiers of fortune was the Retreat of the Ten Thousand, led by an Athenian officer, Xenophon. Those of you who learn Greek later are fairly sure to read his book about "The Great Trek." Cyrus, the brother of the king of Persia, thought that he himself would make a better ruler. So he hired a large army to drive his brother from the throne, and the backbone of this army was ten thousand hoplites from the various cities of Greece. A battle took place near the river Euphrates about twenty miles north of Babylon, and though the king's army was defeated, Cyrus was slain. The satrap asked the leaders of the Greeks to meet him and discuss terms of peace. They agreed, and were all massacred. Well might the Ten Thousand feel nervous, in the heart of the Persian empire, without leaders or any idea of what they were to do next. Then Xenophon, who was serving as an ordinary soldier, felt that, as a man of education and intelligence, he ought to undertake the responsibility of getting the men out of this unpleasant situation. He decided not to march back westwards because there would have been many Persian garrisons to deal with. So he took them north, first across the hot, sandy wastes by the Tigris, then up past the ruins of Nineveh through the heights where the Tigris and Euphrates have their sources, into the snow and ice of the Armenian mountains in winter, harassed by fierce mountain tribes who ambushed them in narrow passes and dropped great boulders on them. At last they climbed a hill, and the first men on top raised a glad cry, "Thalassa," "the Sea." Though it was the Black Sea, they were soon in a Greek port, Trebizond, and that was all they asked (400 B.C.). Of course, for a time, the Spartans were popular, and no one

could or wanted to dispute their claim to be the masters of Greece. The Athenians had lost their empire but had not lost that which made them really great, and some of their finest thinkers and artists flourished after 400 B.C.

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Alexander the Great

Alexander was a handsome, athletic young man of twenty when he succeeded his father, and he had already shown, helping his father, that he was a splendid soldier. But the Macedonians and Greeks would not believe he was just as much their master as his father had been. Revolts broke out everywhere, encouraged by Thebes. He promptly suppressed them, and a second conference at Corinth meekly invited him to lead the Greeks against the Persians. Then he disappeared far up north beyond the Danube, no doubt to make sure the tribes there did not attack Macedon in his absence. Thebes again revolted. He came back and just blotted the city out, enslaving those inhabitants who were not massacred. And Thebes was not the only city he caused to disappear from the face of the earth.

In 334 B.C. he crossed the Hellespont with about thirty thousand infantry, of whom twelve thousand were Macedonians, and five thousand heavy cavalry (Thessalians and Macedonians), as well as his siege-train. He soon met the first Persian army at the river Granicus and completely defeated it. There was little to stop him now in Asia Minor and he moved south-east across it. At the temple of Gordium they showed him a chariot to the pole of which the yoke was fastened by a complicated knot. There was a prophecy that whoever undid it would be the master of Asia. After fumbling about with it in vain, he drew his sword and cut it, and so gave us the proverbial phrase.

At the south-eastern corner of Asia Minor, where it joins Syria, another large Persian army tried to bar his way at Issus, led by the king himself, Darius

III. It was utterly defeated (333 B.C.), and Darius fled to Susa, leaving his mother, wife and children at Alexander's mercy. He treated them kindly. Rejecting Darius's offer of all west of the Euphrates, he swung south into Syria, and met with no opposition except from the Phoenician city of Tyre. It was on an island about a mile from the coast, and, relying on its sea-power, had made its own terms with previous conquerors and proposed to do the same now. Here was a chance for Alexander's engineers to show what they could do.

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Rome under the Caesars

Octavian was descended from a middle-class Italian family, and held the moderate views to be expected from such an origin. He did not altogether agree with his uncle's drastic changes. It seemed wrong to him to have men from the provinces sitting in the Senate, and for officers of humble birth, and ex-slaves, to be given important government posts, however clever they might be. He was a much more cautious man than Caesar, and preferred to pretend that he was being allowed to hold several magistracies for a period of emergency, at the end of which the Roman Senate and People would be restored to their full authority.

Of course this never did happen. There was a Senate and there were consuls for centuries, but they were appointed by the emperors as a compliment and had no real power. One emperor made his horse a consul! The real power always rested with the man whom the army hailed as "Imperator," a title they had long used whenever their general won a great victory. Before long this power was so utterly and terribly beyond control and dispute, that what had recently been the proudest aristocracy in the world cringed like slaves before the frown of the man whom chance had clothed in the royal purple. A curt note from the emperor was enough to make a person even of high position kill himself promptly and without complaint, lest his family should suffer too. There was not much point in keeping the soldiers waiting who brought the dreaded message.

But at first Augustus (as he was called after 27 B.C.) made a show of sharing the rule of Rome and the empire with the Senate. And he took care to keep the rabble of Rome in a good temper, for, next to the army, the emperor's position depended on them. The Senate was allowed to govern the older and more settled provinces, while Augustus took charge of those on the long frontier. By far the biggest problem that the emperors had to face was how to bring that frontier up to mountains and rivers that could easily be defended. On the other side of that boundary were millions of tribesmen of many races, who grew more and more restless. In the end their terrific pressure broke the barriers and they swept over the empire like a mighty reservoir that has burst the dams.

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3й семестр. Примерная контрольная работа (тема 3.9. Модальные глаголы)

1. Make the following sentences negative

1. Mr. Bucket has to support his elderly parents.
2. We'll have to admit that she is right.
3. They had to turn to a private detective.
4. Michael has to read a lot for tomorrow's exam.
5. These contracts have to be filed.

2 Make the following sentences interrogative

1. Whether they like it or not they will have to do it. 2. Everybody has to be very careful with this device. 3. She had to study hard last semester. 4. I shall have to go out and greet the guests. 5. Again I have to have tinned food for dinner!

3. Complete the sentences with the correct form of the verb have (to)

1. The car broke down so I ... go by bus. 2. We arrived too early so we ... wait. 3. Nobody likes it when he ... get up early in the morning. 4. The building ... be demolished. It's not safe. 5. My passport was out of date so I... renew it. 6. If weather conditions get any worse, the climbers ... give up. 7. The manager told me I... reduce my lunch breaks. 8. If you broke it, you ... pay for it. 9. The old man told me he ... work very hard when he was my age. 10. ... the Queen ... tell a black lie?

4. Complete the sentences with mustn't, needn't, don't (doesn't) have (to).

1. You ... pay. It's free. 2. You ... forget to call me. 3. You ... shout. I'm not deaf. 4. You ... hurry. There's plenty of time. 5. You ... drop it. It's very fragile. 6. You ... accept a lift from a stranger. 7. Service is included. You ... leave a tip. 8. You ... stroke the dog because it bites. 9. Tomorrow's Sunday so she ... get up early. 10. The old man retired so he ... work anymore. 11. You ... read in the dark. You'll strain your eyes. 12. You ... worry. All is going to be fine. 13. When you're driving you ... take your eyes off the road. 14. You ... cheat or you'll be disqualified.

5. Insert can (not), could (not), be able to

1. ... you tell me the time, please? 2. No more for me thanks. I ... eat another thing. 3. Who is that outside? It... be the policeman — he has already been here. 4. I... open the drawer in my desk as it was stuck. 5. You ... make an omelet without breaking eggs. 6. We loved the cake. ... you give us the recipe for it? 7. Mr. Marshall is busy this week, but he ... see you next week. 8. It ... be 12 o'clock already! 9. We told him he ... leave whenever he wanted to. 10. I'll get a car of my own as soon as I... drive. 11. Interpreters ... translate without thinking. 12. Sometimes gossiping ... be a real pleasure. 13. Angela ... speak French when she was four, she ... do it now and she ... speak it perfectly in some years.

6. Insert the verbs can, could, may, might, should, would.

... you be prosperous and happy! 2. I trust that your fears ... not be realized. 3. In my perplexity I appealed to my guide to know what I ... do. 4. A good general makes every preparation against defeat, ... such a contingency arise. 5. It makes my blood boil to think that such cruelties ... go on around us. 6. ... such circumstances arise, I shall take steps to deal with them. 7. Whatever ... have happened, the result *is* the same. 8. Who can say what... have happened, had not the accident been averted? 9. Some of these rocks ... perhaps have been deposited by passing icebergs. 10. He was so indifferent to public opinion that he did not care what the papers ... say. 11. I... support your enterprise, but I am not yet convinced that it deserves it. 12. With a little encouragement, he ... do wonders, 18. I am not likely to be moved by anything you ... say; I judge by results. 14. Let him show what he has done; then we ... perhaps believe his words. 15. We hope that Your Majesty ... long rule over us, and that your reign ... be as glorious as those of your predecessors.

7. Translate into English.

1. Вы должны следовать инструкции и ни в коем случае не должны нажимать на эту кнопку. 2. Он, должно быть, очень силен. 3. Ты не должна приходить домой так поздно. 4. Марина, по всей видимости, ждет нас у клуба. 5. Нужно ли связаться с агентством сегодня же? — Нет, не нужно. Но нужно сделать это завтра. 6. Вам нужно уходить. Вы, должно быть, устали. 7. Сегодня Александру необходимо поехать в центр города, потому что у него там деловая встреча. 8. Наконец-то она купила себе машину, и теперь ей не приходится пользоваться автобусом. 9. Если вы хотите получить хорошее образование, то нужно много заниматься. 10. Я не могу пойти с вами на вечер, мне придется посидеть с младшей сестренкой. 11 — Вам никогда не приходится ездить в командировки, не так ли? — Бывает иногда. 12. Она никогда не может прийти вовремя. 13. Они были счастливы, что сумели помочь друзьям. 14. Не может быть, чтобы он был такой жестокий! Не мог он этого сделать! 15. Не может быть, чтобы редактор не заметила этой ошибки. 16. Неужели вы его неправильно поняли? Ведь он так четко все объяснил. 17. Ну что я могу сказать? Правилам нужно подчиняться. 18. — Можно взглянуть на этот документ, инспектор? — Боюсь, что пока нет. 19. Он уверил нас, что мы можем прийти в любой удобный для нас день. 20. Вы, возможно, приняли меня за сестру. Мы близнецы. 21. Я был уверен, что могут появиться другие проблемы. 22. Ребенок поинтересовался, можно ли ему посмотреть еще два мультика.

8. Translate from English into Russian:

1. The conference was to take place in London. 2. Where are these books to be had? 3. You must have heard of him. He is one of the most outstanding historians in Britain. 4. He must have forgotten my address. 5. This must be the book you were telling me about. 6. This unpleasant meeting is not to be avoided. 7. He may have forgotten about it. 8. Nobody was to be seen at the station. 9. You should have been born a hundred years ago. 10. He drew the plan of the building more skillfully than anyone else could have done it. 11. If, in the sixty years after 1789, England was to have a revolution on the French model, most Englishmen believed that it would begin in Manchester. 12. The slave-owners in Puerto-Rico were to render a monthly report of the number of slaves who fled to the mountains. 13. It is also to be noted that in the inscriptions and written documents of this period we frequently find in one country forms and words that were later to become distinctive of the other sections. 14. Near the wall we unearthed building foundations on 12 sites, discoveries of which led to much discussion among our members. Some of us believe that the foundations uncovered may be the remains of those palaces, but this will have to be further substantiated. 15. Henry VIII (1509—1547) was the first king since Henry V who did not have to fight a battle to win or keep his throne. 16. Alfred the Great himself, when over forty years of age, learned the Latin tongue in order that he might translate into English works which he thought would be of benefit to his people.

3й семестр. Примерная контрольная работа

1. Read the text with a dictionary

MEDIEVAL HISTORY

After the collapse of Canute's empire the Normans turned their gaze on England. Its wealth, so much superior to that of Normandy, seemed a standing invitation. They viewed its easy-going and rather sentimental provincials with a contempt they hardly tried to conceal: the words pride and proud first entered the English language to describe the arrogance of the Normans to whom the Confessor granted estates and bishoprics. As he had so conveniently refrained from giving his kingdom an heir, his great-nephew, the young Duke of Normandy, formed the idea of claiming it for himself. He even succeeded in persuading his uncle to promise it though it was not by English law to promise. The chief obstacle in the Duke's way was Godwin's eldest surviving son, Harold, earl of Wessex, brother to the queen and leader of the English and anti-Norman party at Edward's court. In

1064 Harold was shipwrecked in Normandy, and William – a great believer, like all Normans, in God's strict sense of legalism – used the opportunity to make his unwilling guest swear to be his liege and help him obtain the English crown. To make doubly sure of divine intervention he concealed some sacred relics under the cloth of the table on which the Englishman swore. The Duke of Normandy was not the only European ruler impatiently awaiting the Confessor's death. The Norse king, Harald Hardrada the Stern, engaged till now in the civil wars of Scandinavia, was also ready to claim his kinsman, Canute's crown. He possessed the finest fleet in Europe, while that of England, which Canute had kept to guard her and which Edward in earlier days had taken to sea on rumours of a Danish invasion, had been disbanded. Harold Godwinson's traitor brother, Tostig, the exiled earl of Northumbria, was known to be seeking Hardrada's aid. Their vultures' coalition boded ill for England. On January 5th 1066, a few days after the consecration of his abbey church at Westminster, the gentle Confessor died and was buried in the minster he had built. Next day, without awaiting their northern colleagues, the lords and prelates of the Wessex Witan met in the Godwin stronghold of London. Ignoring the claims of Norman duke, Norwegian king and the young atheling grandson of Edmund Ironside – the last survivor of the ancient line, whom Edward had recently invited to England – they elected Harold Godwinson as king.

TASK I. Answer the following questions.

1. What were the causes of the eleventh-century invasions of England? 2. Was Harold Godwinson considered to be a lawful heir to the throne of England? 3. What aims did Harald Hardrada pursue? 4. Who joined Hardrada in his venture? 5. What happened to Harold, earl of Wessex, in 1064? 6. Why did William of Normandy conceal some sacred relics under the cloth of the table on which Harold swore?

TASK II. Supply English equivalents from the text for the following words and phrases.

1. добродушно-веселый, покладистый, беззаботный, с ленцой; 2. потрепанная дружина; 3. предать, изменить; 4. постоянное приглашение; 5. высокомерие, надменность, заносчивость, самонадеянность; 6. беспокойная страна; 7. произвести неизгладимое впечатление; 8. приказывать, велеть; 9. основное препятствие на чем-либо пути; 10. твердо решиться сделать что-либо; 11. быть застигнутым врасплох; 12. бросить якорь, встать на якорь; 13. законный король.

TASK III. Give Russian equivalents for the following words and phrases from the text.

1. armoured knight; 2. liege; 3. tenant; 4. crusader; 5. battle-axe; 6. sword; 7. spear; 8. stirrup; 9. bishopric; 10. man-at-arms

TASK IV. Match the words in column A to the words similar or close in meaning under B.

- | | |
|----------------|--|
| 1. impetuous | a) severe, stringent, tough, grim, austere, dour |
| 2. bold | b) precise, exact, accurate, careful, meticulous, rigorous |
| 3. arrogance | c) the crop that is gathered in |
| 4. stronghold | d) pillage, loot, raid, ransack |
| 5. hostage | e) run, jog, scuttle, scurry |
| 6. gale | f) bet, wager, gamble |
| 7. gaze | g) fearsome, awesome, alarming |
| 8. persuade | h) hurdle, impediment, hindrance, snag, catch, hitch |
| 9. conceal | i) blast, storm, tempest, hurricane |
| 10. prudent | j) impulsive, rash, reckless |
| 11. bless | k) gape, fixed look, scrutiny |
| 12. turmoil | l) haughtiness, conceit, self-importance |
| 13. plunder | m) prevail on, talk into, coax, convince |
| 14. trot | n) keep secret, hide, disguise, mask, veil |
| 15. stumble | o) confusion, upheaval, turbulence, disorder |
| 16. stalk | p) lose one's balance, slip |
| 17. stake | q) obtain, acquire, gain, get |
| 18. secure | r) captive, prisoner, detainee |
| 19. stern | s) daring, brave, courageous, valiant |
| 20. strict | t) trail, follow, shadow, track, go after, hunt |
| 21. obstacle | u) fortress, citadel, bastion |
| 22. formidable | v) wise, sensible, shrewd |
| 23. harvest | w) consecrate, sanctify; consent to, endorse |

TASK V. Explain the difference in meaning or usage of the following groups of words.

1. to glint – to glisten – to flash
2. to plunder – to ravage

3. to withdraw – to vanish
4. strict – stern
5. divine – sacred
6. to harass – to harry

TASK VI. Fill in the gaps to achieve word combinations from the text.

Attribute(s) + Noun(s)

1. a _____ invitation
2. _____ provincials
3. God's _____ sense of legalism
4. _____ relics
5. the _____ earl of Northumbria

Verb + Noun(s)

1. to conceal _____
2. to describe the _____ of the Normans
3. to _____ an oath
4. to wage _____
5. to _____ a chance of fighting and plundering

Verb + Adverb

1. to _____ await the Confessor's death
2. to _____ ill for England
3. to _____ increase one's domains
4. to drive _____ up the northern road
5. to be caught _____ unprepared

TASK VII. Fill in the missing prepositions or adverbial particles where required.

1. to take the fleet _____ sea _____ rumours _____ a Danish invasion
2. the chief obstacle _____ the Dukes way
3. the anti-Norman party _____ Edward's court
4. to seek _____ Hardrada's aid
5. to call _____ volunteers _____ all the Frankish lands to share _____ his venture

TASK VIII. Render the text in English.

4й семестр. Примерная контрольная работа (тема 3.12. Неличные формы глагола. Причастие)

1. Underline the correct answer A, B, C or D to fill in the spaces.

1. I saw a woman in the corner on her own so I went over to have a chat.

- A. stand B. to stand C. who stands D. standing

2. She was lying in the middle of the road, for help

- A. she was crying B. she cried C. crying D. and she crying

3. He just sits around all day, nothing.

- A. doing B. to doing. C. to do D. is doing

4. that I wouldn't pass the exam, I didn't bother to take it.

- A. I know B. Knowing C. I knew D. I knowing

5. our meal, we had a cup of coffee.

- A. Finished B. We have finished C. Having finished D. Have finished

2. Combine the following pairs of sentences into one, making the necessary changes.

6. Bill was listening to the lecture. He fell asleep.

.....

7. She was training to be a nurse. She lived in London for a year.

.....

8. The students waited at the desks. They felt nervous.

.....

9. The teacher gave out the questions. She told the students not to open the booklet.

.....

10. The students opened the test booklets. They looked anxiously for the easier questions.

.....

11. He wrote her a letter. He had tried phoning her several times.

.....

12. I had received an invitation. I felt I had to go to the party.

.....

13. He couldn't understand the message. He hadn't learnt any Japanese.

.....

14. After he had picked up his luggage, he went to look for a taxi.

.....
15. Maria handed in her script. She had answered all the questions.

.....
16. I got home. I was feeling very tired.

.....
17. She was sitting in an armchair. She was reading a book.

.....
18. Jim was playing tennis. He hurt his arm.

.....
19. We bought our tickets. Then we went into the theatre.

.....
20. She is a foreigner. So she needs a visa to stay in this country.

.....
21. I didn't know his address. So I couldn't contact him.

.....
22. He has travelled a lot. So he knows a lot about other countries.

.....
3. Re-write the sentences, using the information in brackets to make a Participle -clause.

23. At the end of the street there is a path, (the path leads to the river)

.....
24. Some paintings were stolen from the place, (they belong to the Queen).
.....

25. When I was walking home, there was a man (he was following me)

.....
26. Most of the suggestions were not very practical, (they were made at the meeting)

.....
27. The paintings haven't been found yet, (they were stolen from the museum)

.....
28. The man was taken to hospital, (he was injured in the accident)
.....

4. Complete these sentences. Use one of the following verbs in the correct form:

run, explode, slam, cry, collide, open, tell, crawl, climb.

29. We listened to the old man his story from beginning to end. 30. Listen! Can you hear a child?
31. Did anybody see the two cars? 32. We watched the two men across the garden,
..... a window and through it into the house. 33. Everybody heard the bomb It was a
tremendous noise. 34. Oh! I can feel something up my leg. It must be an insect. 35. I heard someone
the door in the middle of the night. It woke me up.

5. Complete these sentences with the following verbs. Each time you have to put the verb in the correct form:

blow, call, invite, live, offer, post, read, ring, sit, study, wait, work.

36. I was woken up by a bell 37. None of the people to the party can come.
 38. Tom has got a brother in a bank in London and a sister economics at university in Glasgow. 39. Somebody Jack phoned while you were out. 40. All letters today should arrive tomorrow.
 41. When I entered the waiting-room there was nobody except for a young man by the window a magazine. 42. A few days after the interview, I received a letter me the job.
 43. There was a tree down in the storm last night. 44. Sometimes life must be very unpleasant for people near airports.

6. Fill in each space in the following text, using an appropriate Past or Present Participle of the verbs given in the box.

You will need to use one of the verbs twice:

come, build, hold, make, break, follow, talk, carry, look, hide, begin, haunt, know, wear, wait, stare, get, have.

THE HAUNTED HOUSE

Just after midnight, Julian and Anne, with Tommy the dog, arrived at the (45) house, having first (46) sure that no one would notice their absence. The house, (47) in the seventeenth century, had been abandoned for several years and the (48) windows stood (49) like the eyes of a frightened ghost. Julian, (50) by Anne and Tommy, took out his torch and pointed it towards the fence, (51) for the gap which they had (52) a few days earlier. But how had their latest adventure (53)? Julian had been sitting in a cafe (54) a drink when he overheard some men (55) about hiding the "stuff" in the haunted house till things had quietened down. (56) that the police were looking for drug traffickers in the area, Julian had followed the men to their car, (57) sure to take down the number. Julian, Anne and Tommy the dog spent the next few evenings at the house, (58) in one of the old stables next to the house, (59) patiently for the arrival of the criminals. At last, their efforts were rewarded. They saw the lights of a car (60) closer. When the car stopped, a man got out, (61) what seemed to be a large parcel. A few seconds later they saw another figure (62) out of the car, (63) a long black overcoat and (64) something in his hand that, in the darkness, looked like a gun.

7. Translate from English into Russian:

1. The evidence seems to show that urban life, as understood by the Romans, disappeared; the decay of the towns now became complete. 2. Future investigations may throw more light on this subject, at present involved in doubt and mystery. 3. After we have defined our terms we may next proceed to a discussion of the processes involved. 4. Deprived of their leaders, the English became disorganized. 5. Given certain conditions, such work could be done by everybody. 6. She heard him coming up the stairs slowly, as if he were carrying something heavy. 7. I heard my work discussed. 8. When shown to the experts the manuscript aroused great interest. 9. If translated into European languages this historical work may prove helpful both to historians and ethnographers. 10. Even Herodotus and Plato, far removed as they are from us in point of time, are immeasurably nearer to Modern Englishmen in all their ideas, sentiments, and moral standards, than the Japanese of fifty years ago. 11. He considered these finds as belonging to the 2d millennium. 12. These tribes supported themselves by hunting, elk being obviously the most valuable game: it provided meat, skin and bones. 13. With the Romans gone, Britain became a prey to invasion from all sides. 14. The caliph did not like his new palace: he had the building pulled down and rebuilt. 15. The Chartist movement is generally recognized as occupying an important place not only in Britain but also in international history.

4й семестр. Итоговая контрольная работа по грамматике

INFINITIVE AND GERUND

I. Complete each sentence, using an infinitive or a gerund, in such a way that it is as similar as possible in meaning to the sentence above it.

1. You were supposed to do your homework before you went out.

Your homework _____

2. She had taken the time to help me and I wanted to help her for that.

I wanted _____

3. They hadn't been told about the changes and complained about it.

They complained about _____

4. It's sometimes hard to find a place to park.

- A place to park_____
5. Is keeping all these old files really necessary?
Is it really necessary_____
6. He shouldn't buy a new car now.
It would be a mistake for_____
7. Amy was beaten by a dog when she was very young and she still remembers it.
Amy still remembers_____
8. The boy said that he hadn't done anything wrong.
The boy denied_____

REPORTING

II. Complete each sentence using indirect speech in such a way that it is as similar as possible in meaning to the sentence above it.

1. 'Mr Brody, there is something wrong with the lights'.
I mentioned_____
2. 'Julia, you and your friends have to tidy up after the party'.
I reminded_____
3. 'Don't touch any of the wires'.
He warned_____
4. 'I didn't do anything wrong'.
He denied_____
5. 'I am not guilty!' called out one of the defendants.
One_____
6. It really surprised us when she said she'd been adopted.
Her statement_____
7. The student's argument is that the cost of tuition has increased too much and I agree.
I agree_____
8. He claimed, 'I'm not a thief!', but no one believed him.

- No one believed his _____
9. Professor to her students: 'Please do not eat or drink during lectures'.
The professor asked _____
10. Guard to the prisoner: 'Stand up when the judge comes in'.
The guard ordered _____
11. Worker to his boss: 'Can I leave early on Friday?'
The worker asked _____
12. Scott's mother to Scott: 'You should apply to several universities'.
Scott's mother recommended _____
13. 'I will buy the flowers myself'.
Mrs Dalloway said _____
14. 'Henry, did you leave your keys in the door?'
She asked _____
15. An announcement was made that the strike was over.
There was _____
16. 'I shall return tomorrow'.
His only comment _____
17. It surprised us that he said, 'I won't do it'.
His statement that _____
18. I remember one time when my aunt said to me, 'Don't talk with your mouth full'.
I remember one time when my aunt told _____

PASSIVE VOICE

III. Complete each sentence with a passive so that it has a similar meaning to the one above.

1. You can't see the house from the street.

The house _____

2. 'They won't correct your papers before Friday'.

He said our papers _____

3. Someone must have taken the towels out of the dryer.

The towels _____

4. Nobody's going to steal your books from this room.

Your books _____

5. People were telling me what to do all the time and I didn't enjoy it.

I didn't enjoy _____

6. 'They didn't build Rome in a day'.

There is a saying that Rome _____

7. They have collected the tests and checked the answers.

The tests _____

8. A bee sting is more likely to cause death these days than a snake bite.

Death _____

9. It was reported that there were serious problems with the new design.

There _____

10. No one gave us instructions or showed us what to do.

We _____

IV. Complete each sentence in such a way that it is as similar as possible in meaning to the sentence above it.

1. We thought they organized the event well and we were all excited by it.

Everyone thought the event _____

2. You will get there quicker if you leave here earlier.

The earlier _____

3. Mark is a good cook, but David is a better cook.

Mark is not as _____

4. Do you have any scarves? I'm looking for one that is woolen, green and fairly long.

I'm looking for a _____

5. This building will be closed for renovation from the beginning to the end of August.

During _____

6. What else did you do in addition to shopping when you were in Rome?

Besides _____

7. Haven't you eaten anything else today besides the apple I gave you earlier ?

Apart _____

8. We won't be able to do much unless we get financial support.

Without _____

9. Betty is derived from the name Elizabeth.

Elizabeth is the name _____

10. Her parents were born in India.

India is _____

11. I like Hemingway's short stories best.

Hemingway is the author _____

12. Her parents will never like me, no matter what I do.

Whatever _____

13. He talked about humanism during the first lecture.

I was at the first lecture, _____

V. Complete each sentence with an unreal conditional using information from the sentences above it.

1. I don't have extra pens. I won't give you one.

If _____

2. I don't know Jason's phone number. I can't tell him what happened.

If _____

3. She didn't prepare for the test. She didn't pass.

If _____

4. You didn't warn us about the bad weather. I didn't bring a raincoat.

If _____

5. I'm not in your situation. I'll start looking for another job.

If _____

VI. Complete each sentence in such a way that it is as similar as possible to the sentence above it.

1. We'll have to leave without your friend if she doesn't come soon.

Unless _____

2. We are going to start playing if Andy's ready or if he is not ready.

Whether _____

3. If you aren't a registered student, they won't let you take books out of the library.

They'll only _____

4. Our team played really well, but we didn't win the game.

Even _____

5. The party is not likely to happen because no one is willing to help.

Unless _____

6. She didn't escape injury; she wasn't wearing a crash helmet.

If only _____

7. I still loved her despite the fact that she could be very difficult.

Even though _____

8. We're leaving tomorrow if you like the idea or if you don't like the idea.

Whether _____

9. I arrived late; the traffic was so bad.

I'm sorry, but if _____

10. All the banks will be closed on Monday. It's a holiday.

As _____

11. She has had to use crutches. She had an operation on her foot.

Since _____

12. We are all together today. We should decide on a date for the Christmas party.

While _____

13. I wonder what he'll do next. He has finished his exams.

Now that _____

14. You should plan to leave early tomorrow. You'll avoid traffic jams on the way to the airport.

In order to _____

15. We had to account for every penny we spent so that no money would be wasted.

In order that _____

16. There must be a good source of light or plants won't grow indoors.

In order for _____

17. We waited a few minutes until the rain stopped. We didn't want to get wet.

So as _____

18. I disagree with his point of view, but I understand why he thinks that way.

Although _____

19. Jack is still unemployed in spite of applying for about a dozen different jobs.

Though _____

20. While most people agreed that the car was a bargain, none of them wanted to buy it.

Even _____

21. Though it seems unlikely, the children may not want to go to the zoo on Sunday.

Unlikely _____

22. The old people didn't have very much money, but they were very generous.

Despite _____

23. It was late and I was exhausted, so I went straight to bed.

Because _____

24. There will have to be a change in his attitude or he won't continue to work here.

In order for _____

25. From the way he talked, I thought he owned the restaurant.

He talked _____

4й семестр. Контрольные вопросы для экзамена

Устный экзамен состоит из четырех заданий:

1. Чтение, перевод текста со словарем, пересказ прочитанного исторического или страноведческого текста.
Объем текста 1800 п.зн. Время подготовки – 45 минут.
2. Перевод без словаря фраз, включающих изученный лексико-грамматический материал, с иностранного языка на русский (историческая и общекультурная тематика). Задание выполняется без подготовки.
3. Устное реферирование текста (без словаря) общественно-политического, исторического или страноведческого текста.
Объем текста 1500 п.зн. . Время подготовки – 10 минут.
4. Беседа по пройденным темам (без подготовки).

Задание №1

The Later Middle Ages (1290-1485)

To those who lived at the time, and to many historians since, the fourteenth and fifteenth centuries seemed a dangerous, turbulent, and decadent age. England's civil and foreign wars—especially those in Scotland, France, and the Low Countries—lasted longer, extended further afield, cost more, and involved larger numbers of men than any it had fought since the Viking Age. Within the British Isles, Welshmen were distrusted by the English, despite Edward I's conquests; uprisings culminating in Owain Glyndwr's rebellion (from 1400) seemed to justify this distrust and recall prophecies that foretold of the expulsion of the English from Wales. Celtic prejudice against Englishmen flourished with all the bitterness and resentment of which the defeated or oppressed were capable: “The tyranny and cruelty of the English”, claimed a Scot in 1442, “are notorious throughout the world, as manifestly appears in their usurpations against the French, Scots, Welsh, Irish and neighboring lands”. Famine, disease, and (from 1348) plague drastically reduced England's population by the early fifteenth century, perhaps by as much as a half, and this severely disrupted English society. Towards the end of the fifteenth century, French statesmen were noting with disapproval Englishmen's habit of deposing and murdering their kings and the children of kings (as happened in 1327, 1399, 1461, 1471, 1483, and 1485) with a regularity unmatched anywhere else in Western Europe. Spiritual uncertainty and

the spread of heresy led the choleric Chancellor of Oxford University, Dr Thomas Gascoigne, to conclude that the English Church of his day was decayed, and its bishops and clergy failing in their duty. One popular poet, writing about 1389, thought that this seemingly decadent age was all too appropriately reflected in the extravagant and indecent fashion for padded shoulders, tightly-drawn waistbands, close-fitting hose, and long pointed shoes. There are, of course, dangers in taking contemporaries at their own estimation, particularly if they lived at times of special tension or turmoil.

(The History of Medieval Europe by Keen, Maurice/ Penguin Books, 1991)

The Preservation of Roman Culture and the Christianization of the Germanic Kingdoms

After the Germanic invasions, vestiges of Roman culture did remain, although these were confined to central Italy, especially the city of Rome and its surrounding province, and portions of North Africa and southern Spain that were left relatively untouched by the Vandal and Visigothic conquests. These last two areas would ultimately be caught up in the seventh and eighth-century waves of the Islamic conquest and become the Islamic states of the Almohads and al-Andalus in the eighth century, but until that time, the inhabitants retained significant cultural connections to Rome.

As the last official representative of Roman culture, the bishop of Rome, known as “Papa”—that is, Pope—from the reign of Gregory I (r. 590–604), became the most powerful religious figure in the west. Because of missionary activity and papal pressure, the kings of the Germanic groups began to convert to Christianity, although most Germanic groups adhered to a form, called Arian Christianity, that the papacy considered heretical. One reason why the Merovingian Franks became dominant in Europe was because they converted to Roman Christianity and won the support of the papacy against the Arian Christian Visigoths, Burgundians, and Lombards.

Christianity proved to be the mechanism by which Roman ideas were conveyed to the Germanic kingdoms. The Roman culture that spread, however, was filtered through a Christian lens. This would have an effect on the transmission of Roman culture and the Latin language in the medieval period. The connection between Roman culture and Christianity was less fixed in Italy, however. There, Roman traditions persisted, sometimes with a Germanic overlay. The remembrance of Rome’s glories led to the development of unique political and social institutions in Italy: the city-state and the commune.

Taken from Family Life in the Middle Ages by Linda E. Mitchell. Greenwood Press, Westport. 2007.

The Missing Bourgeoisie

That the Russian middle class was small and inconsequential is one of the commonplaces of historical literature. Russia's inability to produce a large and vigorous bourgeoisie is usually seen as a major cause of its deviation from the political patterns of western Europe, and of the failure of liberal ideas significantly to influence its political institutions and practices. The stress on this element is understandable if one considers the historic function performed by the western bourgeoisie. In its methods the western bourgeoisie was not always consistent. In France, for example, it initially allied itself with the monarchy to help reduce the power of the landed aristocracy, then reversed itself, and headed the struggle against the monarchy which ended with the latter's destruction. In England, it sided with the aristocracy against the crown and together with it, whittled down its prerogatives. In the Netherlands, having expelled a foreign power ruling the country, it took over. In Spain, Italy and the Holy Roman Empire, where it failed to remake national governments to its liking, at least it managed to extract from the monarchy and the feudal aristocracies corporate rights which it used here and there to establish capitalist enclaves in the form of sovereign city-states. But whatever the strategy employed, the spirit and the aim of the western middle class was everywhere the same. It stood for its business interests, and since these required the rule of law and the safeguarding of personal rights, it fought for a public order consonant with what later came to be articulated as liberal ideals. This being the case, it is reasonable to assume a more than casual connection between the notorious underdevelopment in Russia of legality and personal freedom and the impotence or apathy of its middle class.

Richard Pipes, Russia under the Old Regime, Penguin books 1979, p.191

British Political system in the Eighteenth Century

As a result of the civil wars between the Stuart Kings and parliament in the seventeenth century the British political elite established what many regarded as an ideal form of government. They wanted a hereditary king, but not the absolute monarchy characteristic of other European countries. They also wished to prevent the succession of the Stuarts and of any Catholic ruler. In 1714 they effectively appointed George I, a German Protestant prince from Hanover, as King. Consequently he and his heirs could never credibly claim to rule by divine right. In practice their power, though great, was limited by law. The British called this a mixed or limited monarchy; later generations have usually referred to it as 'constitutional monarchy'. By way of justification for this system, the political philosopher John Locke developed a theory of popular sovereignty. He argued that men joined together to place themselves under a government in order to protect their life, liberty and property. In short, the regime was based on a contract between property owners and the monarchy; it was liberal but not democratic.

King George III, who had reigned since 1760, fully upheld this system. Under the Bill of Rights (1689) he could not suspend parliament nor could he raise taxes without parliament's approval or maintain a standing army in peacetime. In effect, the King had to summon parliament every year so that essential revenue could be raised legally. In return, parliament granted the royal family an annual payment known as the 'civil list'.

However, none of this made a King a subservient figure. He appointed peers to sit in the House of Lords and could dissolve the House of Commons so as to force a general election on them. Indeed, the Septennial Act of 1716 restricted the life of parliament to seven years without a fresh election; and when a new king ascended the throne an election was always held. Above all, the King enjoyed the right to choose his chief minister, subject only to qualification that his choice must be capable of commanding a majority in the House of Commons in order to enact the business of government.

Martin Pugh 'A History of Britain 1789-2000'. Perspective Publications, 2001

Задание №2. Translate the sentences from English into Russian:

1. Also to be thanked are the members of the press study group and others in London who have alerted me to interesting materials in Russian newspapers.
2. It is worth asking what this former Italian prime minister thinks this commission should do.
3. On arriving in New England, my father had to assume a new business because he found his dyeing trade, being in little request, would not maintain his family. On arriving in New England, my father had to assume a new business because he found his dyeing trade, being in little request, would not maintain his family.
4. In 1770 it (immigration) had risen to over 2.000.000. Recent immigration had consisted of German and French Protestants, of Irish peasants and Scottish erasers, of whores and felons, and bankrupts from London. There could be no loyalty among these immigrants, nor was it to be expected among the American born.

Задание №3

An old British tradition

Turkeys reached Britain in the 16th century, and quickly became "Christmas husbandlie fare", as writer and farmer, Thomas Tusser put it in 1573. Henry VIII is popularly believed to have been the first monarch to eat a Christmas turkey. The Puritans disapproved of the Christmas feast, but by the 18th century people had started to celebrate it again. On Christmas Day 1716, the Prince Regent (later George II) sat down to plum broth with capon, partridges, beef, pork, turkey, woodcock, stag's tongue, plum pudding, snipe, pheasant, andouilles, brawn and mince pies containing meat.

Pies, in fact, were a vital Christmas food for a long time. It was traditional to bake a rich and long-lasting meat pie to send to your relatives: Hannah Glasse's Yorkshire Christmas pie of 1747 saw pigeon, partridge, chicken, goose and turkey baked into a solid crust.

But the Victorians, especially Charles Dickens, cemented Christmas dinner in the modern form. The closing pages of A Christmas Carol, with their child-sized turkey and flaming pudding "like a speckled cannon-ball", display not only a fuzzy Victorian sentimentality but a belief in the virtue of feasting as an expression of love. Dinner at Fred's: "Wonderful party, wonderful games, wonderful unanimity, won-der-ful happiness!"

(by Oliver Thring. The Guardian. www.theguardian.com)

Задание №4. Беседа по пройденным темам (без подготовки).

Примерные темы для экзамена:

1. Общеисторическая тематика. Темы по истории древнего мира и средних веков.
2. Общие сведения о стране изучаемого языка.
3. Некоторые сведения по истории страны изучаемого языка
4. Обычаи и традиции страны изучаемого языка
6. Бытовая тематика.
7. Рассказ о курсовой работе.

Примерная контрольная работа (5й семестр. Раздел 7. Аналитическое чтение специальных текстов. “*Great Byzantium where nothing changes.*” (after Cyril Mango, *The Oxford History of Byzantium*)

I. Produce transcription marks for the following words:

schismatic; acquiescence; torque; disintegrate; increasingly; cumbersome; Byzantine

II. Think of the words from the text vocabulary that would come as substitution for those italicized:

1. A tyrant would strive to achieve *silent agreement* of his subjects by fright and terror and the *laying out* of a new ideology.
2. The *mixture* of nationalities was really *thumping*. 3. The hippies were believed to be *overthrowing* social standards of behaviour. 4. Their psychiatrist recommended them leave for the continent to revive their *lack-luster* feelings. 5. The new program was launched under the *patronage* of Federal Government. 6. He gave the police his *fictitious* address and took the first boat to Argentina. 7. His long German surname was as *bulky* as his luggage. 8. By the end of the third year in Persia his skin had been heavily tanned, and he had learnt to speak the *native tongue* so fluently, that you would have never recognized a European in him. 9. The chronological boundaries of Late Antiquity are themselves a little *obscure*, but some scholars see it beginning in 200 AD. 10. Light land is easily *cultivated*.

III. Put down words opposite in their meaning for the following:

illegal –

weak, irresolute –

superficial –

tiny –

brave –

doubtless –

IV. Insert the words to achieve word combinations used in the text:

scholarly
ethnic
..... statue
feigned
to acquiescence
unflinching
..... turning-point
..... appearance
dubious

V. Give English equivalents for the following words and expressions:

приводить произвольный пример; отклониться от основного пути развития; затаить недовольство; изнашивать, сходить на нет; пресный хлеб; подкреплять периодизацию; придавать должную значимость (фактам или событиям); едва различимые надписи (на монетах); обвиняемый, правонарушитель; безупречно греческое имя; твердая приверженность ч-л.; остановиться более подробно на ч-л.; принимать вид ч-л.; плодовитые писатели; звучать напоминанием об античности.

VI. Translate into English the following statements:

1. Ирония заключается в том, что греки всерьез числили своими предками не кого-нибудь, а именно римлян. 2. Будучи продолжением, империя не имела начала, хотя несколько символических дат было выдвинуто в качестве условного дня рождения. 3. Если оставить бесплодные поиски конкретного события, превратившего Рим в Византию, можно увидеть две наиболее выразительные перемены. 4. Граница поздней античности была более материальной и болезненной; она была отмечена не только потерями в территории, но и тем фактом, что большинство городов совсем исчезли с географической карты, а оставшиеся сжались до размеров крепости. 5. Культурная среда, и римская, и греческая, времен поздней античности была достаточно единообразной: поддерживались определенные культурные сношения, образование элиты основывалось на одних и тех же принципах, и переводы выполнялись с одного языка на другой и

обратно. 6. Никто не отрицает тот факт, что Византия действительно менялась, как под воздействием внутренних движущих сил, так и в ответ на вечно изменчивые реалии за ее пределами. 7. Любое нововведение считалось подрывающим и опасным, а восстановление, возрождение было образом жизни, ибо только прошлое придавало законную силу настоящему. 8. Единство империи вплоть до 12 в. тем более трудно объяснить, учитывая ее этническую разнородность. 9. Славяне, выходцы с Кавказа, евреи, цыгане, кочевники - общие рассуждения не помогут нам дать понять, почему эта смесь национальностей отождествляла себя с империей. 10. Отклонения были нетерпимы в вопросах религиозных убеждений и обрядов, за исключением тех случаев, когда единообразие установить было невозможно.

VII. Give short but exhaustive answers to the following questions:

1. Why Augustus, more even than Constantine, was regarded the key figure of Byzantine history?
2. What were the questions that separated the Greeks from the Latins?
3. What seems to be the most profound mutation that transformed Rome to Byzantium?
4. Why is the period, recognized by modern historians as Late Antiquity, of such a considerable importance in the matters of culture?
5. What is one of Byzantine illusions that professional historians have been trying to disprove for a long time?
6. In what sense is Yeats believed to be right saying that nothing changes in great Byzantium?
7. Why do historians speak of extraordinary longevity of the state?
8. What were the reasons that kept diverse nationalities together during such a long period of history?
9. Why is it impossible to sum up the cultural legacy of Byzantium by evoking names of outstanding poets, thinkers, or artists?
10. How has the appreciation of Byzantine role in history changed during latest years?

Примерная контрольная работа (5й семестр. Раздел 8. Лексико-грамматические трудности перевода научного текста. Тема 2. Неличные формы глагола.)

Translate the sentences from English into Russian:

1. Poland and U.S. are understood to have agreed in principle to reopen consular offices.
2. Petty nations and their petty national demands are thought to be pointless at best; divisive and self-destructive at worst.
3. The epitome of Tory sleaze was Neil Hamilton, a backbench MP who was alleged to have taken a few thousand pounds to ask some questions in parliament.
4. The

three parties likely to take part in a coalition are the Republican People's Party, the Justice Party, and the New Turkey Party. 5. The Minister of Economic Affairs referred today to the statement reported to have been made by the Foreign Secretary on Friday. 6. These target figures are not wildly extravagant, given the rate of development which Russia has already achieved. 7. Given good will on the part of other states, this proposal of Russia could be carried into effect without any further delay. 8. Pending the reopening of negotiations and fearing the abrogation of some privileges the State Council adopted certain measures. 9. The data obtained are being carefully analyzed and studied. 10. We must treat this as a national emergency and must get this decision reversed. 11. Whole cities being razed to the ground during the war, the building of houses was priority number one. 12. The cargo was badly damaged by the fire, the owners suffering great losses. 13. Far from helping the low-paid the Prime Minister has hit them hardest of all. 14. In seeing to whether Fleur was asleep he might wake her up. 15. On being carefully inspected the coat showed evident signs of having been worn on the preceding night. 16. Satisfying the sweet tooth of weight-conscious Americans hasn't been easy for the food industry. 17. All the evidence of past words and deeds is against such an agreement being possible. 18. These circumstances taken together prevented his seeing the matter in its proper light. 19. Mrs. June Makin woke early to find two burglars carrying her TV set from her home. 20. Too many people have already seen the telegram for it to be private. 21. Each time the door opened Martin looked round only to see the Mounteneyes enter, then the Puchweins. 22. Yesterday's Cabinet was the first of a series which are concentrating on deciding the amount of money to be allocated to the various Government Departments for the financial year starting in April.

Примерная контрольная работа (6й семестр. Раздел 7. Аналитическое чтение специальных текстов “*The Explosive Device*” after Christopher Small *The Printed word. An Instrument of Popularity.*)

I. *Produce transcription marks for the following words:*

exacerbate; adage; prohibition; puissance; anomalous; idolatry

II. *The following statements are based on the contents of the text. Decide whether they are true or false and introduce corrections when needed:*

1. Though the Chinese knew how to print and make paper many hundreds of years earlier they did not develop the technique, or allow the technique to develop them.
2. The very term 'publisher' in the sense of someone who creates public opinion was introduced during the time of Gutenberg.
3. Book printing has entirely substituted for the old word-of-mouth process of communication.
4. As Egyptian mythology puts it, the art of writing was claimed by Thoth to be a sure receipt for memory and wisdom.
5. The invention of printing enormously aggravated the problem of selectiveness of readership.
6. The new breed of 'non-clerical clerks' were men who often combined the necessary practical knowledge with wide learning, especially of languages.
7. One should really deplore the effects of printing because it brought about wars and revolutions, violence and hatred.
8. Before long printed books became not just repositories of ideas, but ammunition in ideological warfare, which was soon to become actual war.

III. *Substitute synonyms from the text for italicized words:*

1. The invention of printing is, obviously, a *decisive* (crucial) event in modern history.
2. *Humiliating* arguments have been produced to explain the poor development of printing in Chinese society. (disparaging)
3. The first night of 'Romeo and Juliet' was an *impressive* success. (spectacular)
4. A printer in Paris rushed through an edition of 24,000 copies of Erasmus' 'Colloquies', *outwitting* (circumventing) any attempt at suppression.
5. The general *increase in number* of presses had far-reaching consequences. (proliferation)

6. Plato, though himself a writer, comes down *definitely* (unequivocally) in condemnation of writing as an inferior mode of communication.
7. Poor quality of education breeds *uneducated* (ignorant) society.
8. *Rebellious* nature of the 15th century was nourished by the quick spread of printing. (seditious)
9. Attachment to *proverbial expressions* of outstanding personalities comes from the very beginning of human history. (adages)
10. All the *might* of the Pope could not stop the shattering billow of knowledge. (puissance)

IV. Produce English equivalents for the following word-combinations:

мощный инструмент; приводить обоснование (аргумент); находиться за пределами данной работы; делать ч-л. заблаговременно; распространять еретические или нетрадиционные идеи; слухи и сплетни; распространяться со сверхъестественной быстротой; укорениться во всеобщем использовании; наращивать скрытые силы; усугублять проблему; придирчивая власть; деловая хватка; высокопоставленный противник; подвизаться на ниве образования; совершенно серьезно; все без исключения;

V. Translate into English the following statements:

1. С самого начала следует отметить, что техника книгопечатания исходно не была европейской.
2. В то время как латинский алфавит включает в себя 26 букв, в китайском используется более 40,000 символов.
3. До наступления эпохи книгопечатания идеи часто распространялись изустным путем, через обучение и проповедь.
4. Именно египетскому богу Тоту приписывалось изобретение письма.
5. Образование в древности и средние века было нацелено, прежде всего, на умение пользоваться памятью, не полагаясь на другие средства.
6. Хрупкость человеческой памяти уравнивается ее беспримерными подвигами, известными истории человечества.
7. Настоящая мудрость должна различать, к кому следует обращаться, а при ком молчать.
8. Мы давно пережили времена, когда Библия на родном языке издавалась лишь с особого разрешения Папы.
9. Сама возможность неограниченного количества копий любой книги предвещала наступление новой эпохи коммуникации.

10. Все возрастающая необходимость перевода священного Писания на национальные языки появилась много раньше книгопечатания.

Примерная контрольная работа (7й семестр. Раздел 7. Аналитическое чтение специальных текстов. “*The Winding Road to Sarajevo*”. (after Philip Longworth, *The Making of Eastern Europe*)

I. Produce transcription marks for the following words:

winding; émigré ; cavalierly ; inalienable; demesne

II. Suggest synonyms from the main text for the following words:

disorder, mess –
mutineer –
to renounce
resident, inhabitant -
sustenance -
zeal –
to commemorate –
base, plebeian –
blasphemous, profane –
to vapour, smoke, smell –
habitual, customary –

III. Substitute words from the text for italicized forms:

1. *Explosions* of domestic violence led to disappointing halts in cultural and industrial development of the Habsburgs Europe. 2. Yet by the autumn of 1849 the old order had been *restored*. 3. The historical powers of Bohemian Estates had been *diminished* or overborne by imperial power. 4. Frantisek Palacky thought in terms of a union of all the Slave peoples of the Empire, *declared* on the view that, for all the *innumerable* differences of dialect, they all spoke the same beautiful language. 5. The promise to provide a democratic constitution for Austria, *pacified* the feelings of many democrats. 6. Completed in 1853, the Semmering Railway was not only a *thrilling* engineering achievement but of immense economic importance, encouraging an expansion of domestic trade between north and south, and giving a *powerful* stimulus to the mining, iron and engineering industries. 7. At the end of 1851, less than three years after its introduction, the Constitution was *voided* and representative institutions *discarded*. 8. War with France came anyway, forcing the Emperor to *abandon* the rich province of Lombardy and to *admit* a number of constitutional reforms. 9. For a Habsburg, Bismarck's Prussia which had become the de facto leader of most of the German states, was a dynastic *insult* as well as a strategic threat. 10. In order to *quell* France the Emperor was prepared to cede the Veneto, whose people had persisted in their dream of a united Italy despite all the benefits Vienna *bestowed* on them. 11. The terms, which included a *contribution* and acceptance of Prussia's leadership in Germany, were not *heavy*. 12. Polish nationalism, which became a *kind of confession* for the masses in the later nineteenth century, was almost inextricably *entangled* with Polish Catholicism.

IV. Produce English equivalents for the following expressions:

старинные полномочия венгерского парламента; нанести поражение к-л. ; идти на уступки; принять конституцию; распустить парламент; государственные активы; почти равное противоборство; разительно отличаться от ч-л. (не иметь ничего общего); обойти, обскакать к-л. в ч-л.; острое чувство; привычным порядком.

V. Translate into English:

1. Железнодорожный бум всегда подстегивал развитие промышленности и рост городов. 2. Однако изменения происходили неравномерно: стремительные рывки вперед перемежались тревожными задержками. 3. Прежде общепринятые нормы жизни изменились до неузнаваемости, сместилась старая система ценностей, и крепостной уже не почитал господина. 4. Все возрастающие народные чаяния уравнивались растущим отчаянием среди

государственных деятелей. 5. Судьба западной Европы того периода формировалась удивительным различием факторов – как столкновением различных государств, так и их внутренними коллизиями. 6. Запрет на цензуру, свобода слова и собраний, широкое избирательное право, открытое отправление правосудия – вот лишь некоторые из лозунгов революции. 7. Среди образованных слоев общества некоторые желали перемен, построенных по британской модели. 8. Будучи первой железнодорожной веткой, пересекающей горы, этот проект оказался самым претенциозным для того времени.

Контрольные вопросы для зачета:

1. Письменно переведите текст со словарем. Объем текста по специальности 1800 п.зн. Время выполнения 45 минут.
2. Устное реферирование содержания незнакомого текста общественно-политической, исторической или культурно-страноведческой тематики.

Контрольные вопросы для экзамена

Устный экзамен состоит из 3 заданий:

1. Устный перевод со словарем оригинального текста по специальности. 2000 п.зн. Время подготовки – 45 минут.
2. Устное реферирование (без словаря) текста общественно-политической, исторической или культурно-страноведческой тематики. Объем текста 1800-2000 п.зн. Время подготовки - 10 минут.
3. Беседа по пройденным темам.

Задание №1

(кафедра новой и новейшей истории стран Европы и Америки)

THE EARLY EIGHTIES

The problems of the early eighties were intensified by a Conservative government under Mrs Thatcher which seemed to be

the most right-wing that Britain had known in the twentieth century. At the same time, the Labour Party, with Tony Benn spearheading a grass-roots movement towards fundamentalist socialism, appeared to be moving equally far to the left. Consensus seemed to have disappeared. Pedants quoted W. B. Yeats to the effect that 'the best lacked all conviction and the worst were full of passionate intensity'. Some found solace in a new political party formed by dissident right-wing members of the Labour Party; this was the 'Social Democratic Party', committed to Keynes-style economic centrism, to an incomes policy, Europeanism, and the nuclear deterrent. Remarkably, despite much fatalism about the economy, the June 1983 general election provided an immense triumph for Mrs Thatcher and the Conservatives. They captured 397 seats, as against 209 for a visibly declining Labour Party, 17 for the Liberals, and only 6 for the SDP. But renewed fears for moderate middle-ground opinion being swept away in the maelstrom were somewhat assuaged by other, more hopeful developments. The economic changes in the country were not without compensation. In part, they were the result of a beneficial change in the national economy, with Britain becoming self-sufficient in North Sea oil, and thus in a unique position of strength in its energy base. The balance of payments suddenly moved (until 1986) into a large and continuing surplus. This also meant that the dominance of manufacturing industry in the British economy would be far less paramount henceforth. Certainly the technological wonders of oil, electronics, and aerospace, of Concorde, the Humber Bridge, the High-Speed Train, the Channel Tunnel, and the computerized microchip age suggested that the native reserves of innovation and scientific ingenuity had not run dry.

The Oxford History of Britain Edited By Kenneth O. Morgan. Oxford University Press, 2010. Pp. 655-656

(кафедра новой и новейшей истории стран Европы и Америки)

Great Britain and the Defeat of Napoleon

Britain's continued resistance encouraged Napoleon's enemies throughout Europe, while the Orders in Council caused considerable economic dislocation across the Continent, adding to discontent and depriving Napoleon of tax and customs revenue. The Peninsula was a great but sustainable drain on Napoleon's army and finances. Wellington's victories shattered the myth of French invincibility, and British subsidies helped finance allied campaigns. Over the whole course of the war, from 1793, Britain paid £65,830,228 in subsidies, and a disproportionate amount of this, almost half, came in the last three years, 1813-15. These subsidies were never enough to pay more than a fraction of the cost of the war, and they produced relatively little influence or gratitude. But their importance should not be underestimated,

especially for the final campaigns when the Continental Powers, although nearly exhausted by the long war and previous defeats, were making a last gigantic effort.

In the end it is impossible to disentangle one aspect of the war, whether it is the Peninsula, the economic war or Britain's role, and fairly assess in isolation its importance in Napoleon's fall. From Portugal to Poland it was one conflict, and the allies in 1813 benefited as much from Wellington's campaigns as he did from their operations. Napoleon was finally overthrown by the combined efforts of almost all the powers of Europe. Not all were equally important or necessary: Hesse-Cassel's contribution would have been little missed; Bavaria's scarcely more so; even Sweden's was probably not essential. But Russia, Prussia, Austria, Britain, Spain and Portugal all played roles which would have been difficult, perhaps impossible, to replace. And of these, one can fairly say that there could have been no victory without Russia; while without Britain, defeat might have been accepted and become permanent.

(Muir R. Britain and the Defeat of Napoleon, 1807-1815. New Haven, London, 1996. P. 380)

(кафедра Истории России XIX-начала XX вв.)

Tsarist Katorga in the 19th Century

Peter I established katorga when, in 1696, he assigned as part of the Azov campaign convicts to the lower Don to build and possibly man Russia's first fleet. In the late eighteenth century Zabaikal'e's Nerchinsk Mining District took over as katorga's epicenter.

In the early nineteenth century katorga entered a period of crisis, due primarily to the exhaustion of Nerchinsk's silver and lead mines, though the lack of metallurgical work for penal laborers was itself a reflection of a larger problem whereby the state was generating more convicts than it could employ. The influx of thousands of Polish insurrectionists between 1863 and 1868 exacerbated this problem by taxing the exile system's physical plant beyond endurance. In response, the autocracy implemented a tripartite solution. First, it relocated the majority of Nerchinsk's penal laborers to the Kara Valley, 100 miles northeast of Nerchinsk zavod albeit still within both the district's boundaries and the mining administration's jurisdiction; second, it launched what proved to be a protracted effort to establish a penal colony on Sakhalin; third, it built or designated as "temporary katorga prisons" several facilities, half of which were located in European Russia, to incarcerate convicts until they could be absorbed by Kara or Sakhalin. Petersburg's hopes for Kara were soon dispelled by the goldfields' insufficient quantities of gold, which

relegated to idleness and debauchery most of the convicts sent there. Amidst the Kara debacle and despite recommendations and limited efforts to create a Western-style prison system to replace exile, decision-makers cynically (or just stupidly) fastened onto Sakhalin to solve the penological crisis. The Romanovs especially remained wedded to their anachronistic exilic penology even after it became known that conditions on Sakhalin would not allow for the economically self-sufficient and escape-proof colony planners envisioned. Ultimately, tsarist katorga signified the old regime's failure to embrace those very institutional reforms necessary for its own survival.

From Andrew Gentes "Katorga: Penal Labor and Tsarist Siberia" // The Siberian Saga: A History of Russia's Wild East, edited by Eva-Maria Stolberg. Frankfurt am Main : Peter Lang, 2005: 73-85.

Задание № 2

Cradle of capitalism: Renaissance Florence

Florence became one of medieval and Renaissance Europe's great industrial cities. Its principal resource was the river, the fast-flowing Arno, which provided power and water for industry and access to the sea for imports and exports. But an even greater source of strength was the enterprise and ingenuity of its merchants, who set about transforming a healthy local wool industry into an international business by importing large quantities of better-quality wool, from England and later Spain, to manufacture the fine, light worsted woollen cloth that was in demand all over Europe. By the 1340s the economy was sufficiently robust to survive the bankruptcy of its leading bankers, the Bardi and the Peruzzi—"the Rothschilds of the Middle Ages"—and the Black Death, which reduced the population of the city by two-thirds. (The bankruptcies were not, apparently, all due to the default of the English king, Edward III, who has usually been blamed.)

Banking developed in Florence because of the ingenious development of bills of exchange, first as a way of paying debts without having to transport cash, then as a means of evading the church's usury laws, and finally as a means of extending credit. "When the merchant extended his traffic in the exchange market to enter the credit market, he became a banker"—and a capitalist.

Bankers became immensely rich, although they had only a minor role in channelling direct investments into manufacturing businesses. Manufacturing industry was financed by partnerships; the textile trade put out work to individual weavers and did not

require capital to establish factories, though a silk workshop next to Sandro Botticelli's studio made so much noise that the painter was forced to flee.

The Florentine businessmen certainly knew how to spend. In Renaissance Florence greed was good. The rich lavished their wealth on luxury goods for their palazzos. This encouraged an outburst of great work by artisan painters, sculptors, architects and decorators. A 16th-century art historian, Giorgio Vasari, remarked that "there was not a shoemaker's house in the city that did not have a Flemish painting."

(From The Economist print edition)

Russia's war against Napoleon How Russia really won

FEW wars in modern history produced national myths more durable than the Napoleonic wars in Europe. The battles of Waterloo and Borodino, at the dawn of European nationalism, are part of British and Russian culture. In Russia's case, the impact is amplified by Leo Tolstoy's "War and Peace", which portrays the campaign as a true people's war that owed its success to the elemental patriotism of the Russian nation and the wisdom and intuition of Mikhail Kutuzov, its great general. Tolstoy, writes Dominic Lieven, was not only a wonderful novelist. He was also the mythmaker who shaped the perception of Russia's role for years to come.

Like any other country Russia prides itself on its military victories. In Mr Lieven's view, the strange thing about Tolstoy's version of history is not that it exaggerates Russia's role in that era but that it plays it down. Tolstoy ends his novel's war narrative in December 1812 with the remnants of the French army forced to retreat across the Russian border. Russia's subsequent two-year-long campaign in the heart of Europe, which included the battle of Leipzig and ended in Paris, was of little interest to Tolstoy whose concern was national consciousness not imperial glory.

But it is of great interest to Mr Lieven, one of the ablest historians of imperial Russia. He dedicates half of "Russia Against Napoleon" to those events. Conducted outside Russia's borders by commanders with distinctly foreign names, the 1813-14 campaign does not fit with national mythology. But it demonstrates the strength of Russia's multi-ethnic empire and the depth of its integration in European affairs and security.

As he pursued his empire's geopolitical interests, Alexander I managed to rally support from Prussia and Austria, presenting Russia's invasion of Europe as liberation. In creating this favourable impression of the campaign, the tsar was helped not only by propaganda but by the remarkably disciplined behaviour of his troops who neither stole nor marauded as they advanced through Europe.

(From The Economist print edition)

The Vatican Secret Archives

Past papers

No Umberto Eco fan should go near the Tower of Winds: it could bring on sensory overload. Up a seemingly endless winding staircase is a room whose frescoes are alive with symbolism. The floor is sprinkled with signs of the zodiac and bisected by a line of white marble onto which a sun ray falls each day at noon. The so-called Meridian Hall, created to verify the accuracy of the calendar Pope Gregory XIII promulgated in 1582, is in the Vatican Secret Archives, which hold some 10m documents stored by the papacy over the past 1,200 years.

The name is a misleading anachronism that dates from when secret meant private ("secretary" has the same derivation). Some of the archives' records have been published in scholarly texts. Most have been physically available to researchers since the late 19th century. But access has always been severely restricted.

That is set to change. The success of Dan Brown's sinister depictions of Roman Catholicism, and his use of the Vatican Secret Archives as a setting for his novel "Angels and Demons", may be one reason for a policy of recent, greater openness. The most recent development is a lavishly illustrated, commercially published volume. It includes reproductions of 105 documents, including 19 that have never before been published. The accompanying text rarely misses a chance to put the Holy See's slant on history, but this is still a bibliophile's treasure house. There is a church donation from 809. There are letters to popes from potentates, including the Great Khan Guyuk, sent from Karakorum in 1246, and from saints like the barely literate French girl, Bernadette Soubirous, who was born at Lourdes and whose message had to be corrected four times by the secretary of her convent.

There is correspondence with geniuses including Petrarch and Michelangelo, and a missive from that most notorious of cardinal's daughters, Lucrezia Borgia. The book contains treaties and Concordats, a papal dispensation for Giovanni Boccaccio, a summary of the trial of Giordano Bruno, the award of a decoration to Mozart and some delightful curiosities.

(From The Economist print edition)

Задание №3.

Примерные темы:

1. Государственно-политический строй страны изучаемого языка и России
2. Международные организации и их роль в современном мире.
3. Политические партии страны изучаемого языка.
4. Система образование в стране изучаемого языка
5. Актуальные проблемы современности.
6. Выпускная квалификационная работа

Примерные вопросы по теме ВКР:

1. На какой кафедре Вы специализируетесь?
2. Тема Вашей ВКР и область исследований.
3. Почему Вы выбрали это направление науки?
4. Какой материал Вы используете в своем исследовании?
5. Пользуетесь ли Вы иноязычными источниками? Какими? С какой целью?

Шкала и критерии оценивания (шкала и критерии оценивания могут быть едиными (типовыми) для всех дисциплин (модулей, входящих в ОПОП, тогда они могут быть приведены в локальном акте МГУ или в документе Оценочные и методические материалы»)

РЕЗУЛЬТАТЫ ОБУЧЕНИЯ по дисциплине (модулю) Иностранный язык	Виды оценочных средств	ШКАЛА И КРИТЕРИИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТА ОБУЧЕНИЯ по дисциплине (модулю)			
		2	3	4	5
Знать основные языковые нормы иностранного языка (лексика, грамматика) в сфере делового и академического общения	контрольная работа, тест, устный опрос, диалог, беседа,	Фрагментарные знания основных языковых норм иностранного языка, базовых	Неполные знания основных языковых норм иностранного языка, базовых	Сформированные, но содержащие отдельные пробелы знания основных языковых	Сформированные и систематические знания основных языковых норм

	дискуссия	тактик и стратегий для решения коммуникативных задач в деловой и академической сферах общения в процессе академического и профессионального взаимодействия с учетом культурного контекста общения на основе современных коммуникативных технологий.	тактик и стратегий для решения коммуникативных задач в деловой и академической сферах общения в процессе академического и профессионального взаимодействия с учетом культурного контекста общения на основе современных коммуникативных технологий.	норм иностранного языка, базовых тактик и стратегий для решения коммуникативных задач в деловой и академической сферах общения в процессе академического и профессионального взаимодействия с учетом культурного контекста общения на основе современных коммуникативных технологий	иностранного языка, базовых тактик и стратегий для решения коммуникативных задач в деловой и академической сферах общения в процессе академического и профессионального взаимодействия с учетом культурного контекста общения на основе современных коммуникативных технологий
Уметь осуществлять деловую и академическую коммуникацию в устной и письменной формах на иностранном языке	контрольная работа, тест, диалог, дискуссия, пересказ, доклад, презентация	Фрагментарные умения осуществлять устную и письменную деловую и академическую коммуникацию на	В целом успешное, но несистематическое умение осуществлять устную и письменную деловую и	В целом успешное, но содержащее отдельные пробелы умение осуществлять устную и письменную деловую и	Успешное и систематическое умение осуществлять устную и письменную деловую и академическую

		иностранном языке. Допускает грубые грамматические и лексические ошибки, ведущие к искажению смысла.	академическую коммуникацию на иностранном языке. Допускает грамматические и лексические ошибки.	академическую коммуникацию на иностранном языке. Допускает неточности непринципиального характера	коммуникацию на иностранном языке
Владеть навыками устного и письменного перевода в деловой и академической сферах	контрольная работа, перевод текста	Не владеет навыками осуществления устного и письменного перевода в деловой и академической сферах. Допускает грубые грамматические и лексические ошибки, ведущие к искажению смысла.	В целом успешное, но не систематическое применение навыков осуществления устного и письменного перевода в деловой и академической сферах. Допускает грамматические и лексические ошибки	В целом успешное, но сопровождающееся отдельными ошибками применение навыков осуществления устного и письменного перевода в деловой и академической сферах.	Успешное и систематическое применение навыков осуществления устного и письменного перевода в деловой и академической сферах.

8. Ресурсное обеспечение:

- Перечень основной и дополнительной учебной литературы,

а) основная литература

1. Бонди Е.А. Английский язык для студентов-историков. Москва, 2001 (<http://englishbiblioteka.ru>)
2. Гуськова Т., Зиборова Г. Трудности перевода общественно-политического текста с английского языка на русский. -М.: МГИМО, 2000. (<https://www.twirpx.com/file/123097/>)
3. Лобова Т.Г., Малинина И.И. Английский язык. Учебное пособие для студентов-историков. Для бакалавриата. МАКС Пресс Москва Москва, 2017. ISBN 978-5-317-05710-7, 202 с.
4. Saakyan A.S. Exercises in Modern English Grammar. Айрис- Пресс, 2006. (<http://bookre.org>)
5. Резникова Н.В. In English on the Past. Учебник английского языка для исторических факультетов. – М.: Форум, 2011. - 560 с.

б) дополнительная литература

1. Беспалова Н.П. Котлярова К.Н. Шейдеман Г.И. Перевод и реферирование общественно-политических текстов. Английский язык: учебное пособие. 5-изд. Издательство: РУДН, 2017. ISBN: 520907711X
2. Григорьева Г.Г., Кириллова Е.А., Лобова Т.Г., Тер-Минасова С. Г. Английский язык для историков: [Учеб. для вузов по спец. "История" /]; Под ред. С.Г. Тер-Минасовой. - М.: МГУ, 1991.
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- Перечень лицензионного программного обеспечения
 - Microsoft Windows (версии не старше 8)
 - Microsoft Office (версии не старше 2007) (включая Microsoft PowerPoint)
 - Программное обеспечение для воспроизведения аудио- и видеофайлов
 - Программное обеспечение для работы с документами в формате pdf (например, Adobe Acrobat)
 - Программное обеспечение для работы с документами в различных форматах
 - Программное обеспечение для проведения удаленных видео-конференций (например, Skype, Zoom)
- Перечень профессиональных баз данных и информационных справочных систем
- Перечень ресурсов информационно-телекоммуникационной сети «Интернет» (при необходимости)

<i>Адрес ресурса</i>	<i>Назначение</i>
http://www.oxforddictionaries.com	словари
http://dictionary.cambridge.org	словари
http://www.merriam-webster.com	словари
http://learnersdictionary.com/	словари
http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/	<i>работа над фонетическими навыками</i>
http://www.englishstudydirect.com/OSAC/langacmix.htm	<i>информационный сайт</i>
http://freevideolectures.com/Subject/History	образовательный сайт, лекции по истории
http://series.c-span.org/History/Lectures-in-History/	образовательный сайт, лекции по истории США
http://www.ted.com	образовательный сайт Конференции, организованные по лицензии некоммерческой организации TED. Они проводятся по всему миру для того, чтобы прогрессивные и продвинутые люди могли встретиться, пообщаться друг с другом, обменяться знаниями и опытом.

http://ocw.umb.edu/	Open Boston courses образовательный сайт
http://oyc.yale.edu/ (Open Yale courses)	(Open Yale courses) образовательный сайт
http://www.eslpod.com/website/index_new.html	совершенствование навыков аудирования
http://www.podcastsinenglish.com/index.shtml	совершенствование навыков аудирования
http://www.esl-lab.com/index.htm	совершенствование навыков аудирования
http://www.englishlearner.ru/	совершенствование навыков аудирования
http://www.fonetiks.org/dictations/	совершенствование навыков аудирования и орфографии
http://www.english-test.net/	упражнения по грамматике и лексике
http://www.tolearnenglish.com/	помимо огромной базы упражнений (более 10 000), ресурс обладает теоретической информацией по грамматике, представленной в виде уроков по той или иной теме.
http://www.grammar-quizzes.com/index.html	тесты по разным грамматическим аспектам

http://www.englishgrammarssecrets.com/	к каждому грамматическому аспекту, представленному на этом ресурсе, есть небольшое теоретическое обоснование. Увлекательные упражнения по грамматике
http://www.autoenglish.org/tenses.htm	перед выполнением того или иного упражнения вы можете почитать теорию, представленную тут же, или же посмотреть видеоролик, объясняющий данное грамматическое правило.
http://learnenglish.britishcouncil.org/en/	сайт Британского Совета.
http://www.bbc.co.uk	телеканал
http://www.manythings.org/	подготовка к международным экзаменам TESL / TEFL.

http://www.situationalenglish.blogspot.ru/	изучаем английского языка с помощью различных ситуаций и выражений
http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm	лексико-грамматические упражнения
http://www.languageguide.org/english/	тематический словарь в картинках
http://www.learningchocolate.com/	расширение словарного запаса, лексические упражнения
http://www.learnenglish.de/pictures.html	тематический словарь
http://guardian.co.uk/	периодическое издание
http://www.economist.com/	периодическое издание
https://www.nytimes.com/	периодическое издание
https://www.rt.com/	телеканал

<i>Адрес ресурса</i>	<i>Назначение</i>
http://www.oxforddictionaries.com	словари
http://www.dictionary.cambridge.org	словари
http://www.merriam-webster.com	словари
http://www.learnersdictionary.com/	словари
http://www.multitran.ru	словари
http://www.freevideolectures.com/Subject/History	образовательный

	сайт, лекции по истории
http://www.series.c-span.org/History/Lectures-in-History/	образовательный сайт, лекции по истории США
1. http://www.ted.com	образовательный сайт - конференции, организованные по лицензии некоммерческой организации TED. Они проводятся по всему миру для того, чтобы прогрессивные и продвинутые люди могли встретиться, пообщаться друг с другом, обменяться знаниями и опытом.
http://www.ocw.umb.edu/	Open Boston courses

	образовательный сайт
http://www.yale.edu/ (Open Yale courses)	(Open Yale courses) образовательный сайт. Лекции по истории.
http://www.uefap.com	обучающий сайт – Using English for Academic Purpouses
http://www.historians .org	информационный сайт
http://www. history.com	информационный сайт
http://www.grammar.about.com	информационно-обучающий сайт
http://www.grammar.about.com/od/ab/g/academicwritingterm.htm	обучение письменной научной речи
http://learnenglish.britishcouncil.org/en/	сайт Британского Совета.
http://www. bbc.co.uk	информационный сайт
http://www.manythings.org/	подготовка к международным экзаменам TESL / TEFL.

http://guardian.co.uk/	периодическое издание
http://www.economist.com/	периодическое издание
http://www.un.org	официальный сайт ООН
http://www.firstworldwar.com/source/versailles.htm	Версальский мирный договор
http://www.wwi.lib.byu.edu/index.php/The_Peace_Treaty_of_Brest-Litovsk	Брестский мир
http://www.europa.eu	официальный сайт Евросоюза

- Описание материально-технической базы

Освоение дисциплины предполагает использование академической аудитории для проведения практических занятий с необходимым оборудованием: магнитно-маркерная доска, компьютер, проектор.

9. Язык преподавания – русский, английский

10. Преподаватель (преподаватели): преподаватели кафедры иностранных языков исторического факультета МГУ

11. Разработчики программы: старший преподаватель кафедры иностранных языков исторического факультета Е.В. Княжинская, старший преподаватель кафедры иностранных языков исторического факультета Т.Ю. Кестнер