

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СХІДНОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені ВОЛОДИМИРА ДАЛЯ

Методичні вказівки
з дисципліни «Іноземна (англійська) мова: теорія та практика перекладу»
для студентів денної форми навчання
(напрямок підготовки 6.020302 «Історія»)

ЗАТВЕРДЖЕНО
на засіданні кафедри іноземних мов
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Методичні вказівки з дисципліни «Іноземна (англійська) мова: теорія та практика перекладу» для студентів денної форми навчання (напрямок підготовки 6.020302 «Історія») /Укладач: Н. А. Сура. – Сєвєродонецьк: вид-во СНУ ім. В. Даля, 2015. – 38 с.

Методичні вказівки з дисципліни «Іноземна (англійська) мова» (теорія та практика перекладу) для студентів денної форми навчання (напрямок підготовки 6.020302 «Історія») мають яскраво виражену професійну спрямованість, яка проявляється в тематиці текстів, характері методичних завдань, у вправах і спеціально відібраному словнику з історичної термінології (Бонді Є. О. «Англійська мова для студентів-істориків»). Тематика навчальних і хрестоматійних текстів відповідає найбільш загальним темам історичних курсів, що читаються для студентів.

Пропонований термінологічний словник носить загальноісторичний характер і не включає слова, що відносяться до вузьких історичних спеціальностей, наприклад, археології, етнографії, історії мистецтва. Мета методичних вказівок – на основі знання нормативного курсу граматики та активного володіння професійним словником виробити у студентів навички розуміння оригінальної історичної літератури, розвинути у них уміння коротко і стисло викладати інформаційний матеріал, а також навчити їх вести елементарну бесіду на теми за фахом.

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HIGHER EDUCATION

PART 1. DISCUSSION

Project 1. The Aims of Education.

1. 1. Group discussion.

a) **Work in groups.** Look at the list of the possible aims of education. In column A, put a number 0 – 5 according to the importance attached to these aims in your work group.

0 – not important at all

5 – vital

b) **Work alone.** In column B, put a number 0-5 according to the importance attached to these aims by you personally.

c) **In column C,** put a number 0 – 5 according to the importance attached to these aims by a teacher of your faculty.

	A	B	C
Helping you to do as well as possible in exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping you to get as good a job as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping you with things you will need to know when you graduate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing you how to get on with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informing you on the current international trends in your field of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching you how to get a necessary information for your jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping you occupied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping you to develop your personality and character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping you to set up a decent position in the society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastering foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When you have finished, compare your conclusions in class.

1. 2. Act out a dialogue considering the probable aims of getting higher education based on the information given above. Before performing think of other arguments you might use to back up your opinion.

1. 3. Read the extract from the interview. Discuss the reasons and stages of getting education by E. Donnall Thomas.

In a 1999 interview for Encarta Encyclopedia, Seattle Times reporter Carol M. Ostrom talked with cancer specialist E. Donnall Thomas about his decades-long quest to solve the mysteries of bone marrow transplantation. Thomas was the first to show

that bone marrow could safely be transplanted from one human being to another and that marrow transplants could be used to treat acute leukemia patients. In 1990 Thomas shared the Nobel Prize in physiology or medicine for that work. In 1989 he stepped down after 15 years as director of oncology for the Fred Hutchinson Cancer Research Center in Seattle, Washington.

Interview with E. Donnell Thomas

Ostrom: Dr. Thomas, tell me about growing up in a little town in Texas.

Thomas: My father was a general practitioner, the only doctor in Prairie Hill, a town of about 800 people. He was born in 1870, and with his family migrated from Tennessee to Texas in a covered wagon in 1874. He went to medical school in Louisville, with virtually no training before that. He had three children by his first wife. She died of tuberculosis in 1917, and he married my mother. I was born in 1920. From the very earliest time I can remember, I had planned to be a doctor. I guess because my father was, and because I admired him so much. I never gave any thought to anything else. Except that things intervened. This was the Depression; there was no money. My father was killed in an automobile accident when I was a student at the University of Texas, and I did not see how I could have money to go to medical school. So I switched to chemical engineering.

Ostrom: It seems that something helped create a strong work ethic in you; you probably know that some people call you a workaholic.

Thomas: My father was. He was always on call. When I was growing up, we'd plan to go fishing or something, and some woman would go into labor, or someone would get a leg broken – he couldn't do major surgery, he couldn't in that environment – but if it were a trauma or obstetrics case, he'd cancel our trip. In the middle of the night, he'd get called. As I remember it, every night. I'm sure it wasn't every night, but that's the way I remember it. But later on, having grown up in this environment, and being in love with medicine, I decided that with my chemistry background I'd much prefer to be in the scientific end of medicine. I didn't want to be the only doctor in a small town.

Ostrom: You met your wife, Dottie, when she hit you with a snowball. How did you get from there to here, being not only husband and wife, but partners in research?

Thomas: I was a senior at the University of Texas when she was a freshman. I was waiting tables at the girl's dormitory, which is how I got my food. It snowed in Texas, which is very unusual – January 20, 1940. And I came out of the dormitory after we'd finished serving breakfast, and there was about six inches of snow. This girl whacked me in the face with a snowball. She still claims she was throwing it at another fellow and hit me by mistake. One thing led to another, and we seemed to hit it off. She's a workaholic, too, and was then. We were married in December of 1942, and I had mentioned, I always wanted to be a doctor. After finishing my master's degree in chemistry, I got a job at the medical school in Galveston as an instructor in pharmacology. I didn't know anything about pharmacology, but I spent three weeks reading a pharmacology book, and I knew enough to be a lab assistant. I went to Galveston and did my first semester as a medical student there. I had a half-time job so I could go to medical school. And in January of 1943, when the war was really getting going, it was announced that the Army and Navy were taking over the medical schools to accelerate the training of doctors for wartime purposes. Since I already had a reserve

commission in the Army, I decided that as long as the Army was going to be paying my way to medical school, I might as well apply to some of the famous medical schools. And so I applied to Harvard and Johns Hopkins and Columbia, I think it was. On February 20, 1943, I got a telegram from Harvard, saying if I would get my credentials in for the class starting in March, they would consider me along with the other 1,200 applicants, because there had been one vacancy that appeared at the last minute. And about the first of March, I got a telegram from Harvard saying I'd been admitted.

Ostrom: Tell me about how you became interested in bone marrow. Was it something about bone marrow in particular, leukemia, or the challenge?

Thomas: It was all of those. As a medical student, I had some very stimulating teachers, and a couple of them were hematologists. Because Dottie was a hematology technician, we used to look at smears and bone marrow together when we were students. I found the bone marrow to be a fascinating organ. I can't think of any particular time when I decided to make that my specialty, but by the time I was a senior in medical school, I knew that's what I would do.

Ostrom: Were there a lot of unknowns about bone marrow then?

Thomas: There had been a lot of studies, but in retrospect, it seems we didn't know much at that time. There were people who had been studying bone marrow for 50 years, but a lot of its functions were still a mystery, and its diseases were poorly characterized. It used to be thought that pernicious anemia was a form of leukemia. Going back to my father, I can remember as a kid, his being so excited when [George] Minot and [William] Murphy got the Nobel Prize [in physiology or medicine] in 1934 for their earlier work on pernicious anemia. His enthusiasm was catching. Little did either one of us know at that time that I would later be personally acquainted with both Minot and Murphy.

Ostrom: You were inspired by some studies involving mice and radiation. Would you explain why these studies were so important to you?

Thomas: By the time I had graduated medical school and was a fellow, I spent my first year in hematology with Dr. Clement Finch. He was then in Boston, but he moved to Seattle in 1949 to establish a division of hematology at the then-newborn School of Medicine at the University of Washington. His interest was in iron metabolism. And of course, red blood cells are made in the bone marrow. Also about that time, it was realized that radiation kills animals and people primarily by damage to the bone marrow. It's the most sensitive organ in the body as far as radiation damage is concerned. And of course, in the late '40s, after the atomic bomb explosions, everybody was interested in this. And I became very interested in what governed the bone marrow's production of white cells and red cells and its other functions. At that time, there were some early experiments that suggested there were some growth hormones for bone marrow. Specifically, a little was beginning to be known about erythropoietin, which stimulates bone marrow production of red cells. I took a year off from my clinical work and went to the Massachusetts Institute of Technology [MIT], and worked in the biology department there, with Dr. John Loofbourow whose interest was in wound-healing substances that stimulate cells to proliferate. I worked on substances that are released from irradiated yeast that stimulate yeast cell growth. And my real interest was in transferring this to bone marrow.

1. 4. Open the group discussion by describing your reasons and inspirations to get the particular kind of higher education you are getting now. Try to use the pattern phrases and sentences.

decades-long quest to solve the mysteries of...
stepped down after 15 years as a ...
with virtually no training before that
from the very earliest time I can remember, I had planned to be
I never gave any thought to anything else
I did not see how I could have money to go to ...
so I switched to ...
create a strong work ethic in you
some people call you a workaholic
having grown up in this environment, and being in love with languages
I'd much prefer to be in the [scientific] end
to accelerate the training of translators for contemporary purposes
I had some very stimulating teachers, and a couple of them were philologists
I can't think of any particular time when I decided to make that my specialty
by the time I was a senior in school, I knew that's what I would do
you were inspired by some studies involving ...
Would you explain why these studies were so important to you?
his enthusiasm was catching

Project 2. The Financial Aspects of Getting Higher Education.

1. 5. Read the following selections. The issue discussed is the financial aspect of getting higher education. Consider each of the presented facts and discuss the position of the Ukrainian students in view of the recent changes in the Ukrainian system of higher education.

a) The cost of attending colleges and universities has steadily increased since the 1980s. At that time, some states began to reduce the percentage of their budget devoted to higher education because they had to meet rising costs for Medicare, transportation, prisons, and other public services. Most public institutions have raised tuition rates to compensate for this loss of funds. Meanwhile, both public and private institutions have had to meet increased expenditures for faculty and staff salaries, construction, and general operations. Since private institutions in the United States do not receive public funds, they generally charge students' higher tuition and fees than do public institutions. In Canada, public and private institutions usually charge comparable tuition and fees because the provincial and federal governments subsidize student costs for both types of institutions.

b) In the United States, the average tuition with room and board at a four-year public college for in-state residents during the 1978-1979 academic year was \$1,994. By the 1996-1997 school year, the figure had reached \$7,331. At private four-year schools, tuition, room, and board nationwide increased from an average of \$4,514 to an average of \$18,476. In

Canada, the cost of higher education varies significantly from one province to another. In the 1996-1997 academic year tuition fees (without room and board) at four-year institutions ranged from \$1,170 in Quebec to more than \$2,800 in Nova Scotia. Tuition fees at private four-year colleges and universities in Canada range from about \$2,800 to \$5,700.

c) More than 10 percent of full-time college students work full-time to pay for their college education. Most others work part-time to help offset the costs of attending college. However, higher tuition and a decline in the purchasing power of minimum wage jobs have made it increasingly difficult for students to pay for college by working part-time. To provide some assistance in financing higher education costs, a number of states have established programs that allow families to prepay college tuition years in advance by purchasing special contracts or tax-exempt bonds.

d) Students may apply for and receive financial aid to help pay tuition and other costs of attending college. The chief sources of financial aid are federal programs, state grant programs, private grants, and institutional sources at the college or university. Aid may be either a grant based on financial need, a merit-based financial award given to the student, or a loan that the student must repay with interest in the future.

e) In the past, most students received financial aid in the form of a grant. However, the increases in tuition rates since the 1990s have coincided with a decrease in the funds available for public or private grants. More of the financial aid that most students now receive comes in the form of a loan rather than a grant or an award. For example, in the late 1980s the average grant was 46 percent of a typical student's total aid package, while the average federal loan was 52 percent. By 1998 the grant size had fallen to 40 percent of the typical total, while loan size had increased to 58 percent. In 1997 borrowers who attended public four-year colleges had accumulated an average of \$13,000 in debts. Those who went to private colleges averaged \$17,500 in debts. Borrowers in graduate school had an average debt of \$24,500, and those who went to professional school averaged \$48,500.

f) Education is an enormous investment that requires contributions from many sources. American higher education is especially expensive, with its heavy investment in laboratory space and research equipment. It receives funding from private individuals, foundations, and corporations. Many private universities have large endowments, or funds, that sustain the institutions beyond what students pay in tuition and fees. Many, such as Harvard University in Massachusetts and Stanford University in California, raise large sums of money through fund drives. Even many state-funded universities seek funds from private sources to augment their budgets. Most major state universities, such as those in Michigan and California, now rely on a mixture of state and private resources.

1. 6. When people begin to attend college, there come a number of repercussions. Do you agree to the following statements? Give your reasons and provide your answer with examples.

Going to college delayed maturity and independence for many Ukrainians.

Getting higher education extends many of the stresses of adolescence into a person's 20s and postponing the rites of adulthood, such as marriage and childbearing.

As modern society pays more attention to education, it also devotes a greater proportion of its resources to it.

Parents are expected to support their children longer and to forgo their children's contribution to the household.

1. 7. The information below deals with the USA system of higher education.

a) What are the differences in the Ukrainian and American experience in this field?

Do some research to get necessary facts and data.

Education became increasingly important during the 20th century, as America's sophisticated industrial society demanded a more literate and skilled workforce. In addition, school degrees provided a sought-after means to obtain better-paying and higher-status jobs. Schools were the one American institution that could provide the literate skills and work habits necessary for Americans of all backgrounds to compete in industries.

As a result, education expanded rapidly. In the first decades of the 20th century, mandatory education laws required children to complete grade school. By the end of the 20th century, many states required children to attend school until they were at least 16. In 1960, 45 percent of high school graduates enrolled in college; by 1996 that enrollment rate had risen to 65 percent.

By the late 20th century, an advanced education was necessary for success in the globally competitive and technologically advanced modern economy. According to the U.S. Census Bureau, workers with a bachelor's degree in 1997 earned an average of \$40,000 annually, while those with a high school degree earned about \$23,000. Those who did not complete high school earned about \$16,000.

In the United States, higher education is widely available and obtainable through thousands of private, religious, and state-run institutions, which offer advanced professional, scientific, and other training programs that enable students to become proficient in diverse subjects.

Colleges vary in cost and level of prestige. Many of the oldest and most famous colleges on the East Coast are expensive and set extremely high admissions standards. Large state universities are less difficult to enter, and their fees are substantially lower. Other types of institutions include state universities that provide engineering, teaching, and agriculture degrees; private universities and small privately endowed colleges; religious colleges and universities; and community and junior colleges that offer part-time and two-year degree programs. This complex and diverse range of schools has made American higher education the envy of other countries and one of the nation's greatest assets in creating and maintaining a technologically advanced society.

b) Consider the questions under discussion and enact the panel. How should higher education be organized, directed and financed? How much autonomy should there be for Universities?

PART 2. TRANSLATION PRACTICE

2. 1. Translate the sentences into English.

A. 1. У віці 17-ти років моя сестра закінчила школу й вступила до університету, де вона почала вивчати історію як свою майбутню спеціальність. 2. У ході навчання

(his studies), я впевнений, він добре вивчить всі історичні дисципліни і стане гарним фахівцем у галузі історичної науки. 3. Чому ви вирішили вступити до історичного факультету? З усіх гуманітарних предметів мені особливо подобається історія. У школі це був мій улюблений предмет. 4. На якій кафедрі ви збираєтеся (to plan) спеціалізуватися після 2-го курсу? На кафедрі нової та новітньої історії, але я не впевнений. Може бути (May be) я піду на кафедру загальної або вітчизняної (української) історії. 5. На якому Ви курсі? Я студент 1-го курсу. 6. Багато студентів нашої групи виявляють великий інтерес до стародавньої історії. Керівник (the leader) семінару сподівається, що в кінцевому рахунку студенти досягнуть великих успіхів. 7. Ви закінчили вивчення історичної літератури та джерел? Ще ні. 8. Познайомтеся (Дозвольте представити): професор Браун – молодий учений-історик. 9. Коли ваш друг закінчує інститут (college)? Через два роки. Я впевнений у нього будуть глибокі (deep) знання у галузі соціально-економічних наук. 10. Ми не будемо слухати цей курс у наступному семестрі (term). У нас буде інший спецкурс. 11. Історія Стародавнього Риму (Rome) – це головним чином (in the main) історія війн за владу і територіальну експансію (territorial expansion). 12. Війни, окрім справедливих, велися за захоплення (завоювання) інших країн і народів. 13. Монархи в боротьбі за владу жорстоко гнобили свої народи, грабували і поневолювали підкорені народи. 14. З плином часу імперії впали, монархи були повалені. 15. Народ оголосив Францію республікою. 16. Англія розширила (to enlarge) свої територіальні володіння шляхом (by) колоніальної експансії.

2. 2. Read the text and translate it into Ukrainian. Entitle the text.

When at school, I thought to enter the sciences, but then I changed my mind and decided to take up History. I must say the first day at the college was unforgettable. We gathered in the Assembly Hall where the Rector congratulated us on the beginning of the session and wished us success in our academic life. Then the Dean of the Faculty, Doctor of History took the floor.

He spoke about the subjects we were to study and various departments of the faculty. He expressed hope that we should attend all the lectures, tutorials and seminars. Each year we must present a course paper to our scientific adviser and make reports in class on historical themes.

At the end of each term we shall take several examinations and credit-tests. In June, for instance, I will read for my exams in Archaeology, Ancient History, Latin, Ukrainian History (the period of feudalism) and English.

As regards English they will teach us not only to read and translate historical documents and literature but to speak English as well. Our English teacher says we must work at the language very hard. After the inside tour of the college which we made, following the meeting, my friends and I went to the hostel. I am sure I'll enjoy my studies at the college.

2. 3. Read the text and translate it.

The Republic Defends Itself

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

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

When Caesar's tour of duty in Gaul ended, the Senate ordered him to disband his army and return to Rome alone. Shortly afterwards Caesar sent back the reply: "If Pompey disbands his army, I shall do the same". But Pompey would not disband his army⁸, and a fierce struggle between the two great men began. It was a struggle for absolute individual power.

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

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

2.4. Read, translate and guess the meaning of the following statements.

1. Rome developed into a **slave-owning** and **aristocratic republic**. 2. Antony and Octavian joined their forces to fight **the Republicans**. 3. Tiberius tried **to defend** his bill, but he could not fight alone against **the Senate**. 4. Whenever the enemy attacked our country, the Ukrainian people **rose in defence of** their Motherland. 5. Kutusov **took a defensive position** when Napoleon's army entered Moscow. 6. The **slaves'** revolt in 73 – 71 B. C nearly led to the crush of the **slave owners' rule** in Rome. 7. The Senate set one **conquered** nationality against another, following the "**divide and rule**" principle. 8. The Council of Ministers is the highest organ of state power in our country. 9. Caesar **came to power** after

defeating all his opponents. 10. The fortress of Ismail **was besieged** and then taken by storm. 11. In 410 A. D. the Goths **captured** Rome and **plundered** its population. 12. In the 1st century B. C the armies of Rome were controlled by **military commanders** rather than by **consuls** and the Senate. 13. After Caesar's death his **legionaries** found new **leaders** one of whom was his former (колишній) assistant and an excellent **warrior**. 14. The Senate **took the decision** to send the **troops** under Crassus **southward**. 15. Only **patricians** and **plebeians** who **owned** land and had **slaves** were made **consuls** and other **leading** officials. 16. Tiberius, who belonged to a **noble plebeian** family, was elected **a tribune**. 17. The Roman **nobility** came into being together with the appearance of classes. 18. By crossing the Rubicon Caesar **broke the Roman law**; that same day his **legions broke into** the city. 19. The Roman wars for the conquest of Italy lasted for more than 200 years.

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

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

B. Sulla's return to Rome in 83 B. C caused a renewal of the struggle between the people and the nobles, for since Marius had marched against Rome (the popular party had been in power, and Sulla, as is known, belonged to the party of the nobles. So Romans fought with Romans once again. Fighting on Sulla's side was Pompey. But now a new danger threatened the city. The Samnites were marching against Rome, and so in the common danger private quarrels were forgotten. In the battle of Colline Gate the Samnites were completely crushed (defeated). The way in which the great general treated his foes was terrible: he ordered them to attack their own comrades as the price of their lives. A large number were killed in this unnatural struggle, and those who survived were taken to Rome and put to death. It seems a very terrible (thing indeed that a civil war was brought about mainly by the jealousy of two great men.

2.6. Read, translate the story. Make an outline of the story in written form, showing: Pompey as a good soldier, Gladiators as a great force, Pompey's victories, the First Triumvirate.

Pompey

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

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

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

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

UNIT 2 CAREER PROSPECTS

PART 1 DISCUSSION

Project 1. The Right Job for You

1.1. Group discussion.

a) Work alone. Write a description of the profession you have chosen as a future career, and the qualities needed by people in this profession. Read out your description and exchange your opinions as to what qualities are the most and the least important.

b). Work alone. Write a description of some other profession r, and the qualities needed by people in this profession. Do not say what the profession is. Read out your descriptions for others to guess the profession.

1.2. Act out a dialogue discussing your future/present job based on the information developed above. Before performing think of other arguments you might use to back up your opinion.

Future job

What exactly do you want to be? Why?

Was it always your ambition to do this?

What will you have to do to get this job?

Why do you think you would be well suited to this job?

Present job

What is your job?

Was it always your ambition to do this?

Does your job suit you? Why?

Are you well suited to this job?

Why?

1.3. Think of ten professions. A firm of occupational consultants divided the modern professional world into four areas of work. Which area of work do you think each of the 10 professions belongs to?

People:
Procedures and Systems:
Communications and the Arts:
Science and Engineering:
University activities:

Project 2. Planning the On Job Training. Role play.

1.4. Read the following selection. The issue discussed is the job training. Consider each of the presented facts and explain in what ways the staff should keep its level high.

Employee Training

During and after World War II, in-service training by employers became a common practice. The rapid changeover in industry from peace to war led to training schemes for semiskilled workers, for workers transferred to new jobs, and for women newly brought into industry. Thereafter, the rapid contemporary advance of technological change made training a necessity in almost all walks of life.

At the operating level in industry and in public utilities, new techniques, new methods, new tools, new synthetics, new sources of power, and increased uses of automation have brought extensive changes in the past decades, and the rate of change tends to increase as time goes on.

Comparable changes are taking place in the office with the extended use of computers and data processors, which provide for the storing and recall of information in amounts unknown 20 years ago. All of this brought about a new approach to training.

Great emphasis is now placed on a good start through initial job training, supplemented by orientation sessions or by attractively produced printed material describing the nature and objectives of the employment and the conditions of work. Since changes are frequent with technological advances, refresher training has become common in clerical as well as in industrial work. For the more technical skills, it is quite common in the United States for the large employer to make arrangements with a university to set up special courses; in Great Britain it is more usual to encourage employees to attend regular class facilities to obtain technical certificates. Sometimes this is achieved by "sandwich" training, periods on the job alternating with periods at a technical institute.

Many employers encourage further education by paying tuition fees or by allowing free time to attend classes. Some very large corporations have developed their own systems of technical classes, supplementary to direct job training. This widespread interest in training has led to considerable innovation in method. Formal lectures have given way to group discussion. The case-study method has become popular; a problem situation is presented in considerable detail and trainees are asked to make suggestions for its solution. Another new technique is role-playing.

Members of the training staff create a situation by playacting, and the trainees either comment on what is taking place or participate in the attempt to find a solution, or they perform functions or services in conditions that simulate their working environment.

Attention also has been given to audiovisual aids. Sensitivity training has been introduced to help individuals to study their own behavior and reactions to one another by means of group discussion in which there is frank analysis of interrelationships between members of the group.

1.6. In this article taken from Encyclopedia Britannica the word “training” appears 13 times. Translate the expressions containing this word and try to substitute it with a synonymic word or expression. What Ukrainian realia do they correspond to? Give your translations.

Reference list: training-preparation, teaching, guidance, education, schooling instruction, exercise, employee training, in-service training, training schemes, made training a necessity, a new approach to training, initial job training, refresher training, "sandwich" training, direct job training, widespread interest in training, trainee, the training staff, sensitivity training.

PART 2. TRANSLATION PRACTICE

2.1. Translate the sentences into English.

1. Коли утворилася (народилася) Римська Республіка? 2. Антоній (Anthony) боровся з республіканцями. 3. Захист Батьківщини – священний обов'язок (sacred duty) кожного громадянина. 4. Імена тих, хто захищав місто, увійшли в історію (to go down in history). 5. Римляни перетворювали (to turn into) підкорені народи на рабів. Між рабами і рабовласниками йшла (була) гостра (sharp) боротьба. 6. Рабовласницький лад змінився (to be replaced by) феодальним. 7. Хто скасував (to abolish) рабство в Америці? 8. Коли правив Ю. Цезар? 9. Після війни з Антонієм і Клеопатрою (Cleopatra) Октавіан (Octavian) став єдиновладним (dictatorial) правителем Риму. 10. Рабовласники належали (to belong to) до правлячого класу. 11. В якому році Цезар прийшов до влади? 12. Що є вищим органом (the highest organ) державної влади в Україні? 13. Яка партія перебуває зараз у влади в Англії? 14. У 410 р. н. е. готи (the Goths) осадили Рим. 15. Облога Карфагена (Carthage) тривала багато років. 16. У 455 р. Вандали (the Vandals) оволоділи Римом і розграбували його. 17. Війська Октавіана захопили Єгипет (Egypt). 18. Коли Цезар підходив до Риму, у Помпея (Pompey) було лише два легіону. 19. Під керівництвом Кутузова війська здобули блискучу перемогу у битві під Бородіно. 20. Хто був керівником вашої експедиції? 21. Розвиток рабовласницького ладу призвів до його падіння. 22. Бородінська битва була вирішальною. 23. Сенат повідомляв (to present) про свої рішення народним зборам (popular assembly). 24. У військових боях римляни зазвичай здобували перемогу. 25. У битві при Заміні (Zama) Ганнібал зазнав поразки. 26. Противник (the enemy) несподівано почав відступати. 27. Боротьба плебеїв з патриціями тривала близько 200 років. 28. Трибун вибирався (to be elected) народним зборами. 29. Консули в Римському Сенаті з'явилися в середині V ст. 30. Нобілітет завжди володів землею. 31. Орди гунів (Hordes of Huns) на чолі з Атиллою (Atilla) увірвалися в Галлію в 451 р. 32. Клеопатра багато разів порушувала своє слово (promise). 33. Спартак (Spartacus) прорвався через зміцнення (fortifications) Красса. 34. Що призвело до виникнення

війни Червоної і Білої Троянди? 35. Коли були завоювані Римом східні провінції (provinces)? 36. Завоювання Цезарем Галлії почалося в 58 р. до н. е. 37. Підкорені народи завжди пригнічувалися завойовниками.

2.2. Read and translate the text.

The Olympic Flame

Northwest of Sparta in the city of Olympia rose a beautiful temple for the worship of Jupiter, the principal god of the Greeks. This temple was built by Hercules, the great hero.

According to the legend Hercules, the son of Jupiter had ordered that a great festival should be held here every four years in honour of his divine father.

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

The festival lasted five days and included sacrifices, sports and feasts. A few weeks before the festival three messengers of Jupiter went to all Greek states bidding the people to the contest. The competitors, having registered by a certain date, were asked to appear before the statue of Jupiter who was represented with a thunderbolt in his right hand as a warning to evildoers.

Upon sacrificing a pig they swore to use no unfair means to secure victory and that they had trained for ten months.

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

As the Games were held every four years, the people eagerly looked forward to their coming and soon began to reckon time by them. Even historians used this way of dating important events. It was therefore usual to say that such a thing happened in the first, second or third year of the fifth, tenth or seventeenth Olympiad.

It must be noted that the decree of that time was that there should be no wars during an Olympiad. Although the Olympic Games were probably held before any good record was kept, we can trace them back to 776 B. C. These athletic meetings took place regularly until 393 B. C. when the Christian Emperor Theodosius I abolished them on the grounds that a festival having a pagan origin was not in keeping with Christian beliefs. It was only in 1896 that they were revived, and a great festival was held in Athens. The victors received medals and wreaths, but the people did not wear crowns as formerly, nor did they make any sacrifices to the old gods. Since then the Games have been held regularly in different countries and have become a wonderful sport tradition which helped to bring peoples closer together.

No Olympic Games can start without the Olympic Flame, the sacred fire brought from the temple in Olympia, which is the symbol of the spirit of friendly competition. Let this flame burn ever higher throughout the world.

2.3. Guess the meaning of the terms in bold type.

1. The **demos** won the right to take part in state **administration**. 2. According to the **legend** the songs **were collected** by Homer, a famous **poet**. 3. Traces of ancient **civilization** were found in Peru. 4. Land **cultivation** became easier after the appearance of iron tools. 5. By the end of the Homeric Age the **nobility had concentrated** great wealth in their hands. 6. Those who believed in **myths** about Christ called themselves Christians. 7. Many students do not know Greek **mythology**. 8. When the emperor allowed a nobleman to kiss his **foot** it was regarded a great **honour**. 9. Suddenly my **neighbour rose** to his **feet** and left the room. The **rise** and the fall of Alexander the Great's Empire **took place** within a short period of time. 10. After the rainfall the river **rose two feet**. 11. Our grandmother is an early **riser**. 12. The war **rose** from a quarrel between the two **crowns**. 13. Mr. Cross is an officer of the **crown**. 14. Elisabeth II succeeded to the **crown** in 1953. She was **crowned** in Westminster Abbey. 15. Once India was the biggest jewel in the British **Crown**. 16. The ancient Greeks compared the life of the Olympian Gods with that of the nobles. They imagined them **wearing** beautiful clothes and **holding** numerous feasts. 17. Why don't you wear these shoes? Don't you see? They are **worn out**. 18. The Greek soldier **wore** a sword. 19. His daughter **received** a good education. 20. I often **receive** letters and telegrams from my friends. Bess wanted to see the doctor, but unfortunately he does not **receive** to-day. 21. A grand **reception** was given **in honour** of the foreign delegation. 22. The history of Rome can be **traced** back to 6th c. B. C. 23. The police **traced** the thief. 24. Excuse me, can you tell me the way to the Historical Museum? Go straight ahead, then turn **to the right**, and you will see a high red building on your **left**. It's the museum. 25. The people of Plataea as well as those of the **neighbouring** villages took part in the battle. 26. He is **right** in saying that to study the history of Ancient Greece is interesting and useful. 27. "Were some emperors declared **divine** after their death?" asked the pupil. "Yes, you are quite right" was the teacher's answer. 28. The **legend** about the Colossus of Rhodes **originated** in the Middle Ages.

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

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

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

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

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

1

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

Who was the Greek god of shepherds?

Was he very handsome or very ugly?

What happened when he appeared before travellers?

2

When Tantalus, the son of Zeus, was given the right to take part in the feasts together with the gods and even to share their secrets, he became extremely proud. Once he betrayed one of their secrets. As a punishment he was tortured. Just before his face hung a bunch of fruit which always retreated as he tried to catch it. He stood in water up to his chin, but whenever he wanted to drink, the water went away. In this way originated the words: "tortures of Tantalus", "to tantalize".

Why did Tantalus become extremely proud?

What was he punished for?

In what way was he tortured?

3

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

Who advised the Greeks to build a wooden horse?

Where were the best Greek warriors hidden?

What happened in the city at night?

4

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

In what battle were the Persians defeated?

Why did the Greek soldier come running to Athens?

2.6. Test translation.

1. Коли Персія (Persia) напала (to attack) на Грецію, усі грецькі міста піднялися на захист. 2. На північному заході від Спарти знаходиться місто Олімпія. 3. Олімпійські ігри, які влаштовували у дні святкування на честь бога Юпітера раз в чотири роки, існували до 394 р. н. е. 4. У дні свята заборонялося (it was forbidden) вести війни на території Греції. 5. Олімпійські ігри починалися з жертвоприношень, після чого відбувалися спортивні змагання (contests), а потім влаштовувалися (відбулися) бенкети. 6. Стародавні греки поклонялися численним богам і богиням. 7. На честь бога вина і землеробства (farming) греки влаштовували бенкети. 8. Згідно з легендою греками був побудований величезний дерев'яний (wooden) кінь, всередині якого знаходилися кращі воїни. 9. У давні часи люди не знали, чому сонце (the sun) сходить на сході і заходить на заході. 10. Спартанець був озброєний (to be armed with) списом і мечем. На ньому був шолом (helmet), в руках у нього був щит (shield). 11. Улюбленою розвагою (entertainment) древніх римлян було змагання на колісницях. 12. Люди, які приходили, щоб подивитися олімпійські ігри, клали дорогі приношення до гробниць, які перебували в храмі. 13. Незабаром у храмі Зевса (Zeus) зосередилися (to be concentrated) величезні багатства. 14. З усіх полісів Афінівська держава була найбагатшою в центральній Греції. 15. В Пелопоннесі археологи виявили (знайшли) сліди микенської культури (Mycenean culture). 16. Гінці Ксеркса (Xerxes) доставили грекам наказ – скласти зброю (to lay down the arms). 17. Який період в історії Греції називається епохою (age) Гомера? Яке походження цього терміна? 18. Якщо ви подивитесь на статую Зевса в Олімпії, ви побачите, що Бог богів тримає в правій руці статуєтку (statuette) богині перемоги, а в лівій – берло (baton). 19. У 8-6 ст. до н.е. у Греції з'явилося багато міст-держав, тобто міст із прилеглими до них (сусідніми) селищами (village). 20. Поява рабовласницької демократії (democracy) в Афінах відноситься до (to refer to) 5 ст. до н. е. 21. Римський імператор Феодосій вважав (to consider), що Олімпійські ігри мають язичницьке походження. Тому він скасував їх. 22. У 5 ст. до н. е. усе цивільне населення (громадяни) Афінів брало участь у народних зборах (popular assembly). 23. У боротьбі між демосом і представниками родової знаті (nobility) часто перемагав демос (the demos). 24. Олімпійські ігри були відновлені тільки в 1096 р. 25. У битві при Саламіні (Salamis) греки здобули велику перемогу над персами. 26. Імператор Децій (Decius) наказав, щоб всі римляни приносили жертву і схилялися перед його статуями. 27. Хоча християн весь час переслідували (to persecute), до кінця III ст. н. е. християнство в Римській імперії значно поширилося (to become widespread). 28. Усім дуже хотілося бути присутнім на цьому матчі. 29. Ми повинні знайти кошти, щоб допомогти їм. 30. Він став хорошим спортсменом в результаті наполегливого тренування (training). 31. Чим славиться ваш рідне місто? Воно відоме своїми пам'ятниками і музеями.

UNIT 3.

PART 1. ORAL LANGUAGE PRACTICE

1.1. Speak on the following sub-topics:

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

Make an outline of «Persia vs Greece» in the way of a short plan.

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

Describe the battle of Thermopylae.

Speak on the film «300 Spartans» if you happened to see it.

PART 2. TRANSLATION PRACTICE

2.1. Read and translate the text.

Persia vs Greece

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

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

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

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

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

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

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

There was only one way by which the Persians could enter Central Greece and that was by the Thermopylae Pass, a narrow strip of land between the mountains and the sea. The pass was defended mainly by the Spartans. No sooner had the Greeks taken up positions in the pass than Xerxes sent messengers to Leonidas telling him to lay down the arms and surrender. "No" was Leonidas' reply. The Persian attacks on the small detachment lasted for two days. The Spartans knew no such thing as fear. Repulsing the enemy attacks they bravely held out the Persians who met only death from the arrows, spears and swords of the Spartans.

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

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

1. Why did King Darius send an expedition to Eretria and Athens?
2. Did some of the Greeks want to submit to the Persians?
3. What did the Greek cities realize?
4. Who could provide leadership?
5. Did the Athenians know they would be attacked first?
6. They had much discussion about what they ought to do, hadn't they?
7. Where was Hippias at the time of invasion?
8. What did the patriotic citizens of Greece propose?
9. Who commanded the Athenian army?
10. How did the Persians start the campaign?
11. What were the Spartans doing when the runner from Athens came asking for help?
12. Did they agree or did they refuse to start immediately?
13. What were the Greeks armed with?
14. The Persian archers outnumbered the Greeks, didn't they?
15. Why were the Spartans surprised when they arrived at Marathon?
16. When (how many times) did Persia invade Greece?
17. Who ascended the throne after the death of Darius I?
18. Did the Persians occupy North Greece with heavy fighting?
19. Where was the Persian fleet?
20. What did the Greek cities do on hearing about the Persian invasion?
21. Where did the Spartans take up their positions?
22. What did Xerxes tell Leonidas to do?
23. How long did the Persian attacks on the Greek detachment last?
24. Did the Spartans bravely repulse all the attacks of the Persians?
25. How did it come that the Greeks were surrounded?
26. What kind of battle for the Spartans was that of Thermopylae?
27. How were the Spartans fighting the battle?
28. Where was the monument to King Leonidas and his men set?
29. There were a number of revolts staged by the Greeks in Asia Minor weren't there?
- 30.

Did Darius put down all the revolts? 31. Were many people killed during the suppression of the revolts?

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

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

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

2.4. Translate the following according to the patterns.

1. Having put down the revolt... (закінчивши роботу, покаравши Афіни, відбивши атаки противника, досягнувши Балкан, підпорядкувавши колонії, зайнявши Північну Грецію, відмовившись від цього походу, зайнявши свої позиції).

2. I am willing to... (хочу послати їм запрошення, почати обговорення цього питання негайно, відзначити день народження вдома, привітати їх з перемогою, попливти вниз по річці, битися до останнього).

3. He refused to... (він відмовився карати кого-небудь, забезпечити керівництво, командувати цим загоном, повернути цей документ, скласти зброю, вірити цьому, обговорювати це питання).

4. There was not a single newspaper left (не залишилося жодного квитка, підручника, квітки, журналу).

5. They had much discussion about... (вони багато говорили про свої доповіді, майбутніх іспитах, обов'язковій літературі, курсових роботах, вивченні джерел).

6. Hearing On that he was ill... (дізнавшись про те, що делегація прибула; противник вторгся до країни; Олександр зійшов на престол; Леонидий поліг у бою; перси прорвалися у Північну Грецію; його вбили...).

7. She asked me for... (вона попросила в мене карту Греції, підручник з історії, ручку, мої конспекти, води).

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

Ancient Egypt lay in the Nile Valley. The land was **fertile** and the climate warm and suitable for animal life and **plant growth**. It was as early as 4, 000 B. C that people began to settle along the Nile River. **Traces** of people in Egypt go as far back as **the Stone Age**.

The people in the Nile Valley lived in **family communes** and tribes. The family communes were governed by elders. Very often the tribes **quarrelled** over the best grounds, and their quarrells led to war. When **at war** the tribes elected leaders to command the fighting men. Like the people of the **primitive communal society**, the **earliest inhabitants** of Egypt **searched for food, hunted** and **fished**. Later they took up **hoe farming**. It should be noted that farming and cattle-breeding became the main **occupations** in Egypt in the 4th **millennium B. C**.

The written history of Egypt probably began more than 6, 000 years ago.

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

2. 6. Test translation.

1. Дарій дізнався (почув) про афінян від (from) колишнього тирана Афін Гіппія (Hippias). 2. Коли Дарій вирішив покарати Афіни, Гіппій жив у вигнанні, перебуваючи при його дворі. 3. Дарій не висловлював бажання (willingness) допомогти Гіппію поки він не дізнався, що Афіни допомогли спалити Сарди (Sardis). 4. Як тільки перський цар придушив повстання в Малій Азії, він (as) для покарання надіслав у Грецію експедиційні війська. 5. Дарію потрібен був флот. Тоді він наказав містам-державам, підпорядкованим його владі (overlordship), поставляти (to furnish) йому кораблі. 6. Дізнавшись, що перси хочуть напасти на Афіни в першу чергу, афіняни звернулися до Спарті (turned to Sparta for) за допомогою. 7. Греки зрозуміли, що їм потрібно об'єднатися і вирішили, що тільки Спарта може забезпечити керівництво у цій війні. 8. Перська армія під командуванням Ксеркса вторглася до Греції в 480 р. н. е. 9. Північна Греція була зайнята (окупована) без бою. 10. На боротьбу із загарбниками (окупантами) грецькі міста-держави послали невеликі загони. 11. Захищаючи

перешийок (pass), що відкриває шлях у центральну Грецію, загін спартанців відмовився скласти зброю (здатися) і бився до останнього. 12. Перські воїни були озброєні луками та стрілами, списами і мечами. Вони були хорошими стрілками. 13. Український народ ніколи не підкорявся чужоземним загарбникам. 14. Усвідомлюючи, що його армія оточена, Леонидий наказав усім, крім спартанців, відступати. 15. Татаро-монгольська (Tatar and Mongolian) навала на Київську Русь мало місце у 12 столітті н. е. 16. Хоча супротивник в Марафонській битві чисельно переважав афінян, останні успішно відбили всі його атаки і виграли бій. 17. Після завоювання Греції, Філіп II почав готуватися до (to prepare for) походу проти Персії. 18. Східні походи Олександра тривали до 325 р. до н. е. 19. Коли посланець Афін прибув у Спарту, спартанці відзначали якесь релігійне свято. 20. Гонець здивувався, коли почув, що спартанці відмовилися виступити (to start) негайно. 21. Падіння Західної Римської імперії означало (meant) кінець рабовласницького ладу в Західній Європі. 22. Рим був зруйнований (to destroy) головним чином в результаті навали варварів-вандалів (the Vandals) в середині 5 століття н. е. 23. Ассирія (Assyrian) імперія пала в кінці 7 століття до н. е.

2. 7. Read the text „Spartan Education” and translate it into Ukrainian. Make a brief summary of the story by answering the following questions.

Spartan Education

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

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

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

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

Questions

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

UNIT 4. MEDIEVAL HISTORY SECTION

PART 1. ORAL LANGUAGE PRACTICE

1. Speak on: a) how the English fell under the yoke of the Normans; b) William's policy in relation to the local population and his followers; c) the Curia Regis and its functions; d) the way the Anglo-Saxons tried to escape Norman oppression; e) their fight against the oppressors.

2. Give a short summary of the text „William the Conqueror“.

3. Discuss the questions: „The significance of the Norman conquest of England for the development of feudalism in the country“; „Normanization of the English language“.

William the Conqueror

In the second half of the 11th century England was conquered by Norman Duke, William by name, one of the most powerful feudal lords of France. Under the pretext of having rightful claims to the English throne, William landed on the southern shores of England in September 1066. The well-armed Norman knights met the Anglo-Saxon troops gathered by Harold, their king, at Hastings on October 14, 1066. The battle raged with varying fortune all day, but finally the Anglo-Saxons gave way. King Harold was killed and the Normans won the battle. Sometime later, London was forced to open its gates to the conquerors.

William became King of England and was called William the Conqueror. He named himself the "lawful heir" of the English king and promised to grant the old rights and customs to the Anglo-Saxon nobility. But this was, in fact, only a pretext to pacify the local population which fell under the foreign yoke. The real intentions of William the Conqueror became clear when he began confiscating the lands of the English barons and replacing the Saxon nobility by Norman nobles and knights who became the ruling group. The confiscation of lands and their distribution among the Norman nobility completed the establishment of the feudal system in England.

Land grants in reward for military service was a characteristic feature of feudalism. In France and Germany these land grants led to the weakening of royal authority, since the great landowners could use their military forces against the king. In England this danger also existed, but in a smaller degree. William granted large estates to his followers, but he was

careful to scatter them in manors over the country in a way which made it difficult for the great landowners to concentrate their knights for rebellion against the king.

The Norman kings ruled with the help of a governing body called Curia Regis (the King's Court). It made laws, imposed and levied taxes, and tried disputes, but the king was always present and his word was decisive. In just the same way each baron ruled his vassals, each knightly holder of a manor – his villeins.

Generally speaking, the native population was treated very cruelly by the conquerors. Even the Anglo-Saxon nobles felt oppressed. It is not surprising, therefore, that many, both of the upper and the lower classes of Anglo-Saxon society, fled and often hid themselves in the forests or elsewhere to escape the oppression of the Normans. Sometimes they started a fight against the foreign oppressors, but were often caught and put to death (executed).

1. 1. Read and translate the text.

1. The feudal system was finally established in Byzantium in the 9th – 11th centuries. 2. The rebels under Wat Tylor put forward rightful demands, and the king promised to meet them, but when the uprising was defeated, he broke all his promises and cruelly punished the rebels. Only the fear of another uprising made the government stop executions. 3. William the Conqueror promised the Anglo-Saxon nobles to grant the old rights, but it was only a pretext. At the same time he granted large estates to those who supported him. 4. When the revolution won the victory, and the reactionary regime of Batista was overthrown, all the political prisoners were granted freedom. 5. Almost all former British colonies were granted independence. 6. In 1237 Moscow fell under the yoke of the Tartars. 7. In the Middle Ages schools came under domination of the clergy. In fact they were in the hands of the church. 8. It was a common practice that the lord's clerks imposed fines on the townspeople and levied taxes. 9. Under the pretext of having rightful claims to the French Crown Edward I started war with France in 1337. In that way he wanted to regain the former English possessions in France. 10. The characteristic feature of the reign of Henry VII was the strengthening of royal power.

PART 2. TRANSLATION PRACTICE

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

1. **Saying that he had the right to the English Crown**, William invaded England. 2. The battle went on **with varying degrees of success**, but **at last** the Anglo-Saxons **surrendered**. 3. London **was compelled** to open its gates. 4. William the Conqueror **told** the Anglo-Saxon nobles **that he would by all means grant** the old rights to them, but it was **a kind of camouflage** aimed at pacifying **the inhabitants of the captured areas**. 5. Soon **the true purpose** of the new king became clear to everybody. 6. Land grants **in return for** military service **were very typical** of feudalism. 7. In England too **there was** a danger of using the landowners' military forces against the king. 8. William **gave**

large estates to **those who supported him**. 9. **During the rule** of William there were numerous **revolts** of the Anglo-Saxons. 10. The officials of the Curia Regis **collected** taxes. 11. The country **was ruled** with the help of a special organ. 12. **It comes as no surprise** that many people **ran away** and hid in the forests to escape Norman oppression. 13. Some of them were caught and **put to death**. 14. In France and Germany land grants **brought about** the weakening of royal **power because** the great land-owners could use their military forces against the king.

2. 2. Test translation.

1. У 1066 р. Англія була завойована герцогом Нормандії Вільгельмом, військо якого складалося (to consist of) з васалів герцога і лицарів з інших районів Франції. 2. Норманське завоювання призвело до зміцнення (the strengthening) королівської влади і до посилення феодального гніту (oppression) селян. 3. Англо-саксонські повстання проти норманських загарбників тривали кілька років. Вільгельм жорстоко розправлявся (to punish) з повсталими: він їх страчував і спалював їх села. 4. Використовуючи розбрат між французькими феодалами, Едуард I заявив про своє право на французький престол. 5. Війна Троянд послабила (to weaken) владу великих поміщиків в Англії. 6. У Великобританії королева царює, а не керує. 7. Англії потрібен був тривалий мир (a lasting peace), а для цього необхідно було (to be needed) створити потужний (firm) уряд. 8. Генріх IV (Henry IV), який вступив на престол в 1399 р., не мав на нього (to it) права, так як законний спадкоємець був Е. Мортімер (E. Mortimer). 9. Великі землевласники фактично не підтримали (to support) англійського короля в його боротьбі проти норманів. 10. На початку правління короля Едуарда I провідною силою в Англії були барони. 11. Король обіцяв надати всім рівні права. 12. У середньовічній Англії у той час, коли для феодального сеньйора (пана) не існувало жодних законів (to be lawless), життя кріпосних селян було дуже важким (hard). З ними поводитися, як з домашніми тваринами (domestic animals). Віллани не мали права залишати менор і село, де вони працювали й жили. 13. Рятуючись (trying to escape) від утисків норманів, багато англосаксів тікали в ліси, в яких вони ховалися, або в інші місця, і там починали боротьбу проти чужоземних загарбників. 14. Курія Регис – це урядовий орган. Він видавав закони, обкладав населення податками і стягував податки. 15. Війська Вільгельма переважали англійців, і останні змушені були здатися. 16. Що є характерною рисою раннього феодалізму – надання землі в нагороду (in reward for) за військову службу. 20. У Вільгельма Завойовника були величезні (vast) земельні володіння в Англії.

2. 3. Translate the texts into Ukrainian.

A. Speaking of social aspects of the later middle ages in England H. Shearman says that in addition to the performance of services, the villein was under certain obligations fixed by custom. During the 14th – 15th centuries most villeins acquired personal freedom. It was a gradual process, not even complete in the 16th

c No law was ever made emancipating the villeins. It was usual for villeins to make money payments to the lord and work for him on the demesne.

B. Henry IV, who ascended the throne in 1399, had no right to it at all, for the rightful heir was Edmund Mortimer, who was descended from the third son of Edward III, while Henry IV was only descended from his fourth son. During the reign of Henry IV the question of his rightful succession was never raised. In the time of Henry VI there was still living a descendant of Edmund Mortimer. He was called Richard, Duke of York, and the Wars of the Roses began because Richard claimed to be the heir to the throne.

C. The people were tired of Henry's weak rule and they were willing to make Richard Protector of the kingdom during the king's lifetime, and King after Henry's death because no son was born to Henry. This caused the nobles to split up into rival factions; some sided with the Duke of York and others with the king. At last the two parties rose in arms, one against the other. The Wars of the Roses were so called because the badge of the king and of the House of Lancaster, to which he belonged, was a red rose, while the badge of the Duke of York was a white one.

2. 4. a) Read the three items given below and supply answers; b) Retell the passages; c) Pick out the unfamiliar terms and study them.

1

In the 11th century, with the growth of towns and trade, the feudal lords wanted more land and more serfs. As they could not get (obtain) them in Western Europe, they directed their steps towards the East. In 1096 under the pretext of liberating "the Lord's sepulcher troops of knights, led by big feudal lords, set out from France, Germany and Italy and went to Jerusalem. They were well-armed, and on the way, they captured towns, robbed and killed their inhabitants. On breaking into Jerusalem the crusaders staged a massacre. They murdered and plundered the Moslems. In 1204 during the fourth crusade they looted and destroyed Constantinople like the barbarians in Rome.

What did the feudal lords want?

Why did they start for the east?

Under what pretext did they go to Jerusalem?

What did they do on their way to Jerusalem and in the city?

2

In the year 43 A. D. the Romans came to Britain, landing an army of 40,000 men in Kent. Though the Britons were not so well-trained and well-armed as the Romans, they resisted the enemy bravely. Repulsing all the attacks, however/the Romans marched to Llyndin (now London). This was not the first time the Romans tried to conquer the British Isles. About a hundred years earlier Julius Caesar had landed in the same place, but the inhabitants, after a good fight had driven the Romans out.

In what year did the Romans come to Britain?
How did the Britons resist the enemy?
Was it the first time the Romans tried to conquer the British Isles?
What had happened a hundred years earlier?

3

The Roman government came to its end in 383 – 410 A. D. At the beginning of the 5th century, when Rome was in danger of attack on the part of the Huns and Goths, Roman soldiers had to be withdrawn from Britain to defend their capital. Soon after the withdrawal of the Romans the tribes of the Angles, Saxons, and Jutes began landing in the south of Britain. The Anglo-Saxons established their rule over the country which lasted till the coming of the Danes. Britain became England (Anglo-land). But the Danish rule was very unstable and after Cnut's death the Anglo-Saxon nobility restored the old dynasty to the English throne.

When did the Roman government in Britain come to an end?
Why did the Roman soldiers have to be withdrawn?
Who began landing on the British Isles?
Until when did the rule of the Anglo-Saxon last?
What did the Anglo-Saxon nobility do after the death of Cnut?

2. 5. Express the following in English.

1. Вона давно викладає історію? Вона викладає її з тих пір, як закінчила університет. 2. Яку мову ви вивчаєте? Французьку. З якого часу ви вивчаєте французьку? Я вивчаю її з 1970 р. 3. Що ви перекладаєте? Текст. І давно ви його переводите? Так, з самого ранку. 4. Ось вже годину ми чекаємо керуючого (manager). Коли ж він прийде? Не знаю, його немає вже другий день. 5. Скільки років ви жили за кордоном до того, як повернулися на батьківщину? 6. Петро займається мистецтвом (art) ось уже 6 років. Він почав малювати до вступу на факультет і малював протягом декількох років. 7. Ось вже рік як Гаррі пише свій новий роман. 8. Олександр сказав, що робить уроки з ранку. 9. Останні два дні батько був дуже зайнятий. Він готував доповідь для конференції. 10. Я вас не бачив близько місяця. Що ви робили весь цей час? 11. Ми знаємо Білових з 1950 р. 12. З якого часу студент Попов відсутній на (from) заняттях? Його немає на заняттях з минулого вівторка.

2. 6. Comment on the following, using the words in bold type and your knowledge of history.

1. Lords often sent their sons to a neighbouring **castle** to be educated. 2. When a young **nobleman** was seven years old, he became a **page**. 3. A **page** was usually taught **to ride** and to take care of his **arms** and **armour**. 4. At the age of fourteen a **page** became a **squire**. 5. A page learnt to fight **on horseback** and to use the heavy **weapons** of a knight. 6. The heavy weapons used by knights **included: a lance, a battle axe, a sword** and a **mace**. 7. It was part of a squire's duty **to rescue** his knight if

the latter fell **in combat**. 8. Joan of Arc **was accused of** sorcery (witchcraft) and **was condemned** to be burned at the stake. 9. It often took a **villein** his whole life time to **save** a large sum of money in exchange of which he could be **granted** freedom. 10. Very often a **quarrel** between **dukes** led to war. 11. The **feudal lords ignored** the poverty of the peasants and **demande**d more and more payments. 12. Richard II promised to fulfil the peasants' **demands provided** they laid down arms and left London. The **rebels accepted** these terms and left. In the meantime the King, **supported** by the rich feudal lords, **collected a force** and defeated them on the way. 13. William I granted large **estates** to his **followers** and took away the lands from his **opponents**. 14. A **tournament** in the Middle Ages was a **military competition** between knights to **prove** their strength. 15. **It is the general belief** that most of the feudal lords were **coarse and ignorant**. 16. The well-armed feudal lords **forced** the **defenceless** peasants to **carry out** numerous **duties**. 17. "I **believed** in you as I believed in God, but God is made of clay... ", said the Gadfly addressing Montanelli. 18. **The crusaders** were both plunderers and **murderers**. 19. In 1540 **the Order** of Jesuits was established to fight the Reformation whose **supporters demanded** church **reforms**. 20. Anthony **fell in love with** Cleopatra when he saw her in Tarsus. 21. Early in the 12th century our country **was** still **divided into** many **feudal principalities** which were constantly **quarrelling** among themselves.

UNIT 5. THE AGE OF DISCOVERY

PART 1. ORAL LANGUAGE PRACTICE

1. 1. Read and translate the text. Have a talk based on the text «The Age of Discovery» with your class-mates. Make use of the following questions.

1. What historical event occurred on the 12th of October 1492? 2. Where did Columbus come from? 3. In what family was he born? 4. What happened off Cape St. Vincent when Columbus was voyaging to England? 5. In what country did he stay for the next few years? 6. Whom did he enter into a correspondence with? 7. What did Toscanelli furnish him with? 8. Did Columbus believe that it was possible to find a way to the Indies, especially to China and Ja-pan, by the western route? 9. Whom did Columbus apply to for help? 10. Did the King agree to consider his plan? 11. What did the King do in the meantime? 12. What attempts were being made in Portugal when Columbus left that country? 13. Did Columbus make similar proposals to the Spanish and English sovereigns? 14. Why did the Spanish court agree to render him assistance? 15. Where did he sail to first? 16. What island did he land upon five weeks later? 17. What name did he give to the island? 18. His stay in the world of the unknown was short, wasn't it? 19. When did Columbus discover Cuba and Haity? 20. Whom was the land discovered by Columbus named after? 21. Was Columbus the first to «discover» America? 22. Who had visited Labrador, Newfoundland and New England in the 10th century? 23. What was recently unearthed in some of those areas by Anne Ingstad and her expedition? 24. What holiday is observed in the USA on the 9th of October?

The Age of Discovery

When on 12th of October, 1492 Christopher Columbus, the son of a weaver from Genoa, stepped ashore on the island which he later named San Salvador, it was one of the great moments in world history. But back to the very start.

In 1476 the vessel in which Columbus served was voyaging to England. Off the Cape of St. Vincent a fleet of privateers suddenly attacked the ship; it took fire, and Columbus himself seized an oar and swam to land, afterwards making his appearance in Lisbon.

For the next few years he remained in Portugal, making and selling charts and voyaging to Madeira and the Guinea coast. It was during this period that he entered into a correspondence with Paolo Toscanelli, a well-known astronomer and mathematician of Florence.

Toscanelli furnished him with a map of the world, which had been made shortly before, and with scientific evidence of the possibility to find a way to Cathay (China) by sailing west.

Columbus applied to the King of Portugal for the necessary ships and equipment. (He could not get any financial backing in Italy). The King openly refused to consider his scheme, but in the meantime sent out to the west a caravel which failed to find land in the direction indicated.

Columbus left Portugal at the moment when attempts were being made to reach the Orient by the African route. Passing over into Spain, he made similar proposals to the Spanish sovereigns, Ferdinand and Isabella, and at the same time sent his brother to England to lay his case before Henry VII. But his idea seemed so strange that he was taken almost for a madman. Italy, England and Portugal rejected Columbus. Some years passed, and at last the Spanish court, being interested in shorter trade routes to India, agreed to render assistance to him.

Columbus departed from Palos with three small ships and sailed first to the Canary Islands. With letters of recommendation from the Spanish Government to the Grand Khan, he left the Canaries, pushing his way westward until he reached the aim. Five weeks later he landed upon an island of the Bahama group, and the exotic world of red-skinned natives, strange animals and fantastic nature opened to him and his men.

However, his stay in the world of the unknown was short. In the spring of 1493, following the largest island of Cuba and Haity, he returned with the news that he had found the archipelago long known to exist off the south-east coast of Asia.

For a long time the land discovered by Columbus had no special name. Finally it was decided to name it after Amerigo Vespucci, an explorer of the land and a navigator.

Columbus, of course, was not the first to «discover» America. According to an Icelandic saga and the latest investigation carried out by Anne Ingstad, a Norwegian archaeologist, it was the Norsemen, with Leif Ericson at the head, who had visited Labrador, Newfoundland and New England as early as the 10 th – 11th centuries. The Norman settlement recently unearthed there is sufficient proof of that.

Now the 9th of October, Leif Ericson Day, is celebrated as a national holiday in the U. S. A. alongside with Columbus Day which is observed on the 12th of October.

1. 2. Correct the following statements which are not true to fact. Consult the text.

1. The first island Columbus stepped on was named San Sebastian.
2. The vessel in which Columbus served was voyaging to Portugal when it was attacked by pirates.
3. Toscanelli, a famous artist, with whom Columbus entered into correspondence, furnished him with money and food.
4. It was the English King, who agreed to supply Columbus with ships and equipment.
5. Those whom Columbus applied to for help welcomed his idea and accepted his scheme.
6. Calumbus' scheme was to reach India and China by the African route.
7. On the 12th of October 1592 Columbus landed on an island of the Bahama group.
8. The islands of Cuba and Haiti were discovered by Vasco de Gama.
9. Christopher Columbus was the first to visit the Continent which later was named America.
10. Columbus Day is observed in the USA on the 4th of July.

1. 3. Describe the first voyage of Columbus as depicted in the text.

1. 4. Speak on other voyages and discoveries made by Columbus that you know.

1. 5. Speak about the viewpoint that Columbus was not the first to „discover" America.

1. 6. Say something about other discoverers (travellers and navigators) that you know.

1. 7. Discuss the topic; „Geographical discoveries and their historical significance".

1. 8. a) Read and translate the six items given below; b) Answer the questions; c) Study the words in bold type and use them in sentences of your own.

1

The discovery of New York was made in 1609 when an English captain, Henry Hudson, in the service of Holland, crossed the Atlantic and sailed up the river which bears his name. The Dutch West India Company established a colony on Manhattan Island, **inhabited** by the Indians, to develop the fur trade. The Island was bought from the Indians for trinkets worth of 24 dollars. The settlement, which then was named New Amsterdam, grew until it had about ten thousand **inhabitants**. But in 1664, when England and Holland **were at war**, English ships **took** possession of it and changed its name into New York after Duke of York, King Charles' brother.

Whom was New York discovered by?

What did the Dutch Company establish on the island?

What name did the settlement bear?

What happened in the year 1664?

Who took possession of the settlement?

2

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

How did manufactures come into existence?

Whose labour did the factory owners exploit?

Was the division of labour practised in capitalist enterprises?

What new classes were coming into being as a result of capitalist development?

3

In the 16th century in Britain it became more **profitable** for the landowners **to breed sheep** than **to grow grain**. Being in need of large **pastures** the landowners seized the **common** and the waste **lands**. Moreover, they seized the farmers' **plots of land** and forced them to leave the places they lived in. Meanwhile the nobles **enclosed** the lands they captured with fences and ditches. Thousands of people, **evicted** from their plots of land, left their home villages and became vagrants and beggars. The expropriated farmers repeatedly rose up in arms against the **enclosures**, but the rebels were defeated. The government made cruel laws against vagrants and paupers. As a result of the enclosures there appeared an army of free people who had neither land nor implements of labour.

For what purpose did the landowners seize the farmers' plots of land?

What did they do with the farmers who lived in the places of eviction?

What did the people evicted from their plots of land become?

Did they start a fight against the enclosures?

What did the enclosures result in?

4

The 15th – 16th centuries saw a considerable **technical progress** in Western Europe. It was justly called the era of **inventions**. A hydraulic engine came to be used

in various crafts. Some innovations occurred in metallurgy. There was noticeable progress in **shipbuilding**. **Fire-arms were invented**. One of the greatest discoveries, however, was the invention of **printing** in Europe. The first printed book was produced by Gutenberg, **the inventor**, in about 1445. Needless to say, the appearance of printed books **stimulated a rapid advance** in education, science and literature.

What were the 15th – 16th centuries marked by?

What great inventions of that time do you know?

Who invented printing in Europe?

What effects did the book printing have on other spheres of human life?

5

Before paper was invented people wrote their thoughts on various other materials.

The ancient **Babylonians** used **clay** on which they made **cuneiform** marks. A letter was, therefore, made in the form of a brick. History was engraved on stone monuments and **tablets**. Later on the Romans and Greeks scratched the words on soft **wax** with a metal pen. The Egyptians were the first to make paper from the papyrus plant.

Originally books were made in the form of a roll like a wall-map. They were so **valuable** that the **bibles** were fastened up in the churches by **chains** so that they could not be stolen. Historically, the book is of international character: papyrus paper came from Egypt, the alphabet was offered by the Greeks who had **borrowed** it from the Phoenicians, printing was invented in China.

What materials did people use before paper was invented?

What was history engraved on?

What country was the first to make paper from the papyrus plant?

What did the first books look like?

Why do you think that the first books were valuable?

Historically speaking, the book bears an international character. What is implied by this statement?

6

The Church was interested in preserving and strengthening the feudal system.

The clergy tried to convince the peasants and artisans that the feudal system had been established by God and would exist for ever. Generally speaking, the Church was the **mainstay of feudalism**. **The Pope's** power was particularly great.

Here is what the Pope himself said about it: «The Pope can **depose** emperors. No man can cancel the Pope's decrees, but the Pope can **repeal** everybody's decree and decisions. No one can pass judgement on the Pope. Anyone who disagrees with the Pope is no Catholic».

The Church **persecuted** the disobedient (the heretics) mercilessly, **tortured** them and burnt them **at the stake**.

What role did the Church play in the feudal system?

What rights did the Pope claim?

In what way did the Church fight against its enemies?

1. 9. a) Guess the meaning of the following sentences; b) Add something of your own, using the words in bold type.

A. 1. The discovery of America stimulated human progress in many directions. 2. There exist many tales about earlier navigators who also discovered the western hemisphere. 3. Among these supposed discoverers was a group of Chinese priests who had landed on California. 4. Besides, there were several Portuguese sailors who crossed the Atlantic to the American coasts in the 6th-9th centuries. 5. Portugal was the first to find a sea route to the Orient. 6. As early as 1418 a Portuguese captain made an attempt to reach the Madeira Islands. 7. Portugal's aim was to reach the Far East by the southern route, either around Africa or South America. 8. It was in following this general scheme (plan) that Vasco da Gama reached India in 1497 via the Cape of Good Hope. 9. Columbus' proposal (offer) was rejected by all (those) whom he applied for help. 10. Spain, however, seized the chance of using Columbus in that historical enterprise.

B. 11. The capture of Constantinople in 1453 by the Turks closed up the trade routes to the oriental countries. 12. King John II refused to render assistance to Columbus whose scheme he considered adventurous. 13. The story is told that Isabella gave her jewels to equip Columbus. 14. Henry VII of England sent merchants with John Cabot at the head to explore the northern American coasts. As a result of Cabot's voyages England made her claims for sovereignty¹ over North Atlantic areas, and finally over the whole of North America. 15. In the northern part of Newfoundland the, archaeologists recently unearthed a Norman settlement. 16. Columbus' father was a weaver and the boy followed the same craft for some time, afterwards going to sea in various ships. 17. According to the tradition of the British Parliament the Sovereign is never allowed in the House of Commons. 18. What national holidays are celebrated (observed) in Great Britain? 19. In the colonies trade operations of selling and buying ran high, greatly enriching the European merchants and making poor the natives. 20. Passing by Cape Vincent Columbus' vessel failed to escape the danger of the attack by the privateers. 21. It was impossible to withstand the attack of the whole fleet. 22. While staying in Portugal Christopher made and sold charts. 23. My proposal was rejected but finally we came to agreement. 24. I fully agree with you that F. Cooper gave a wonderful description of the natives in his novels. 25. Columbus remained moneyless until the Spanish sovereigns agreed to help him. 26. The archipelago was found off the south-east coast of Asia. 27. Take off your coat. It's warm here. 28. Sorry, I must be off now, but I'll soon be back.

1. 10. Paraphrase the words and word combinations in bold type. Use synonymous words from the text.

A. 1. In 1476 **the ship on** which Christopher served **was sailing to** England. 2. After the incident which occurred **near** the Cape of St. Vincent Columbus **appeared in** Lisbon. 3. It was during his stay in Portugal that Columbus **began corresponding** with a **famous** astronomer and mathematician. 4. Toscanelli **gave** him a map of the world which **had been prepared** shortly before. 5. According to Toscanelli it was quite possible **to find a western route to India and China**. 6. Columbus **turned to** John II for **assistance**. 7. **The King refused to think carefully about and discuss** Columbus' **plan**. 8. The caravel sent out to the west **did not discover** land in the direction given.

B. 9. Columbus left Portugal at the time **when they were trying to get to the East by sailing round the Cape of Good Hope**. 10. He **put forward almost the same proposals** to the Spanish monarchs and sent his brother to England **to tell the King about the problem**. 11. The Spanish Government **said "yes" to** Columbus's request 12. He **left Palos and sailed westward until he reached the goal**. 13. He **did not stay on the islands long**. 14. For a long time the land discovered by Columbus **remained nameless**. 15. The settlement, which was **dug up not long ago**, is sufficient proof of the Norman visits. 16. Columbus Day **is celebrated** on the 12th of October. 17. He **came back** with a piece of good news.

1. 11. Complete the following sentences by translating the Ukrainian part.

1. He refused to... (повернутися, залишатися там, пливти в цьому, напрямку, розглянути це питання, надати нам фінансову підтримку).

2. They failed to... (прийти до угоди, врятувати корабель, виявити землю у вказаному напрямку, поставити питання королю).

3. Are you interested in.. ? (у цій подорожі, рекомендаційному листі, угоді, роботі)?

4. It was impossible to... (дістати цю карту, вступити у листування з ним, знайти дорогу назад, змінити що-небудь).

5. He made a... (зробити велике відкриття, застосувати тортури знайти новий шлях, зробити пропозицію)

6. He is considered to be a... (відомий астроном, математик, мореплавець, дослідник, археолог, історик).

7. We sailed in the direction of... (острів Гаїті, південно-східне узбережжя Азії, Індія, Ісландія).

8. I don't agree (disagree) with... (вами, цим планом, з пропозицією).

9. At last he made his appearance (ми дістали цю карту, залучили необхідне обладнання, влаштувалися (поселились) там, досягли своєї мети).

PART 2. TRANSLATION PRACTICE

2. 1. Test translation. Express the following in English.

A. 1. Деякі вчені вважали, що в Індії можна (it was possible) дістатися, пливучи на захід навколо землі. Колумб був першим, хто намагався це довести.

2. Коли він був юнаком (in his youth), він кілька разів вирушав у плавання (to go on several voyages) і цікавився географічними картами та навігаційними документами. 3. Коли Колумб оселився в Іспанії, він звернувся за допомогою до короля, якому виклав свій план. Мета експедиції полягала у тому, щоб відкрити новий західний шлях в Індію. 4. В той момент робилися спроби досягти східні країни африканським шляхом. 5. Іспанський двір був зацікавлений у нових торгових шляхах, тому він погодився надати Колумбу фінансову допомогу (aid). Купці (merchants) і судновласники надали Колумбу три кораблі і необхідне обладнання. 6. Коли Колумб плив у пошуках золота (in search of gold), він виявив острови: Кубу й Гаїті. 7. До кінця плавання залишався лише один корабель. 8. Америго Веспуччі, італійський дослідник і мореплавець, довів, що землі, відкриті Колумбом, склали частину нового континенту (continent). 9. У 1519 р. Іспанія зробила спробу досягти Азії західним шляхом, і відіслала експедицію на чолі з Ф. Магелланом (Magellan). 10. Колумб відкрив багато островів у Карібському морі (the Caribbean Sea) і досліджував частину узбережжя Американського материка (mainland).

В. 11. Які географічні (geographic) відкриття були зроблені в 15-16 ст.? 12. Плаваючи в північних морях в 9 ст., скандинави (the Scandinavians) відкрили Ісландію, де заснували (to establish) колонію. 13. Географічні відкриття привели до зростання (growth) торгівлі. 14. На невольничих ринках (slave-markets) рабів, яких привозили з Африки, купували і продавали як худобу (cattle). 15. На острові Гаїті іспанці (the Spaniards) захопили землі тубільців і почали винищувальну війну (for extermination). 16. Англійський король відмовився розглядати пропозицію Колумба і відкинув його план. 17. Поселення, яке було недавно розкопане археологами з експедиції Інгстад, належало норманам. 18. Пропливаючи (проходячи) мимо мису Св. Вінцентія, їм не вдалося виявити землю в зазначеному напрямку. 19. Американський материк (mainland) відвідували ще в 10 ст. 20. Я пропоную дослідити можливість організації експедиції з цією метою.

2. Give English equivalents of: колонізація; колонізатори; у пошуках (наживи); іспанці і португальці; купці; священики; ченці; католицька церква; перетворити(ся); духівництво; супроводжуватися винищенням корінного населення; підлеглий; работоргівля; ринки; виникати; інквізиція; переслідувати (в судовому порядку); катування на багатті; монастир; бросити до в'язниці.

2. 3. Translate the text with the help of a dictionary. Part C is to be translated in writing.

A. There were many forces at work which made inevitable the discovery of America about the time Columbus accomplished it. In the two or three centuries prior to Columbus' time the merchants had built a number of great cities and commercial centres all over Europe. They tried to develop trade all over the known world and demanded the establishment of new sea routes, the more so it became

particularly difficult to trade with the East when the Turks captured Constantinople.

B. The end of the 15th century was also a time of tremendous intellectual ferment. The long and heavy grip of the Catholic Church upon the mind of man was being shaken by developing capitalism. Science and art were growing in the way unknown since the Golden Age in Greece. It was a period of Leonardo da Vinci and many other prominent artists and scientists. The Renaissance was in full bloom. It was a time of technical progress and inventions.

C. The Church burned John Huss in Bohemia in 1415, but the economic, political and religious revolt of growing capitalism could not be put down even by such measures. In 1517 Martin Luther, a learned monk, put his famous theses on the door of his church in Wittenberg – an act signaling the fact that the Reformation was under way, that capitalism was beginning to overthrow feudalism which, with its system of land tenure, the peasants' dues and tolls and the feudal lords' power, hindered economic development.

2. 4. Read, translate the text. Insert the missing prepositions or adverbs; b) Tell the story about G. Bruno.

Giordano Bruno

... the struggle... the enemies... the Church the Pope used the Inquisition which could condemn any person on the basis... a secret report.... the help... the Inquisition the Church persecuted progressive scientists whose discoveries undermined its authority. The inquisitors tortured their victims, burned them alive at the stake. Here is a story... one... the victims.

Giordano Bruno, a great Italian thinker and a champion... science was born... 1548.

His parents put him... a monastery when he was a boy... his youth Bruno was not interested... theology. It was science, not prayers... which he devoted himself. Though Bruno kept his studies secret... the abbot, he was often denounced. One day he threw... the monk's gown, fled... the monastery and chose the life... a wanderer. The clergy did not let the scientist live and work... peace anywhere.... the course... 16 years he had visited many European countries and everywhere he was considered a talented speaker, writer and poet. But homesickness made him return... Italy. There he was betrayed and fell... the hands... the Inquisition. Bruno was put and kept... prison... nearly eight years, but neither torture nor death threat made him renounce his views.

A church tribunal sentenced him to be burnt at the stake.

Bruno was executed... February 17, 1600. Later scientific discoveries proved the correctness... his concept.

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