

could not be defended though he was told by the Senate that he must not expose the city to the risk¹⁶ of siege, capture and plunder, that it was his duty to preserve Rome.

It was decided that all the forces of the Republic should be concentrated in the South, and Pompey set out promptly southwards. Some time passed and one afternoon young Julius Caesar suddenly turned up in Rome. Pompey realized that it was too late for him, with his hastily-collected detachments, to enter the city captured by his opponent. So he had to retreat¹⁴. Finally he was completely defeated, and Caesar became master of Rome and the rest of Italy¹⁷. After the conquest of Gaul it was Caesar's second great victory.

Practise the following for pronunciation.

Proper names: Capena [kə'pi:nə], Gauls [gɔ:lz], Hannibal ['hæniβəl], Caesar ['si:zə], Pompey ['pɒmpi], Italy, Rubicon [u:l

[ɪ] it'self, flitted, figure, filled, military

[e] de'fend, steps, senator, heading, threaten

[æ] carriages [-], package, capture, scatter

[ɔ] cross, 'sorrowful [ou], concentrate, promptly

[ʌ] enough, nothing, hurry up, plunder, republic

[au] vows, crowded, south

Ударение на первом слове: rumour ['ru:mə], quality[ɔ], crucial [ʃ], legion ['li:dʒən], hastily [ei], measure, seige, province, finally [ai], conquest;

Ударение на втором слове: desert, reply, supreme [sju'pri:m], occur [ə:], disposal, perceive [i:], preserve, completely [i:];

at that moment; and watched them; reached the Rubicon; in the south; across the river; discuss the situation; as the news came; expose the city; there was nothing with which; but there it was; tour of duty; master of Rome.

Notes

¹ the Porta Capena – название места в Риме

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

³ the people of quality – знать, аристократы

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

⁵ the Gauls – галлы (кельты)

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

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

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

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

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

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

Запомните также: **A.D.** (Anno domini ['ænou 'dɒmɪnaɪ]) – нашей эры.

¹⁰ **was undecided** – был в нерешительности

¹¹ **The die is cast** – Жребий брошен (*выражение взято из игры в костишки*); **a die** – костяшка, **to cast** – бросать

¹² **The Senate was caught unawares.** – Сенат был застигнут врасплох.

¹³ **it had never occurred to him** – ему никогда не приходило в голову

¹⁴ **he would have to fight** – ему придется воевать; **he had to retreat** – ему пришлось отступить

Глагол *have (had)* употреблен здесь в модальном значении и означает вынужденную необходимость.

¹⁵ **the rest being scattered in different provinces** – так как остальные (легионы) были разбросаны по разным провинциям

¹⁶ **expose the city to the risk** – подвергать город риску

¹⁷ **the rest of Italy** – остальная часть Италии

Words and Word Combinations

republic *n.* республика

defend *v.* защищать, оборонять

figure *n.* 1) фигура; 2) цифра

temple *n.* храм

slave *n.* раб

slave-owner *n.* рабовладелец

slave-owning *a.* рабовладельческий

senate *n.* сенат

military *a.* военный

constantly *adv.* постоянно

march *v.* шагать, идти вперед;
n. продвижение

troops *n.* войска

break *v.* 1) ломать(ся), разбивать(ся); 2) нарушать

news *n.* новость, известия

measure *n.* мера

siege *n.* осада

besiege *v.* осаждать

leadership *n.* руководство

forces *n.* силы

southward *adv.* в южном направлении

finally *adv.* в конечном счете, наконец

completely *adv.* полностью, окончательно

defeat *v.* наносить поражение, побеждать; *n.* поражение

capture *v.* захватить; *n.* захват

rule *v.* править; *n.* власть, правление

ruling *a.* правящий

ruler *n.* правитель

crucial *a.* критический

occur *v.* 1) случаться, происходить; 2) приходиться на ум

threaten *v.* угрожать

order *v.* приказывать; *n.* приказ

legion *n.* легион

disband *v.* распускать, расформировывать

decide *v.* решать (принимать решение)

reply *v.* отвечать; *n.* ответ

lead *v.* 1) вести; 2) возглавлять, руководить

leader *n.* руководитель, вожь

retreat *v.* отступать; *n.* отступление

tribune *n.* трибун

noble *n.* дворянин; *a.* благородный

nobility *n.* нобилитет

plebeian *n.* плебей

patrician *n.* патриций

threat *n.* угроза

* * *

it is rumoured – ходят слухи

it seems to me – мне кажется

oddly enough – как ни странно

to break the law – нарушить закон

it never occurred to me (him) – мне (ему) никогда не приходило в голову

to take measures – принять меры

at one's disposal – в чьем-л. распоряжении

from the point of view of – с точки зрения

to call a meeting – созвать собрание

to set out (start off) – отправиться куда-л.

shortly afterwards – вскоре после этого

the same – тот же самый

the rest of (the towns) – остальные (города)

under the leadership – под руководством

What's the news? – Какие новости? Что нового? **It's good news.**
– Это хорошие новости.

Reading Rules Recapitulation

1. Диграфы *ie, ei* читаются [i:]. Например: *piece, ceiling*.

2. Буква *s* между гласной и суффиксами *-ion, -ure* читается [ʒ].
Например: *vision, pleasure*.

3. Суффикс прилагательных *-ous* читается [əs]. Например: famous, religious.

Exercise

Read the following words according to the reading rules:

famous, field, measure, nervous, priest, pompous, pleasure, chief, siege, precious [ʃ], serious, grief, treasure, closure, continuous, receive, achieve, plosion, dangerous, deceive, believe, various, shield, humorous, fusion, perceive, invasion, explosion, conclusion, occasion, division, decision, television

GRAMMAR EXERCISES

(see § 1, p. 329)

1. Give the passive (non-perfect) form of the following infinitives,

e. g. *to write* – *to be written*, *to translate* – *to be translated*.

Consult the table of irregular verbs (see p. 392).

to read, to do, to bring, to take, to return, to translate, to find, to see, to make, to study, to build, to give, to collect, to finish, to send, to spend, to ask, to visit, to organize, to forget, to discuss, to show, to invite, to found, to teach.

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

- A.
1. Budapest is divided into two parts by the Danube [ˈdænjʊb] River.
 2. Our school is often visited by foreign [ˈfɔrɪn] delegations.
 3. Those houses were built many years ago.
 4. I am often asked at the seminar.
 5. Moscow University was founded in 1755 by Lomonosov.
 6. I hope we will be invited to the conference.
 7. The lecturer was not asked any questions.
 8. His letter was not answered.
 9. I am sure you will be helped.
 10. Who(m) was this opera written by?
 11. Will this text be translated into Russian?
 12. When were you given this work?
- B.
1. The work must be finished on time.
 2. Many high buildings can be seen from here.
 3. The students may be given individual tasks (задания).

4. This event (событие) cannot be forgotten.
5. Such documents must not be sent by post.
6. Can this be done in a different way?
7. May the children be allowed to go for a walk by themselves?
8. The problem had to be discussed in detail.
9. Rome could not be well defended.
10. Must this journal be returned tomorrow?
11. Nothing can be done about it.

3. a) Express doubt. Mind the rising tone,

e. g. Are they at home?

b) Express disagreement,

e. g. They are not at home.

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

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

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

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

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

1. The secretary typed [тайп] your letter an hour ago.
2. The teacher corrected our exercises.
3. The Dean (декан) greeted all the freshmen (первокурсники) at the lecture.
4. She did not post the letter yesterday.
5. I do not forget such things.

6. They will leave a message (записка) for you.
7. They will not tell Ann about it.
8. Who discovered America?
9. Who gave that concert?
10. When (in what year) did Lomonosov found Moscow University?
11. What questions will they discuss at tomorrow's meeting?
12. You can finish the work in three days.
13. Students must return these books to the library.

6. Change the following sentences, using the verb in the Active Voice,

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

1. He was seen there by many people.
2. The little boy was taken home by one of my friends.
3. Some new historical maps will be brought here by the lab assistant (лаборант).
4. This article must be read by everyone.
5. These books can be found in many bookshops.
6. Such subjects are not taught at our faculty.
7. The meeting must be called (созвать) tomorrow.
8. The window was broken by somebody.
9. The delegation will be met by some of us.
10. You will be told what to do and helped if necessary.

7. Express the following in Russian, paying special attention to the words in italics:

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

8. Express the following in English:

1. Докладчика (the speaker) слушали с большим интересом.
2. Карту искали везде.
3. Об этой книге много говорят.
4. За секретарем послали десять минут тому назад (ago).
5. Почему над ней всегда смеются?
6. Не беспокойтесь (to worry [λ]). За вашими детьми присмотрят (to look after).
7. Вас подождут внизу (downstairs).
8. Эти письма нужно просмотреть сегодня.

9. Think of as many sentences as possible according to the patterns.

- | | |
|------------------------------|------------------------------|
| 1. I was told to... | to wait |
| (Мне сказали, велели) | to see the doctor |
| 2. He was advised to... | to take private [aɪ] lessons |
| (Ему посоветовали) | |
| 3. You were not asked to... | to stay in bed |
| (Вас не просили) | to change the time-table |
| 4. I was given to understand | to be wrong |
| that I was... | to be late |
| (Мне дали понять, что ...) | |
| 5. We are often asked to... | to take part in |
| (Нас часто просят ...) | to do the work in time |
| 6. They will be made to... | |
| (Их заставят ...) | to come here again |

10. Express the following in English. Supply replies.

1. Вас часто спрашивают на занятиях по английскому языку (during your English class)?
2. Вам давали много домашних заданий (much homework) в прошлом году?
3. Ваш доклад будет обсуждаться после занятий?
4. Когда ваших студентов отправили в Лондон?
5. Где был издан (to publish) этот учебник?
6. Какие иностранные языки изучаются на вашем факультете?
7. Кем была написана «История Государства Российского»?
8. Вы были на выставке (exhibition) вчера, да? Что вам там показали?
9. Сколько докладов будет сделано на конференции?
10. Почему о фильме «Андрей Рублев» так много говорили?

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

- A.**
1. Эта книга была прочитана всеми студентами.
 2. В тайге (the taiga) построили новый город.
 3. Каждый год наших специалистов (specialists) посылают на Дальний Восток.
 4. Не беспокойтесь. Вас встретят на станции.
 5. Письмо для вас будет оставлено на столе.
 6. Ему посоветовали (to advise) поступить на исторический факультет.
 7. Мне велели (сказали) прийти сюда в 2 часа.
 8. Утром там никого не видели.
 9. Эту песню можно услышать (to hear) везде.
 10. Вас не просили делать это.
 11. Нам сказали подождать его здесь.
- B.**
1. Работа должна быть закончена сегодня.
 2. Этот день невозможно забыть.
 3. Маленьких детей нельзя (не должны) оставлять одних (alone).
 4. Письма нужно отослать немедленно.
 5. В нашем городе можно видеть большое количество высотных зданий.
 6. Книгу необходимо вернуть лектору.
 7. Этим студентам нужно помочь по латыни (in Latin).
 8. Это предложение может быть переведено по-другому (in a different way).
 9. Ничего нельзя было сделать в отношении этого (about it).
 10. Их можно попросить остаться.

12. Analyse the following sentences. Make up questions on the words in bold type.

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

VOCABULARY EXERCISES

1. Add the suffix *-er* to the verbs. Translate the nouns into Russian.

defend, march, rule, leave, own, lead, break, command, work, read, learn, dance, listen, write, lecture, speak, swim, skate, run, play.

2. Make adverbs by adding the suffix *-ly* and translate them into Russian. Mind the necessary change in spelling.

constant, right, final, complete, necessary, odd, short, political, historical, military, economical, oral, usual, clear, haste, different, prompt, sudden, individual.

3. Form verbs with the help of the suffix *-en*. Translate them into Russian.

threat, weak, strength, wide, black, dark, white, sharp, deep, hard.

4. Form verbs with the help of the prefix *en-* and translate them into Russian.

slave (раб), camp (лагерь), rich (богатый), large (большой), circle (круг), able (могущий, способный), throne (трон, престол).

5. a) Suggest the Russian for:

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

b) Suggest the English for:

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

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

1. Rome developed into a *slave-owning* and *aristocratic republic*.
2. Antony and Octavian joined their forces to fight *the Republicans*.
3. Tiberius tried to *defend* his bill, but he could not fight alone against *the Senate*.
4. Whenever the enemy attacked our country, the Russian people *rose in defence* of their Motherland.
5. Kutuzov *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 (бывший) assistant and an excellent *warrior*.
14. The Senate *took the decision* to send the *troops* under Crassus *southward*.
15. Once *victorious*, Napoleon's army found its grave in Russia in 1812 when it was completely *defeated*.
16. Only *patricians* and *plebeians* who *owned* land and had *slaves* were made *consuls* and other *leading* officials.
17. Tiberius, who belonged to a *noble plebeian* family, was elected a *tribune*.
18. The Roman *nobility* came into being together with the appearance of classes.
19. By crossing the Rubicon Caesar *broke the Roman law*; that same day his *legions broke into* the city.
20. The Roman wars for the *conquest* of Italy lasted for more than 200 years.

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

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

1. In 509 B.C. the Romans abolished (упразднять) *royal power*.
2. In the 3rd century B.C. the number of *slaves* began to increase [s] (увеличиваться) rapidly.
3. Though the slave force under Spartacus was impressive (крупные) his *army* was finally *defeated*.
4. King Philip *conquered* state after state until only Laconia remained unconquered.
5. The Romans were defeated *in the battle of Adrianople* (374).
6. King Charles *ruled* England for eleven years without a parliament [ˈpɑ:ləmənt].

- e. g. – Do you know ...? – Вы знаете, что ...?
– If I am not mistaken... – Если я не ошибаюсь...

Do you know: what led to the outbreak of the first Punic [ju:] (Пуническая) War, who conquered the North Pole, who was the first to start conquering space (космос), what a colon was, how strong the army under Spartacus was, how long the siege of Carthage lasted, what political party is in power now in Great Britain.

c) Supply answers. Add something of your own, using the words in italics and your knowledge of history.

1. What do we call a monarch who rules over *an empire*?
2. What prominent *rulers* of Rome do you know?
3. Does the English queen *rule* or does she reign (царствовать)?
4. When was *slavery* abolished in America?
5. What led to *the downfall* of the Roman republic?
6. Who *took power* after Pompey was defeated?
7. *Under whose leadership* were the *troops* sent against Spartacus?
8. Where did the *slave owning system* reach its peak?

7. Paraphrase the following word combinations, using words and expressions from the text.

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

8. Arrange the following in pairs of antonyms:

a) military, right, to raise an army, powerful (мощный), necessary, complete, to suffer defeat, a plebeian, to leave a city, sorrowful, short, to observe the law, official news;

b) rumours, to break the law, long, joyful, to enter a city, a patrician, to win a victory, incomplete, unnecessary, powerless, to disband an army, wrong, civilian.

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

- a member of the lower classes in ancient Rome;
- a person of noble birth, aristocrat;
- a person engaged (занятый) in political activity (деятельность);

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

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

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

1. Not many people wanted ... a Republic which ... by a few aristocratic families (*to defend, to be ruled*).

2. In Macedonia [mæs'rdouniə] (Македония) Caesar's ... managed to collect ... and were preparing against Italy (*to march, legionaries, a military force*).

3. The ... of the emperors was supported by ... in Rome and in the ... (*power, slave-owners, provinces*).

4. Many ... were willing to have ... over Rome (*a military commander, slave-owners, to rule*).

5. After Augustus' [ɔ:'gastəs] death Rome was governed by emperors, and ... was either inherited [in'heritid] (унаследовать) or ... with the help of ... (*military force, power, to be captured*).

6. Being afraid that the Romans would not welcome the proclamation (приветствовать провозглашение) of ..., Octavian tried ... all the customs and offices of ... (*the Republic, to preserve, royal power*).

7. A great battle ..., and the army of the Republicans ... (*completely, to be defeated, to be fought*).

8. The ... who did not pay their debts [dets] (долги) were made into ... by the ... (*patricians, slaves, plebeians*).

9. When the ... of Carthage ['kɑ:θidʒ] (Карфаген) became weak as a result of the ... the Romans ... into the city (*defenders, to break, siege*).

10. Now Italians use the Pantheon, an ancient ... to bury [berɪ] (хоронить) their most famous countrymen: great political and social ..., writers, artists, etc. (*figures, temple*).

11. ... of the Senate Caesar was ... his army, but he refused to do so. Instead [in'sted] (вместо этого) he ... his troops to Rome, ... it and took power (*to enter, to lead, by order, to disband*).

12. At the ... moment Spartacus, the ... of the slave uprising, ... his men not ... (*to retreat, crucial, to call upon, leader*).

13. The Romans ... Gaul's relics [*reliks*] (мощи, реликвии) where all the gold for the gods was kept (*to plunder*).

14. The slaves continued ... against their masters whom they always hated (*to struggle, to come out*).

11. Choose the noun that can go with the following adjectives:

constant, right, final, complete, necessary, long, hasty, different, political, crucial, military, individual, religious, sudden, fierce, ruling, Gaul

(wars, classes, struggle, retreat, be'liefs (убеждения), power, commander, situation, figure, news, decision, siege, measures, defeat, reply, time, attacks)

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

1. In the middle of the 5th century A. D. Rome was (постоянно) attacked by the Germans who after (захват) the city (грабили) and destroyed it.

2. By machinations [*mæki'neɪʃnz*] Catiline wanted to become (консул) but once in the Senate he (потерпел полное поражение) and gave up his plan.

3. The situation in the country was (критическое); it was necessary (принять военные меры) but the Senate took no (решение).

4. "If I (завоевать) your country, I'll level (сравнять с землей) your city to the ground," said King Philip to the Lacons [*leɪ*]. In (ответ) they said only one word "If".

5. (Ходили слухи) in the city that Caesar, the (правитель) of Rome, wanted to proclaim himself a king. Then a group of senators headed by Cassius and Brutus (решила) to do away with him.

6. During Nero's (правления) the political crisis [*s*] in the (Римском рабовладельческом государстве) reached its peak.

7. Once (победоносная), the French army (под руководством) Napoleon was crushed in Russia.

8. (Завоевание, покорение) by Rome of (восточного) Mediterranean did not last for many years.

9. (Рабство) was typical for (южные) states of the USA before the Civil War of 1861.

13. Make up sentences according to the patterns, using the words given in Part B. Form as many sentences as possible.

Patterns

A

B

- | | |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. It was too late (to do it).
(Было слишком поздно ...) | to take any measures
to retreat
to hurry to the station
to send this package
to decide anything
to call him up |
| 2. It's time for you (me, him, us ...) (to do it).
(Вам пора ...) | to learn to swim
to leave
to take a decision
to go to the University
to study this problem |
| 3. It's your (my, his ...) duty (to do it).
(Ваш долг ...) | to defend your friend
to preserve these historical documents
to work hard at (your) English
to help your parents |
| 4. It was decided that he should (do it).
(Было решено, что он должен ...) | to defend his diploma paper in May
to make a report on the subject
to speak to the Dean about it
to send the reply at once |
| 5. It was decided that this should (be done).
(Было решено, что это должно быть сделано.) | a meeting – to be called
this question – to be discussed
the army – to be disbanded |
| 6. It never occurred to me (that he could do it).
(Мне никогда не приходило в голову ...) | to ride on horseback
to desert his family
to conquer the girl's heart so easily
to be a good leader |

7. To act like this does not seem right to me. (Действовать подобным образом кажется мне неправильным.)
- | |
|-------------------------|
| to speak to the teacher |
| to use power |
| to do it |
| to behave [bɪ'heɪv] |

14. Insert articles wherever required and retell the text.

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

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

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

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

16. Insert the missing subject (подлежащее) and make up as many questions as possible. Have your fellow-student answer the questions.

1. When was/were ... defeated (*won, besieged, conquered, left*)?
2. How was/were ... defended (*reached, ruled, caught*)?
3. How long was/were ... ruled (*besieged, looted, led, fought*)?
4. Who(m) was/were ... threatened by (*captured, plundered, ruled*)?
5. Why was/were ... disbanded (*defeated, left, caught unawares*)?
6. What ... was/were ... broken (*decided, entered, taken*)?

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

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

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

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

Proper names

Pontus ['pɒntəs] – Понт
Athens ['æθɪnz] – Афины
Athenians [ə'θɪ:niənz] – афиняне
Epirus [i'paɪərəs] – Эпир

Marius ['mɛəriəs] – Марий
Samnites ['sæmnaɪts] – самниты
Colline Gate [kə'lain] Gate – Коллинские ворота

18. Test translation.

1. Когда образовалась (родилась) *Римская Республика*?
2. Антоний (Anthony) боролся с *республиканцами*.
3. *Защита Родины* – священный долг (sacred duty) каждого гражданина Российской Федерации.
4. Имена тех, кто *защищал* этот город, вошли в историю (to go down in history).
5. Римляне превращали (to turn into) *покоренные народы в рабов*. Между рабами и *рабовладельцами* шла (была) острая (sharp) борьба.

6. Рабовладельческий строй сменился (to be replaced by) феодальным.

7. Кто упразднил (to abolish) рабство в Америке?

8. Когда правил Ю. Цезарь?

9. После войны с Антонием и Клеопатрой (Cleopatra) Октавиан (Octavian) стал единовластным (dictatorial) правителем Рима.

10. Рабовладельцы относились (to belong to) к правящим классам.

11. В каком году Цезарь пришел к власти?

12. Что является высшим органом (the highest organ) государственной власти в Российской Федерации?

13. Какая партия находится сейчас у власти в Англии?

14. В 410 г. н. э. готы (the Goths) осадили Рим.

15. Осада Карфагена (Carthage) продолжалась много лет.

16. В 455 г. вандалы (the Vandals) овладели Римом и разграбили его.

17. Войска Октавиана захватили Египет (Egypt).

18. Когда Цезарь подходил к Риму, у Помпея (Pompey) было только два легиона.

19. Под руководством Кутузова русские войска одержали блестящую победу в битве под Бородино.

20. Кто был руководителем вашей экспедиции?

21. Развитие рабовладельческого строя привело к его падению.

22. Бородинская битва была решающей.

23. Сенат представлял (to present) свои решения народному собранию (popular assembly).

24. В военных сражениях римляне обычно одерживали победу.

25. В битве при Заме (Zama) Ганнибал потерпел поражение.

26. Противник (the enemy) неожиданно начал отступать.

27. Борьба плебеев с патрициями длилась около 200 лет.

28. Трибуны выбирался (to be elected) народным собранием.

29. Консулы в Римском Сенате появились в середине V в.

30. Нобилитет всегда владел землей.

31. Орды гуннов (Hordes of Huns) во главе с Атиллой (Atilla) ворвались в Галлию в 451 г.

32. Клеопатра много раз нарушала свое слово (promise).

33. Спартак (Spartacus) прорвался через укрепления (fortifications) Красса.

34. Что привело к возникновению войны Алой и Белой Розы?

35. Когда были завоеваны Римом восточные провинции (provinces)?

36. Завоевание Цезарем Галлии началось в 58 г. до н. э.

37. Покоренные народы всегда угнетались завоевателями.

ORAL LANGUAGE PRACTICE

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

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

2. Correct the wrong statements. Begin with:

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

1. It was day and the people of Rome were slowly walking in the streets.
2. Some Senators in civilian clothes were carrying packages, heading for the northern part of the city.
3. On that day it was rumoured that Caesar was far away fighting in Gaul.
4. It was the plebs who were leaving Rome at that crucial moment.

5. The ruling classes were staying in the city because it did not seem right to them to desert the city.

6. When Caesar's tour of duty in Gaul ended he led his army to Spain to help Pompey.

7. The Senate ordered Caesar to raise (collect) an army and bring it to Rome.

8. Pompey disbanded his army and reached the Rubicon.

9. After a long discussion of the situation in the Senate it was decided that Crassus should be made commander of the Republic's army.

10. The Senate told Pompey that it was his duty to reconstruct Rome.

11. When Caesar turned up in Rome, Pompey realized that it was the right time to enter the city.

12. Finally Pompey won the victory over Caesar and became Emperor.

13. As to Caesar it was his second defeat.

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

1. Caesar marches on Rome.

2. Pompey is defeated.

3. Caesar calls himself Emperor.

4. Some senators organize a plot.

5. Caesar is killed in the Senate.

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

Having defeated all his opponents Caesar came to Rome and *called himself emperor*. By the way, in Latin the word *emperor* means "ruler" and at that time was only used for military commanders. Caesar *was like a king*. He sat on a chair made of ivory [aɪ] (слоновая кость) and gold. His statues [stætʃu:z] were set side by side with those of gods and goddesses.

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

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

Pompey

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

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

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

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

a great soldier ['souldʒə] – полководец

a statesman – государственный деятель

to suffer from – страдать от

to suppress (= to subdue) an uprising; to put down the revolt – подавить восстание (мятеж)

arena [ə'ri:nə] – арена, манеж

for the amusement [ə'mju:zmənt] of the spectators – для развлечения зрителей

to encamp – располагаться лагерем

to join – присоединяться

to put smb. to death [e] – казнить

a campaign [kæm'peɪn] – (зд.) поход

Roman domination – господство Рима

Asia Minor [eɪʃə 'maɪnə] – Малая Азия

Questions

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

5. Speak on the topics.

1. The situation in Rome on the eve (накануне) of Caesar's arrival.
2. The measures the Senate took to defend the Republic.
3. The reason why Pompey left Rome so hastily.
4. The outcome (исход) of the fight between Pompey and Caesar.
5. Give the origin and the meaning of the proverb *to cross the Rubicon* and of the word *emperor*.

6. Describe Caesar and Pompey, using the material given in Ex. 4, 5.

What other historical events (apart from those described in the text) are connected with the name of Caesar? Use your reading experience.

LESSON FOUR

Text: The Olympic Flame

Grammar: The Present and the Past Participle

THE OLYMPIC FLAME

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

For the purpose of attracting⁴ all the neighbouring people to the temple of Olympia, Hercules founded many athletic games such as wrestling, stone and spear throwing, foot, horse and chariot races, boxing, swimming and the like. Hercules himself was present at the first of those festivals and acted as an umpire, rewarding the victors by giving them the highest prize⁵ – crowns of olive leaves.

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

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

As the Games were held every four years, the people eagerly looked forward to their coming¹¹ and soon began to reckon time by them. Even historians used this way of dating¹² important events. It was therefore usual to say that such a thing happened in the first, second or third year of the fifth, tenth or seventeenth Olympiad.

It must be noted that the decree of that time was that there should be no wars¹³ during an Olympiad. Although the Olympic Games were probably held before any good record was kept¹⁴, we can trace them back to 776

B. C. These athletic meetings took place regularly until 393 B. C. when the Christian Emperor Theodosius I abolished them on the grounds that ¹⁵ a festival having a pagan origin was not in keeping with Christian beliefs ¹⁶.

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 ¹⁷. 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 ¹⁸.

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.

Practise the following for pronunciation:

Proper names: Olympia [ə'ɪmpɪə], Jupiter ['dʒu:pɪtə], Hercules ['hæ:kjuli:z], Christian ['krɪstʃən], Theodosius [θɪə'doʊsiəs], Athens ['æθɪnz];

northwest, south, northern [ð], southern [ʌð], father, athletic [æθ'letɪk], athlete ['æθli:t], throwing, with a 'thunderbolt [ou], months, wealth [e], third, fifth, although [ɔ:l'dəʊ], wreaths [ri:ðz], together, without, throughout the world;

Ударение на первом слого: worship, purpose [pəs], first, certain, burn; legend [e], honour ['ɒnə], neighbour ['neɪbə], wrestling [–], olive [ɪ], sacrifices, contest, evildoers [i:vɪ], danger [eɪ], precious [ʃ], forward [ə], pagan [eɪ], origin [ɔ], wonderful [ʌ], sacred [eɪ];

Ударение на втором слого: rewarding, include [u:], competitors, upon, important, abolish, revive [aɪ], receive;

Два ударения: represented, competition.

Notes

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

Это случай полной инверсии.

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

² for the worship of Jupiter – для прославления Юпитера

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

Запомните конструкции с глаголом to order:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Words and Word Combinations

- rise** *v.* подниматься, возвышаться;
с; *n.* подъем, восход
- worship** *v.* поклоняться, почитать;
n. поклонение
- god** *n.* бог
- goddess** *n.* богиня
- legend** *n.* легенда
- divine** *a.* божественный
- neighbour** *n.* сосед
- neighbouring** *a.* соседний
- found** *v.* основывать, закладывать
- founder** *n.* основатель
- spear** *n.* копье, дротик
- wrong** *a.* неправильный, неверный
- left** *a.* левый
- train** *v.* тренировать(ся)
- athlete** *n.* спортсмен
- hold** *v.* 1) проводить, устраивать;
2) держать
- shrine** *n.* гробница
- wealth** *n.* богатство
- wealthy** *a.* (= rich) богатый
- look** *v.* смотреть; *n.* взгляд
- therefore** *adv.* поэтому
- even** *adv.* даже
- happen** *v.* случаться, происходить
- probably** *adv.* вероятно
- decree** *n.* декрет, указ
- trace** *v.* проследить; *n.* след
- include** *v.* включать (в себя)
- danger** *n.* опасность
- flame** *n.* пламя
- sword** *n.* меч, шпага, рапира
- throw** *v.* бросать (в кого-л.) (at),
кидать
- foot** (*feet*) *n.* 1) нога, ступня;
2) фут
- chariot** *n.* колесница; **chariot races**
ристанье на колесницах
- sacrifice** *v.* приносить в жертву;
n. жертвоприношение
- feast** *n.* пир, пиршество
- messenger** *n.* гонец, посыльный
- date** *v.* датировать; восходить к;
n. дата
- appear** *v.* появляться, показывать
- appearance** *n.* появление
- right** *a.* правильный, верный;
правый
- abolish** *v.* отменять, упразднять
- abolition** *n.* отмена, упразднение
- pagan** *a.* языческий; *n.* язычник
- revive** *v.* возрождать
- Christian** *a.* христианский;
n. христианин
- Christianity** *n.* христианство
- watch** *v.* наблюдать; *n.* часы
- receive** *v.* 1) получать; 2) принимать (людей)
- wear** *v.* носить, быть одетым в
- crown** *n.* корона, престол; королевская власть, государство
- formerly** *adv.* раньше, прежде
- throughout** *pr.* повсюду, по всему
..., во всем ..., через весь ...
- wonderful** *a.* удивительный
- wonder** *n.* чудо

origin *n.* происхождение, источник **myth(ology)** *n.* миф(ология)

contest *n.* соревнование (спортивное)
means *n.* средство, способ

* * *

according to – в соответствии с

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

it dates back to – это восходит к

to the right (left) – направо (налево)

in honour of – в честь кого-л.

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

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

to take part (in) – участвовать (в)

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

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

to take place – состояться, иметь место

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

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

on foot – пешком

it must be noted that – необходимо заметить, что

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

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

Reading Rules Recapitulation

1. В словах греческого происхождения диграф *ph* читается [f], диграф *ch* читается [k]. Например: *alphabet* ['ælfəbit], *Christian* ['kristʃən].

2. Буква *c* в сочетаниях *cial*, *cient*, *cious* читается [ʃ]. Например: *special*, *ancient*, *precious*.

3. В буквосочетаниях *stle*, *sten* буква *t* не читается. Например: *wrestle* ['resl], *fasten* ['fɑ:sn].

Exercise

Read the following words according to the reading rule:

photo, *biography* [a'iʊ], *chemist*, *social*, *whistle*, *philosopher*, *technical*, *official*, *phonetician*, *phone*, *character*, *precious*, *physics*, *chemistry*, *malicious*, *phalanx*, *mechanics*, *suspicious*, *phenomenon*, *archaeology* [i'ɔ],

provincial, pharaoh ['færou], scheme, musician, phoenicians [i], anchor, efficient, phantom, chaos ['eɪə], physical, technology, sufficient, geography, chemical.

GRAMMAR EXERCISES

1. Form the Present Participle of the following verbs (see § 1, p. 337):

e. g. to ask – asking (спрашивающий, спрашивая)

to read, to translate, to speak, to answer, to stand, to go, to watch, to study, to leave, to do, to specialize, to make, to take, to lead, to retreat.

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

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

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

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

Model B. Look out *when you are crossing* a street.
Look out *when (while) crossing* a street.

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

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

4. Suggest English equivalents of the following. Use them in sentences of your own.

a. спортсмены, участвующие в соревновании; войска, отступающие к югу; преподаватель, ведущий (hold) семинарские занятия; армия, защищающая интересы народа; студенты, пропускающие занятия; лица, работающие над этой темой; школьники (students), посещающие эти лекции; студенты, слушающие курс историографии (historiography); все (those) поступающие на исторический факультет; народ, борющийся за свою свободу (freedom); лица, изучающие иностранный язык самостоятельно (by themselves); события, происходящие сейчас в Югославии;

b. переходя (пересекая) улицу; обсуждая этот вопрос; захватывая города и села; отступая; выполняя домашнее задание; читая книгу; просматривая газеты; сдавая экзамены; сохраняя мир (peace); нанося поражение противнику (the enemy); представляя курсовую работу; уезжая из Москвы, работая в библиотеке.

5. Compose sentences of your own according to the models.

Model 1. *The students specializing in ancient history must take up Latin and Greek.*

Model 2. *While going home I met a friend of mine.*

6. Give the Past Participle of the following verbs (see § 2, p. 334):

- e. g. *to discuss* – *discussed* (обсуждаемый, обсужденный);
to leave – *left* (оставленный, покинутый).

to bring, to build, to give, to send, to show, to found, to capture, to besiege, to defeat, to conquer, to oppress, to leave, to win, to make, to present, to study, to write.

7. Find the Past Participle in the following sentences. Translate the sentences into Russian.

1. The Olympic Flame usually brought by a celebrated athlete from Olympia, Greece, is the sacred fire symbolizing the spirit of friendly competition.

2. We are proud of the sport victories won by our athletes at the Olympic Games held in Munich [k].

3. Some of the questions put to the lecturer were very interesting.

4. A month spent at the seaside will help you a lot.

5. Where is the bag left by somebody here yesterday?

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

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

The story *told by the teacher* was long.

1. The expression which was used by the student was not correct.

2. Letters which are sent today from here to Saint Petersburg arrive there tomorrow morning.

3. The books which are borrowed from the library may be kept for ten days.

4. The slaves of Sparta who were brutally oppressed by the slave-owners rose up in arms (с оружием в руках) to free themselves.

5. The city of Rome which was captured by the barbarians was plundered and vandalized.

6. The person who is called an umpire acts as a judge (судья) in a game.

7. What is the number of houses which were built here last year?

9. Suggest English equivalents for:

1. показывающий – показанный; делающий – сделанный; получающий – получаемый, полученный; изучающий – изучаемый; открывающий – открытый; читающий – прочитанный, читаемый; посылающий – посылаемый, посланный; дающий – данный

2. город, осажденный римлянами; города-государства, захваченные Александром Великим; фашистские войска, разгромленные под (at) Сталинградом; меры, принятые Сенатом; войска противника, сосредоточенные к югу от К.; страны (земли), покоренные Помпеем; правительство (government), свергнутое народом; матч, выигранный нашей командой (team); доклады, сделанные на конференции; иностранные языки, изучаемые на этом факультете; курсовые работы, представленные студентами

10. Compose sentences of your own, using the participial constructions of Ex. 9, point 2.

11. Translate the following word combinations paying special attention to the way the Russian participle should be rendered:

e.g. дети, заканчивающие школу дети, закончившие школу
the children leaving school the children who left school

студенты, сдающие этот экзамен студенты, сдавшие этот экзамен

женщина, покупающая журнал женщина, купившая журнал

учитель, спрашивающий ученика учитель, спросивший ученика

лица, изучающие этот предмет лица, изучившие этот предмет

абитуриенты, поступающие на
этот факультет лица, поступившие на этот
факультет

молодой человек, читающий молодой человек, прочитавший
газету газету

12. Pick out from the text sentences containing participles. Explain the functions in which the participles are used.

13. Analyse the following sentences:

1. Historically, football can be traced back to a Roman game probably introduced into Britain at the beginning of the Christian era.

2. Surrounded by his nobles, Xerxes stood on the Attic coast watching his ships.

14. Test translation. Express the following in Russian:

1. Being busy I had to refuse their invitation (приглашение).

2. Not knowing her address we couldn't send her a greetings telegram.

3. Having been discussed and corrected the bill (законопроект) was given the second reading.

4. Entering the assembly hall the delegates took their seats.

5. When looking through the theses of my report I found several misprints (опечатки).

6. Seeing that some students were absent the teacher put off (отложить) the seminar.

7. When asked whether she would take part in the experiment, she answered in the affirmative (утвердительно).

8. I saw the floor washed.
9. We want the job done by tomorrow.
10. Given to understand that he was wrong, he got offended (обидеться).
11. The discovery made by the group of our scientists is of great importance.
12. The bridge being built across this river will be very long.
13. The man delivering the lecture is Prof. White.
14. We would like the translation to be done in two languages.
15. I saw the fence (забор) being painted.
16. Arriving at the station we found that the train had left.

VOCABULARY EXERCISES

1. Give adjectives ending in *-ful* corresponding to the following nouns. Translate them into Russian.

beauty, wonder, peace (мир), use [s] (польза), help, law, event, success [sək'ses] (успех), truth (правда), thank

2. Form adjectives ending in *-ern* from the following nouns. Translate them into Russian.

east, west, north, south

3. Form nouns ending in *-ing* from the following verbs. Translate them into Russian.

to wrestle, to throw, to race, to swim, to date, to meet, to hold, to warn, to train, to sacrifice, to offer, to build

4. a) Use the suffix each of these words contains to form derivatives from the words given in brackets. Translate the derivatives.

badly (quick, slow, simple, final, historical); dictation (translate, create, construct, instruct, act); dictator (act, translate, instruct, create, sail)

b) Analyse the structure of the following words:

evildoer, enlarging, democratically, wealthy

5. Suggest the English for:

на юге; к западу от Афин; к северо-востоку от Спарты; в соответствии с легендой; проводить празднество (пиршество); в честь

Юпитера; присутствовать на XX Олимпийских Играх; участвовать в спортивном состязании (соревновании); одержать победу над; выиграть сражение (матч); очень хотеть; состояться; иметь место; каково происхождение слова *христианство*?; жертвоприношение; приносить в жертву; жертвовать; пешком; подъем, рост; причитание; поклонение богам; основать города-государства; копьё, щит и меч; боевая колесница; посланец, гонец; богатые гробницы; поэтому; указ; декрет; постановление; следы древней культуры (culture); отменить (упразднить) рабство; возродить старые традиции (traditions); христианский, христианство; корона; ранее, прежде; мифы – важный исторический источник (source); во всем районе; необходимо заметить; посредством

6. a) Guess the meaning of the words in italics.

1. The *demos* won the right to take part in state *administration*.
2. According to the *legend* the songs *were collected* by Homer [ˈhɒmə], a famous poet.
3. Traces of ancient *civilization* were found in Peru [pəˈruː].
4. Land *cultivation* became easier after the appearance of iron [ˈaɪən] 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 [aɪ] called themselves Christians [k].
7. Many students do not know Greek *mythology*.
8. When the emperor allowed a nobleman to kiss his *foot* it was regarded (считалось) a great honour.
9. Suddenly my *neighbour rose* to his *feet* and left the room.
10. The *rise* and the fall of Alexander the Great's Empire *took place* within a short period of time.
11. After the rainfall the river *rose* two *feet*.
12. Our grandmother is an early *riser*.
13. The war *rose* from a quarrel between the two crowns.
14. Elizabeth II succeeded [səkˈsiːdɪd] (унаследовала) to the *crown* in 1953. She was *crowned* in Westminster Abbey (Вестминстерское аббатство).
15. Once India was the biggest jewel [ˈdʒuːəl] (жемчужина) in the British *Crown*.
16. The ancient Greeks compared the life of the Olympian Gods with that of the nobles. They imagined [ɪˈmædʒɪnd] (представляли) them *wearing* beautiful clothes and *holding* numerous feasts.

17. Why don't you wear these shoes? – Don't you see? They are *worn out*.

18. The Greek soldier *wore* a sword.

19. His daughter *received* a good education.

20. I often *receive* letters and telegrams from my friends.

21. Bess wanted to see the doctor, but unfortunately he does not *receive* today.

22. A grand *reception* was given *in honour* of the foreign delegations.

23. The history of Rome can be *traced* back to 6th c. B. C.

24. The police *traced* the thief.

25. 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.

26. The people of Plataea as well as those of the *neighbouring* villages took part in the battle.

27. He is *right* in saying that to study the history of Ancient Greece is interesting and useful.

28. "Were some emperors declared *divine* after their death?" asked the pupil. – "Yes, you are quite right," was the teacher's answer.

29. The *legend* about the Colossus of Rhodes *originated* in the Middle Ages.

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

Begin with:

Yes. I'll go even further and ...

Да. Более того, я скажу ...

In addition, I should like to say that ...

Кроме того, мне хотелось бы сказать, что ...

Besides, mention should be made that...

Кроме того, необходимо упомянуть, что...

No. Frankly speaking it's new to me.

Нет. Откровенно говоря, мне это неизвестно.

Sorry, I wouldn't know (I don't know).

Извините, я этого не знаю.

I must confess, I don't remember it.

Должен признаться, я этого не помню.

Do you know that ...

1. The north of the Balkan Peninsula was inhabited by Greek tribes called Dorians.

2. Myths provide one of the sources for the study of the history of Ancient Greece.

3. The ordinary Greek soldiers armed with nothing but spears and stones fought on foot. As to the leaders they rode in chariots and were protected with armour [ɑ:mə].

4. Zeus was worshipped as the god of thunder (гром) and lightning (молния).

5. During the Greco-Trojan [ˈtrɒdʒən] war Athena [əˈθi:nə], a goddess, who patronized the Greeks, disguised herself as Hector's brother.

6. In ancient times the Greeks believed that Nature was ruled by gods, therefore they worshipped various gods.

7. With the development of farming the Egyptians [ˈdʒɪptənz] began to worship the God of the Sun.

8. In olden times the people could not explain the origin of sunrise and sunset.

9. The Greeks held feasts in honour of Dionysius [daɪəˈnɪsjəs], the God of Wine.

10. Athenian pottery was famous throughout Greece.

11. What is the origin of the word *aristocracy*?

12. Achilles [əˈkɪliːz] threw his spear at Hector. When he killed him, he tied Hector's feet to his chariot.

13. The favourite entertainment (развлечение, забава) of the Romans was chariot racing for which purpose special circus-hippodromes were built.

14. In Athens Aristotle founded the best high school in Greece and he lectured there himself.

15. A Spartan boy wore practically nothing except one cloak a year which he received at the age of 12.

16. The east coast of Greece is washed by the Aegean [iˈdʒi:ən] Sea. According to its natural conditions Greece can be divided into three parts: Southern (the Peloponnese), Central and Northern.

c) Could you comment [ˈkɒmənt] on the following?

e. g. In other words...

Другими словами...

It's known far and wide...

Широко известно...

It's not surprising (because)...

Неудивительно, (потому что)...

It's clear enough.

Ясно.

There is nothing (little) to add.

Нечего (мало что можно) добавить.

1. According to the Greeks, daylight came because the God of the Sun appeared in the heavens [e] in a chariot driven by four snow-white horses.

2. According to the myth, Prometheus [prə'mi:θju:s] saved people from danger: he stole fire from Hephaestus [hɪ'fi:stəs] and gave it to people.

3. People worshipped Prometheus as a fighter for people's happiness against evil [i:] gods.

4. The origin of many poems was connected with the bards of Ancient Greece who composed songs about the wonderful deeds (поступки, дела) of different heroes and recited them at feasts.

5. During Salon's reforms slavery for debt was abolished and the popular assembly was revived.

6. It so happened that Greece, a small country broken into city-states, won a victory over the Persian Empire.

7. Religion [rɪ'lɪdʒən] in Ancient Greece strengthened the power of the oppressors over the oppressed.

8. In Ancient Greece sport competitions or games were usually held on holidays.

9. According to the *Iliad* gods participated (участвовать) in the battles too.

10. Athenian [ə'θɪ:njən] citizens received a lot from the growing number of slaves in Attica.

11. Agora [ə'gɔ:rə] was a curious place in the Greek city.

7. Give the meaning of the words in italics:

1. *Look at* one of the Seven Wonders of the world – the Light house of Alexandria towering 600 feet above the sea.

2. In the reading-room I usually *look through* newspapers and magazines.

3. If I come across an unfamiliar (unknown) word, I always *look it up* in the dictionary.

4. Who will *look after* the dog in your absence?

5. Whenever I see her, she is always *looking for* something.

6. *Look out* when crossing the street.

7. *We look forward to* seeing you soon in Moscow.

8. "Don't *look into* the book when you answer," said the teacher to the pupil.

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

1. Is the city of Olympia to the north or to the south of Sparta?
2. Does the sun rise in the west or in the east?
3. What century does the rise of Christianity refer to (относится)?
4. What principal god did the ancient Greeks worship?
5. They worshipped the elements (стихия; стихийные силы природы) as well, didn't they?
6. Did the ancient Romans worship the same gods and goddesses as the Greeks?
7. Do you know any legends and myths about the Greek campaign against Troy?
8. Did Hercules order that a festival be held every four years in honour of his divine father?
9. What neighbouring countries of Greece do you know?
10. When were athletic games founded in Ancient Greece? How far back can we trace them to?
11. Was an ordinary Greek soldier armed with a spear and stones which he threw at his foe (enemy)?
12. Did he usually fight on foot?
13. How many feet are there in a yard¹?
14. Was chariot racing very popular in Ancient Rome?
15. Did primitive [примитив] (первобытные) people make sacrifices to the gods?
16. Did the Greeks hold feasts in honour of the God of Wine?
17. What do you call a person who delivers messages?
18. When did Christianity appear?
19. Did the Christians refuse to worship emperors as gods?
20. Are the Olympic Games held every four years?
21. In ancient times people laid precious offerings before shrines, didn't they?
22. In what century B. C. was Athens the wealthiest city in Greece?
23. Are Herodotus writings valuable (ценны) as a source of historical information?
24. When were the Olympic Games revived?

¹ ярд = 90 см, английская мера длины

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

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

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

1. The *major* god of the Greeks was Zeus and that of the Romans was Jupiter.
2. Hercules, *as the legend goes*, gave orders that a festival should be held every four years.
3. Hercules himself *attended* the first festivals.
4. There were *sacrifices*, sports and *feasts* on the program of the festival.

5. Three *runners* of Jupiter went to all Greek states inviting the people to take part in the *sport competition*.

6. *All the spectators put* some dear things before shrines, and soon the Temple of Zeus became *known* for its beauty and riches.

7. *It's necessary to note* that there was a decision not to wage wars during an Olympiad.

8. *It was customary* to say that such and such an event occurred in the first year of the second Olympiad.

9. We can *find, by means of tracks and signs*, the origin of the Games as far back as 776 B. C.

10. Theodosius I *put an end to* the Games because of their pagan origin which ran counter to Christian beliefs.

11. It was only in 1896 that the Games *were renewed*.

12. *The winners* received medals and wreaths, but the people did not wear crowns as before.

13. They *did not sacrifice* anything to the old gods either.

14. *As the people of Sparta were masters in athletics*, they usually received the first prizes.

11. Arrange the following in pairs of antonyms:

a fall (падение), to disappear, to be wrong, unimportant, poor, to lose a battle, ugly, to found, a rise, to appear, to be right, important, wealthy, to win a battle, beautiful, to abolish

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

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

Olympic Games, democracy, Sparta, demos [di:mɒs], crown, spear, myth, aristocracy, shrine, chariot, messenger

13. Choose the right word:

during, for

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

wear, dress, put on

1. How long does it take you to get up, to wash and to ...?
2. ... the children and let them go for a walk.
3. Why don't you ~~wear~~ this tie? – I don't like the colour.
4. Now many young people ... their hair long. ~~put on~~
5. It's getting cold. ... something warm. ~~wear~~
6. He ... his coat and cap and left the room.

athlete, sportsman, rise, raise

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

different, various

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

14. Make up questions and answers according to the patterns. Use the words given in brackets. Work in pairs.

1. What is the date today? – It is the 5th of May.
(was) (yesterday) (was)
(will be) (tomorrow) (will be)
(1.9.2001; 2.10; 3.1; 7.8; 13.7; 9.6; 10.5; 15.4; 20.3; 23.2; 30.1)
2. What day is it today? – It's Monday.
(was) (yesterday) (Sunday, Tuesday, Wednesday,
(will be) (tomorrow) Thursday, Friday, Saturday)

3. What's the time (by your watch)? – It's five sharp.
(10.30; 11.45; 12.00; 13.15; 14.25; 23.40; 24.00) (half past nine, ten to six, a quarter past seven, twenty (minutes) to ten)
4. Where is Olympia (situated)? – It's to the northwest of Sparta.
(to the east of, to the south of, in the west, in the north)
5. In what year did the battle of Waterloo take place? (490 B. C.; 480 B. C.; 338 B. C.)
(Marathon, Salamis, Chaeroneia, Thermopylae)
6. When and where were the last Olympic Games held? – They were held in Australia in 2000.
(the 15th, 16th, 17th, 18th, 19th) (1952, 1956, 1960, 1964, 1968)

15. Respond to the following statements according to the pattern. Work in pairs.

- e. g.* – Probably he didn't want to attend the contest (*to be taken ill*).
– Oh, no. He was taken ill, therefore he didn't attend the contest.
1. Probably she did not want to call me up (*to be very busy*).
 2. Perhaps they didn't wish to come to see us (*to be away from Moscow*).
 3. Probably your friend was not willing to take part in the competition (*not to have enough training*).
 4. Probably you didn't want to speak at the seminar (*to be unprepared*).

16. Join two sentences given below by using the conjunction *nor*. Make the necessary changes.

Model A. They did not wear crowns. They did not make any sacrifices to the gods either.

Model B. They did not wear crowns, *nor* did they make any sacrifices to the gods.

1. Tom did not come to see me. He did not call me up either.
2. Peter did not win the first game. He did not win the second game either.
3. I did not read the newspaper yesterday. I did not listen to the radio either.

4. The Olympic Games were not held in 393 B. C. They did not take place in many years to come either.

17. a) Give the corresponding noun denoting the doer of the action. Translate the nouns into Russian.

wrestling, spear throwing, running, jumping, boxing, swimming, skiing, skating

b) Construct sentences of the type: *He is a good swimmer.* – Он хорошо плавает.

18. Compose sentences according to the patterns. Use the words given in brackets.

1. No man can live without water (*air, food, vitamins*).

2. I am very eager to do it (*to be present at the match, to take part in the contest, to listen to the myth about Prometheus, to have a look at the Temple of Diana*).

3. My friend works as a librarian (*teacher, secretary, guide, translator*).

4. He ordered that the article should be corrected (*to be translated, to be looked through, to be published, to be discussed*).

5. When (*at what time, where, how, why*) did it happen?

19. Insert the missing prepositions and adverbs. Read the extract aloud and ask seven questions, using the words in italics.

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

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

being very popular the Olympic Games helped to strengthen the links (укреплять связи) ... the regions and cities ... Greece.

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

20. Supply articles wherever required and retell the text.

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

In ... Northern Greece there was ... land called Macedonia, which was once ruled by ... king named Philip. Philip was eager to become ... master of all Greece. Therefore he collected ... great army and soon conquered all Greece until only Laconia remained unconquered. Then he sent ... message to ... brave Lacons saying: "If I invade (вторгаться) your country, I will destroy (разрушать) your great city."

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

21. Test translation:

1. Когда Персия (Persia) напала (to attack) на Грецию, все греческие города *поднялись на защиту*.

2. К *северо-западу* от Спарты находится город Олимпия.

3. Олимпийские игры, которые *устраивались* в дни *празднеств* в честь бога Юпитера раз в четыре года, существовали до 394 г. н.э.

4. В дни *праздника* запрещалось (it was forbidden) *вести войны* на территории Греции.

5. Олимпийские игры начинались с *жертвоприношений*, после чего *происходили* спортивные состязания (contests), а затем устраивались пиршества.

6. Древние греки *поклонялись* многочисленным богам и богиням.

7. В честь бога вина и земледелия (farming) греки устраивали пиры.

8. В соответствии с легендой греками был построен огромный деревянный (wooden) конь, внутри которого находились лучшие воины.

9. В древние времена люди не знали, почему солнце (the sun) *восходит на востоке* и *заходит на западе*.

¹ (зд.) Они настолько преуспели в этом

10. Спартанец был вооружен (to be armed with) *копьем и мечом*. На нем был шлем (helmet), в руках у него был щит (shield).

11. Любимым развлечением (entertainment) древних римлян было *ристание на колесницах*.

12. Люди, которые приходили, чтобы *посмотреть* Олимпийские игры, *клали дорогие приношения к гробницам*, находившимся в храме.

13. Вскоре в храме Зевса (Zeus) сосредоточились (to be concentrated) огромные *богатства*.

14. Из всех полисов Афинское государство было *самым богатым* в центральной Греции.

15. В Пелопоннесе археологи обнаружили (нашли) *следы микенской культуры* (Mycenean culture).

16. *Гоцы* Ксеркса (Xerxes) доставили грекам приказ – сложить оружие (to lay down the arms).

17. Какой период в истории Греции называется эпохой (age) Гомера? Каково *происхождение* этого термина?

/ 18. Если вы *посмотрите* на статую Зевса в Олимпии, вы увидите, что бог богов *держит в правой руке* статуэтку (statuette) *богини победы*, а в левой – жезл (baton).

19. В 8–6 вв. до н. э. в Греции *появилось* много городов-государств, т. е. городов с прилегающими к ним (*соседними*) селениями (village).

20. Появление рабовладельческой демократии (democracy) в Афинах *относится к* (to refer to) 5 в. до н. э.

21. Римский император Феодосий I считал (to consider), что Олимпийские игры имеют *языческое происхождение*. Поэтому он *отменил* их.

\ 22. В 5 в. до н. э. все гражданское население (граждане) Афин *принимало участие* в народных собраниях (popular assembly).

23. В борьбе между демосом и представителями родовой знати (nobility) часто *побеждал* демос (the demos).

24. Олимпийские игры были *возобновлены* только в 1896 г.

25. В битве при Саламине (Salamis) греки *одержали* большую *победу над персами*.

26. Император Деций (Decius) приказал, чтобы все римляне *приносили жертву* и *преклонялись* перед его статуями.

27. Хотя *христиан* все время преследовали (to persecute), к концу III в. н. э. *христианство* в Римской империи широко распространилось (to become widespread).

28. Всем *очень хотелось присутствовать* на этом матче.

29. Мы должны найти *средства* помочь им.

30. Он стал хорошим спортсменом *в результате* упорной тренировки (training).

31. Чем *славится* ваш родной город? – Он *известен* своими памятниками и музеями.

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

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

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

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

Words

Antaeus [æn'ti:əs] – Антей

Gea [dʒeə] – Гея

Poseidon [pə'saɪdən] – Посейдон

Hercules ['hɜ:kjuli:z] – Геркулес

as a matter of fact – по сути дела

he was hard pressed – (когда) ему было трудно

the danger of being detached –

опасность быть оторванным

who took advantage [əd'vɑ:ntɪdʒ] of –
который воспользовался

23. Read the text of the lesson and single out the sentence(s) containing the main idea.

ORAL LANGUAGE PRACTICE

1. Answer the following questions. Work in pairs.

1. Where was the city of Olympia situated?
2. In whose honour was the beautiful temple built? Whom was it built by?

3. Who was the principal god of the Greeks? Whose son was Hercules?

4. Who had ordered that a festival should be held every four years?

5. Why did Hercules found many athletic games? What were they?

6. Was Hercules present at the first festivals?

7. How long did the first festivals last? What was there on the program of the festivals?

8. Where did Jupiter send his messengers to?

9. What were the competitors asked to do? What did they do before the statue of Jupiter?

10. Who won most of the prizes? Why did they win most of the prizes?

11. What honour did the Spartans claim?

12. What did the people lay before shrines?

13. Did the temple become famous for its beauty and wealth?

14. What way of dating important events did historians use in connection with the Olympic Games?

/ 15. There were no wars during an Olympiad, were there?

16. How far back can we trace the Olympic Games?

17. Who abolished them? Why were they abolished?

18. When were they revived?

19. Was the procedure [prə'sɪdʒə] of holding the Games the same as in the olden times?

20. The Olympic Games have become a sport tradition in the world, haven't they?

21. What kind of tradition is it?

22. Can the Olympic Games start without the Olympic Flame?

23. Where is it usually brought from?

24. What does the Flame symbolize?

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

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

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

5. Compose a story, using the following words and word combinations.

it so happened that, to be invited to (быть приглашенным), a reception, in honour of, to be held, to be present, a messenger, to bring, an invitation card, many foreign guests [gests] (гости), to wear evening dresses, formerly, the program, to include, a kind of feasting, some sports, it must be noted, to watch, a wonderful picture

6. Give the name of the god (goddess) according to the following descriptions. Mind the pronunciation of the name.

- 1) the god of fine arts (изящные искусства), a handsome young man;
- 2) the goddesses of dancing, music, poetry, and history;
- 3) the god who protected smiths (кузнецы);
- 4) the god of wine and farming;
- 5) the sea god;
- 6) the god of thunder and lightning (гром и молния);
- 7) the god of all gods, the principal god of the Greeks;
- 8) the goddess of victory;
- 9) the goddess who protected the city of Athens;
- 10) the god of the sun.

(Nike ['naiki], Apollo [ə'pɒləu], Dionysius [daɪə'nɪsɪəs], Poseidon [pə'saɪdən], Zeus [zju:s], muses ['mju:zɪz], Hephaestus [hɪ'fi:təs], Jupiter ['dʒu:pɪtə], Athena [ə'θi:nə], Helios ['hi:lɪəs])

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

1

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

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

2

When Tantalus, the son of Zeus, was given the right to take part in the feasts together with the gods and even to share their secrets (был посвящен в их тайны), he became extremely proud (гордый). Once he betrayed one of their secrets (выдал одну из их тайн). As a punishment (в качестве наказания) he was tortured (его мучили). Just before his face hung a bunch of fruit (ветка с плодами) which always retreated as he tried to catch it. He stood in water up to his chin (подбородок), but whenever he wanted to drink, the water went away. In this way originated the phrase *tortures of Tantalus*.

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

3

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

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

4

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

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

8. Memorize and recite the following dialogue.

- Victor, you look like a real athlete. You must be doing sports, eh?
- Right you are. I'm very fond of sport.

11/12/01 2) 01 3) 1/22.

- What kinds of sport do you go in for?
- In summer I do a lot of swimming, in winter I usually go in for skating and skiing. What about you?
- I for one prefer indoor games. I play chess and table tennis.
- That's fine. Let's have a game of chess now.
- With pleasure.

a real athlete -- настоящий спортсмен
to do a lot of swimming -- много плавать
I for one -- что касается меня
indoor -- комнатный

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

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

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

LESSON FIVE

Text: Persia vs Greece

Grammar: The Continuous Tense Forms, Active Voice.
The Noun. The Article.

PERSIA VS¹ GREECE

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

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

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

The Persians started the campaign by landing troops⁸ on the island of 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 full⁹.

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

2. In the year 480 B. C. another Persian army invaded Greece¹³. It was led by Xerxes, the new king of Persia who had ascended the throne after the death of his father Darius I. Having reached¹⁴ the Balkan Peninsula the

Persians occupied Northern Greece without any fighting. The Persian fleet was sailing not far from the shore.

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

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

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

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

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

Practise the following for pronunciation:

Proper names: Darius [dɑ'raɪəs], Aegean [i'dʒi:ən], Eretria [i'retriə], Persia [pɜ:ʃə], Athenian [ə'θi:njən], Hippias [hɪpɪəs], Miltiades [mɪlti'eɪdi:z], Euboea [ju:'biə], Marathon [mæ'rəθən], Xerxes ['zɜ:ksɪz], Balkan ['bɔ:lkən], Leonidas [li:'ɔnɪdæs], Thermopylae [θə:'mɒpɪli], Spartans ['spɑ:tənz];

[θ, ð] threw, they **thought** [ɔ:], **though** [ou], although, throne, northern, without, thing, **death** [e], **through** [u:]; [ɑ:] pass, asking, asked, commanded, army, started, march, armed, arches, arms, lasted; occupy, colonies, combat, warrior; [ɔ:] ought, court, morning, shore, small, **swords** [s], all; [ə:] earth, Persian, first, returned, encircle, learning; across the Aegean, expressed their willingness, at the cities, as the Athenians, what they ought to do, at the Persian court, send three hundred soldiers ['souldʒəz], between the mountains and the sea, through the pass; on the island ['aɪlənd], ascended the throne;

Ударение на первом слого: realize, aristocrat, exile [ks];

Ударение на втором слого: religious, attack, repulse, immediately [i'mi:diəθ], surrender, surround, revolt.

Notes

- ¹ **vs** (сокр. от *versus*) – (*лат.*) против
² **having put down the revolt** – подавив восстание
³ **expressed their willingness** – изъявили желание
⁴ **asking for earth and water** – просили земли и воды (об артикле см. § 3, с. 339).

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

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

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

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

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

⁸ **by landing troops** – высадив войска

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

¹⁰ **the latter** – последний из двух упомянутых

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

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

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

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

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

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

¹⁴ **having reached** – достигнув

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

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

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

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

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

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

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

Words and Word Combinations

submit *v.* подчиняться, покорять(ся)

submission *n.* подчинение

envoy *n.* посланец

unite *v.* объединять(ся)

attack *v.* нападать; *n.* атака

believe *v.* 1) верить; 2) полагать

belief *n.* вера

religious *a.* религиозный

religion *n.* религия

court *n.* 1) двор (короля); 2) суд

citizen *n.* гражданин

subdue *v.* подчинять –

start *v.* начинать

campaign *n.* военный поход, кампания

land *v.* высадить(ся); *n.* земля; страна

enemy *n.* противник

shield *n.* щит

archer *n.* стрелок из лука

outnumber *v.* превосходить численно

battle *n.* сражение, битва

soldier *n.* солдат

tyrant *n.* тиран

strip *n.* полоса

narrow *a.* узкий

death *n.* смерть

congratulate *v.* поздравлять

fighting *n.* бой, боевые действия

fear *n.* страх

invade *v.* вторгаться, захватывать территорию

invasion *n.* вторжение, набег

invader *n.* оккупант

occupy *v.* 1) занимать; 2) оккупировать

fleet *n.* флот

warrior *n.* воин

surrender *v.* сдавать(ся) кому-л. (to)

former *a.* бывший

arrow *n.* стрела

surround *v.* окружать

last *v.* длиться, продолжаться

brave *a.* храбрый, смелый

(un)equal *a.* (не)равный

traitor *n.* предатель

discuss *v.* обсуждать

discussion *n.* обсуждение, прения

detachment *n.* отряд

aristocracy *n.* аристократия

however *adv.* однако

punish *v.* наказывать (за что-л.) (for)

punishment *n.* наказание

kill *v.* убивать

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

Reading Rules Recapitulation

1. В конце слова под ударением буквосочетание *ear* читается [ɪə].
Например: fear.
2. Если за сочетанием *ear* следует согласная, оно читается [ɛ:].
Например: early.
3. Буквосочетания *ough (augh)* перед *t* читаются [ɔ:]. Например: ought, caught.

Exercise

Read the following words according to the reading rules:

gear [g], thought, heard, ear, fought, earn, tear, brought, pearl, rear, sought, earth, shear, taught, earl, hear, naught, year, dear, haughty, near, yearn, clear, aught.

GRAMMAR EXERCISES

1. Form Continuous Infinitives from the following verbs (see § 1, p. 354):

e. g. *to read* – *to be reading*

to go, to play, to speak, to do, to finish, to study, to march, to capture, to discuss, to watch, to hold, to train, to throw, to ski, to skate

2. Change the pronoun and the form of *to be* in the following sentences:

I am going to the library.

Are you doing the translation?

I am not reading now.

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

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

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

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

- a) e. g. He *is having* an English class.
He *was having* an English class when I came.
1. The students are preparing for a seminar.
 2. The children are watching television.
 3. Ann is doing her homework.
 4. What article are you translating?
 5. Is she working at her course paper?
 6. Who is speaking over there?
 7. Mother is cooking dinner in the kitchen.
 8. They are having a history class.
 9. He is saying something.
 10. Some people are skating and others are skiing in the park.
 11. What are you doing?
 12. Where are you going to?
 13. What are they speaking about?
 14. Who(m) are they talking to?
 15. Who(m) is she waiting for?
 16. Who is making the report?

- b) e. g. He *is having* an English class.
He *will be having* an English class at this time tomorrow
(when you come).

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

5. a) **Express doubt. Mind the rising tone,**

e. g. *Are they writing a test?*

b) **Disagree with the following,**

e. g. *He is not coming today.*

1. He is learning the new words.
2. The children are playing in the garden.
3. Nick is leaving tomorrow morning.

4. The students are hurrying ['hʌrɪŋ] to the canteen for lunch.
5. The delegation is coming to Moscow tonight.
6. He was playing chess when she entered the room.
7. You were working at your report at this moment.
8. The teacher was checking our papers when you came up to her.
9. She will be waiting for me downstairs ['daʊn'steəz] (внизу).
10. Mr. Grey will be staying in London all the time.

6. Supply answers. Work in pairs.

- a)
1. You are having an English class, aren't you?
 2. What are you doing in class?
 3. What is the teacher doing?
 4. Who is asking you questions?
 5. Are you answering your teacher's questions in English?
 6. Are you sitting or standing?
 7. Where are you sitting?
 8. Is the teacher speaking Russian or English?
 9. The teacher is writing on the blackboard, isn't he (she)?
 10. Are you looking at the blackboard?
 11. What are you looking at?
 12. Is the teacher explaining new rules?
 13. Are you listening to the teacher attentively?
 14. Who(m) are you listening to?
 15. Is the student sitting next to you following the teacher's explanation or is he (she) talking to the neighbour on your right?
 16. Who(m) is he talking to?
- b)
1. What were you doing at this time yesterday?
 2. Were you watching television or were you doing your homework when I gave you a telephone call?
 3. You were having a lecture at 12 o'clock yesterday, weren't you?
 4. Was the lecturer speaking very fast or very slowly?
 5. Where were you going to when I met you?
 6. Who(m) were you talking to when I came up to you?
 7. What were you talking about?
 8. Your friend was speaking English at that moment, wasn't he?
 9. What language was he speaking?
 10. Who was speaking when the Dean entered the classroom?

7. Compose sentences of your own, following the pattern. Use the words given below:

e. g. *While I was skating, she was skiing.*

to read – to do one's homework; to watch the television – to make dinner; to prepare for tomorrow's class – to translate an article; to smoke – to talk to somebody; to work – to take a rest

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

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

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

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

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

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

1. *The students* are speaking with Professor Klay about their examination (3).

2. *Our team* is losing the game (2).

3. The visitors are looking at our *new pictures* (2).

4. *Four boys* were playing with a ball in the garden (2).

5. *Bob* was going to the museum when I met him (2).

6. The pupil was answering *the teacher's question* when the bell rang (2).

7. *Tomorrow* I shall be working at my *diploma-paper* [di'ploumə] all day long in the library (5).

11. Express the following in English:

• 1. Борис дома? – Нет. Сегодня он работает в библиотеке. Он готовится к докладу. Он работает там каждый понедельник.

2. Что ты здесь делаешь? – Сажу и жду своего товарища. Он собирался (to be going to) зайти (to call for me).

3. Вы переводите статью? – Нет, мы читаем текст.

4. Куда все спешат (to hurry)? – Я думаю, на стадион. Сегодня там интересный матч. Играют знаменитые команды (teams).

5. Где все студенты? – Они завтракают в столовой. В это время они всегда завтракают.

6. Кому ты пишешь письмо по-английски? – Своей сестре. Она знает английский? – Да. Она неплохо читает и даже говорит по-английски.

7. Кто говорит? Виктор? Говори громче (louder). Я не слышу тебя.
8. Перед тем как я ложусь спать, я слушаю последние известия (the latest news).
9. Не шумите (to make a noise), я слушаю музыку.
10. Что вы делали, когда я позвонил вам? – Смотрел телевизор, а может быть, читал. Я не помню.
11. Я хочу встретиться с вами. – Хорошо. – Приходите завтра в 5. Я буду вас ждать.
12. Я вижу, что вы не знаете этот материал (material).
13. О чем вы думаете?
14. С кем вы разговаривали, когда мы подошли (to come up to) к вам?
15. Вчера в это время мы сдавали экзамен по истории.
16. Где Энн? – Она делает уроки в соседней комнате.
17. Когда Энн делает домашнее задание по английскому языку, она всегда начинает с устного задания (oral work).
18. Вчера с 9 до 11 он читал лекцию (to lecture in) по истории для студентов 1-го курса.

VOCABULARY EXERCISES

1. Add the prefix *un-* to the following words and translate them into Russian.

e. g. *equal* – *unequal* [ʼʌn'ikwəl]¹ (неравный)

important, interesting, punished, expressed, willingness, satisfactory, conquered, fit (годный), armed, heard, lawful (законный), returned, familiar [fə'miljə] (знакомый), finished, wise, fair

2. Form adjectives (negative in meaning) with the help of the prefix *in-* (*im-*, *il-*). Translate them into Russian.

(*in-*) – correct, complete, direct, definite, active, visible

(*im-*) – material, moral, probable, mortal (смертный)

(*il-*) – logical, legal [i:], literate [it] (грамотный)

3. Make adjectives ending in *-less*, using the following words. Translate the adjectives into Russian.

¹ Слова с префиксом *un-* имеют два главных ударения, одно из которых падает на префикс.

e. g. *fear* – *fearless* ['fɪəlis] (бесстрашный)

home, life, name, hope, help, class, friend, father, child, job (работа), hat, end, defence, colour, spear

4. Make nouns ending in *-sion* (*-tion*).

submit, invade, occupy, discuss, celebrate

5. Discuss the morphology of the following words:

unconquered, motherless, immaterial, inequality, submission

6. Suggest the Russian for the following word combinations:

to punish the Athenians; they were unwilling to submit; symbols of submission; the envoys were thrown into wells; it was Sparta that could provide leadership in the struggle; they realized that they must unite; they had much discussion; some of them believed that it would be wise to take the enemy by surprise; in exile; at the Persian court; to subdue Greek colonies; to start the campaign by landing troops; to celebrate a religious festival; the Spartans refused to march there immediately; the warriors armed with spears, swords and shields; the Persian archers outnumbered the Greeks; the battle was nearing its end; everybody was surprised to learn that; having put down the revolt

another army invaded Egypt; he ascended the throne after his father's death; the enemy occupied a number of cities; the Athenian fleet was placed under the command of Themistocles [θɪ'mɪstəkli:z]; on hearing about the Persian invasion; the pass was defended mainly by the Spartan detachment; to take up positions; to lay down the arms; to surrender to the Persians; repulsing the attacks they held out the enemy; brave soldiers; in the rear; surrounded by the Persians; to fall in the unequal battle; there was not a single man left; on the battlefield; all day long; in vain

7. Suggest English equivalents for:

подчиняться (покоряться) персам; символ подчинения; объединять(ся); единство народа в борьбе против чужеземных (foreign) захватчиков (оккупантов); нападать на страну; отражать атаки противника; полагать, верить; отмечать (религиозные) праздники; при дворе; подчинять (подавлять) колонии; начать восточные походы; войска под командованием Суворова; к гражданам России; высадиться на острове; узнать (услышать) о; вторжение французской армии в Россию; пасть

в неравном бою; падение Трои; стрелки из лука; лук и стрела; вторгаться в страну; численно превосходить противника; в битве за Москву; занять (оккупировать) город без боя; храбрые воины; сдаться врагу; быть вооруженным мечом и щитом; взойти на престол; главным образом; занять позицию; напрасно; на поле сражения; весь день; в тылу противника; подавить восстание; быть убитым

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

1. In spite (несмотря на) of the rain of enemy *arrows* the Athenians [i:] fearlessly *attacked* the Persian *infantry*.

2. Roman *emperors* sometimes granted (представлять) Roman *citizenship* to the rich people of *their provinces*.

3. The Greek force *commanded* by King Leonidas was fighting against an army which outnumbered the Greeks.

4. *Imitating* the Persian kings Alexander the Great surrounded himself with *fantastic* luxury [k] (роскошь).

5. The *discussion of the campaign* lasted for a long time in the Senate.

6. Egyptian [i'dʒɪpjən] *farmers* who were usually turned into soldiers fell in the unequal battles fought against the enemy.

7. Greek *aristocracy* wanted Hippias to provide leadership.

8. The people of Ancient Greece celebrated many *religious festivals*.

9. Miltiades was one of the ten *generals who commanded* the Athenian army.

10. The Persians brought *Greek colonies* to submission.

11. The Greeks did not submit to the Persian *despotic* rule.

12. Short swords were a good weapon [wepən] (оружие) in *hand-to-hand fighting*.

13. The greater part of Attica's population *was occupied with farming*.

14. The Athenians *combined* all their warships into one *fleet*.

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

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

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

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

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

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

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

1. On hearing that Eretria [ɪ'retriə] (Эритрея) had helped the Greek rebels in Asia Minor (Малая Азия) Darius decided to punish her.

2. According to the Swiss (швейцарская) legend William Tell refused to bow [bau] (кланяться, склонять голову) before the tyrant's cap and was severely [sɪ'viəh] (сурово) punished.

3. Invading Greek city-states the Persian kings usually asked the local population for earth and water.

4. The origin of the slogan "Workers of all lands, unite!" is connected (связано) with the First International (1864) and the name of Karl Marx.

5. No sooner had Alexander died than his generals started fighting for power.

6. When Anthony [æ'nθəni] learned that Cleopatra [kliə'pɑ:trə] had committed suicide (покончила с собой), he decided to kill himself.

7. When Mesopotamia [ei] was invaded by the people from the mountains, Babylon [æ] fell.

8. The French invasion of Russia in 1812 ended in defeat.

9. Troy stood on a high hill and was surrounded by a stone wall.

10. 300 Spartans repulsed the attacks of the Persians and fought to the last. They decided that it was better to die than to surrender.

11. Alexander of Macedonia [mæsi'douniə] tried to conquer the whole world, but in vain.

12. The Roman Empire occupied a vast territory.

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

1. Why did King Darius send an expedition to Eretria and Athens?

2. Did some of the Greeks want to submit to the Persians?

3. What did the Greek cities realize?

4. Who could provide leadership?

5. Did the Athenians know they would be attacked first?

6. They had a lot of discussion about what they ought to do, didn't they?

7. Where was Hippias at the time of invasion?

8. What did the patriotic citizens of Greece propose?

9. Who commanded the Athenian army?

10. How did the Persians start the campaign?

11. What were the Spartans doing when the runner from Athens came asking for help?
12. Did they agree (*согласиться*) or did they refuse to start immediately?
13. What were the Greeks armed with?
14. The Persian archers outnumbered the Greeks, didn't they?
15. Why were the Spartans surprised when they arrived at Marathon?
16. When (how many times) did Persia invade Greece?
17. Who ascended the throne after the death of Darius I?
18. Did the Persians occupy North Greece with heavy fighting?
19. Where was the Persian fleet at the moment?
20. What did the Greek cities do on hearing about the Persian invasions?
21. Where did the Spartans take up their positions?
22. What did Xerxes tell Leonidas to do?
23. How long did the Persian attacks on the Greek detachment last?
24. Did the Spartans repulse all the attacks of the Persians?
25. How did it come that the Greeks were surrounded?
26. What kind of battle for the Spartans was that of Thermopylae?
27. How were the Spartans fighting the battle?
28. Where was the monument to King Leonidas and his men set?
29. There were a number of revolts staged by the Greeks in Asia Minor, weren't there?
30. Did Darius put down all the revolts?
31. Were many people killed during the suppression of the revolts?

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

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

The Persians captured Eretria. When the Athenian generals (*узнали, услышали*) about it, they decided (*дать сражение*) the Persians on the plain before the rest of (*остальная часть*) the army and the fleet could (*спасть*) Athens. In 490 B. C. Miltiades led the Athenians (*вооруженных копь-*

ями и щитами) down the valley. The Greeks first began their advance [əd-
'vɑ:ns] (продвижение) slowly, but when they came within bowshot (на рас-
стояние выстрела из лука) of the Persian (стрелки из лука), they started
marching very quickly. Soon the Greek wings (фланги) closed in on the
Persians, (последние) fearing that they might (быть окруженными) rushed
to the shore to board their ships (сесть на корабли). They did not want
(сдаваться противнику).

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

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

A. 1. When it became known to the Greeks that Darius was going to attack, some of them agreed to come under the rule of the Persians.

2. The Greek cities understood that they must join together to defend themselves.

3. They thought that only Sparta could lead the Greeks in the war.

4. Hippias was once expelled from Athens and now was living among the courtiers ['kɔ:tjəz] of the Persian King.

5. In the north Aegean the Persians were subjugating [sʌbdʒəgeɪtɪŋ] 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. Daring suppressed the rebellion [rɪ'beljən] in Asia Minor.

B. 1. In the year of 480 B. C. the Persians penetrated into the territory of Greece and captured it.

2. Xerxes came to the throne after his father died.

3. The pass was chiefly protected by the Spartans.

4. The Greek cities sent small military units to fight against the foe.

5. Hardly had the Greeks taken up positions in the pass, when Xerxes sent messenger to Leonidas telling him to give in.

6. The Spartans were fearless.

7. They were repelling the enemy attacks the whole day.

8. The Greeks were encircled at once.

9. Later on the battlefield a monument was set to King Leonidas and his bold men.

12. Make a list of synonyms occurring in Ex. 11, e. g. *revolt* = *rebellion*; *fearless* = *bold*. Use them in sentences of your own.

13. Arrange the following in pairs of antonyms:

willingness, little, wise, patriotic, big, finish, refuse, to win a battle, birth, descend, near, wide, front, the last, equal, the first, rear, narrow, unequal, far, unwillingness, ascend, unwise, death, unpatriotic, much, to lose a battle, agree (соглашаться), start, small

14. Complete the following sentences:

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

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

1. Having put down the revolt...

(закончив работу, наказав Афины, отбив атаки противника, достигнув Балкан, подчинив колонии, оккупировав Северную Грецию, отказавшись от этого похода, заняв свои позиции)

2. I am willing to...

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

3. He refused to...

(он отказался наказывать кого-либо, обеспечить руководство, командовать этим отрядом, вернуть этот документ, сложить оружие, верить этому, обсуждать этот вопрос)

4. There was not a single newspaper left.

(не осталось ни одного билета, учебника, цветка, журнала)

5. They had much discussion about...

(они много говорили о своих докладах, предстоящих (forthcoming) экзаменах, обязательной (obligatory) литературе, курсовых работах, изучении источников)

6. On hearing that he was ill...

(узнав о том, что делегация прибыла; противник вторгся в страну; Александр взошел на престол; Леонидий пал в бою; персы прорвались в Северную Грецию; его убили...)

7. She asked me for...

(она попросила у меня карту Греции, учебник по (in) истории, ручку, мои конспекты (notes), воды)

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

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

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

16. Choose the right word.

to learn, to find out

1. When I ... that my friend was ill, I immediately made a try ... what was the matter with him.
2. You will ... many interesting things if you read this book.
3. Where can I ... the new time-table?

4. We ... about it at yesterday's meeting.
5. Please ... if this book is available (есть в наличии) in our library.
6. I don't know Peter's new address, but if you need it, I can ... it ... for you.
7. ... when they are going to celebrate that festival.

to hear, to listen

1. Could you speak a bit louder, I don't ... you well.
2. Before I go to bed I usually ... to the radio.
3. Did you ... anything about that accident (несчастный случай) when you were in Adler?
4. "Now, ... to me attentively," said the teacher, addressing the class.
5. I have never ... Ann sing.

(the) latter, last, latest

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

17. Choose a suitable noun to go with these verbs and use the combinations in sentences of your own.

to celebrate	an invasion, the discussion, cities, a seat, a
to start	revolt, spears, bows and arrows, a territory,
to occupy	a holiday, a campaign, a competition, a festival,
to be armed with	one's birthday

18. Insert the missing prepositions or adverbs.

1. The King in vain tried to put ... the revolts that broke ... in the rear ... the Empire.
2. At last the Spartans, armed ... spears and shields, appeared ... the battlefield. They were surprised to see that fighting was over.
3. ... the time ... the Persian invasion ... Greece Hippias was ... exile, ... the Persian court.
4. The 300 Spartans, who were surrounded ... the Persians, fell ... combat but did not surrender ... the enemy.

5. ... the battle ... Marathon all enemy attacks ... the Greek troops were beaten ... The Greeks fought ... the invaders and died heroically.

6. Having crossed the Rubicon Caesar marched ... Rome.

7. Darius wanted to punish the Athenians ... the help they had rendered to the Greeks who lived ... Asia Minor.

8. Patriotic citizens showed a great interest ... Miltiades who returned ... the North Aegean.

9. The Greeks discussed the plan ... action ... a long time.

10. The envoys asked the Athenians ... earth and water, symbols ... submission, but were thrown wells.

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

1

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

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

2) How did Alexander solve the problem?

2

From Egypt Alexander marched towards Mesopotamia to meet Darius III. ... Persians had ... large cavalry, fighting elephants (боевые слоны) and ... hundred chariots. ... Persian troops were unwilling to fight for ... king. ... armies confronted each other on ... large plain near ... town of Gaugamela. Alexander led his cavalry into ... centre of ... Persian army. At ... same time ... phalanx launched [lɔ:ntʃ] (пойти в наступление) ... attack. Darius was ... first to flee (спасаться бегством). His troops followed him.

1) What armies confronted each other?

2) Who won the battle of Gaugamela?

TEXT FOR TRANSLATION

20. 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.

21. Test translation:

1. Дарий узнал (услышал) об афинянах от (from) бывшего тирана Афин Гиппия (Hippias).
2. Когда Дарий решил наказать Афины, Гиппий жил в изгнании, находясь при его дворе.
3. Дарий не выразил желания (willingness) помочь Гиппию пока он не узнал, что Афины помогли сжечь Сарды (Sardis).
4. Как только персидский царь подавил восстание в Малой Азии, он в (as) наказание послал в Грецию экспедиционные войска.
5. Дарию нужен был флот. Тогда он приказал городам-государствам, подчинившимся его господству (overlordship), поставлять (to furnish) ему корабли.

6. Узнав, что персы хотят *напасть* на Афины в первую очередь, афиняне обратились к Спарте (turned to Sparta for) за помощью.

7. Греки поняли, что им необходимо *объединиться*, и решили, что только Спарта может *обеспечить руководство* в этой войне.

8. Персидская армия *под командованием* Ксеркса, *взошедшего на престол* после смерти Дария, вторглась в Грецию в 480 г. н. э.

9. Северная Греция была *занята (оккупирована)* без боя.

10. На борьбу с *захватчиками (оккупантами)* греческие города-государства послали небольшие *отряды*.

11. Защищая *перешеек (pass)*, открывающий путь в центральную Грецию, отряд спартанцев отказался *сложить оружие* (сдаться) и дрался до последнего.

12. Персидские воины *были вооружены* луками и стрелами, копьями и мечами. Они были хорошими *стрелками*.

13. Русский народ никогда не *покорялся* чужеземным *захватчикам*.

14. Видя, что его армия *окружена*, Леонидий приказал всем, кроме спартанцев, отступить.

15. Татаро-монгольское (Tatar and Mongolian) *нашествие* на Древнюю Русь имело место в 12 веке н. э.

16. Хотя противник в Марафонской битве *численно превосходил* афинян, *последние* успешно отразили все его *атаки* и выиграли сражение.

17. После завоевания Греции Филипп II начал готовиться к (to prepare for) *походу* против Персии.

18. Восточные *походы* Александра *продолжались* до 325 г. до н. э.

19. Когда посланец Афин прибыл в Спарту, спартанцы *отмечали* какой-то *религиозный* праздник.

20. Гонец *удивился*, когда услышал, что спартанцы *отказались* выступить (to start) немедленно.

21. *Падение* Западной Римской империи означало (meant) конец рабовладельческого строя в Западной Европе.

22. Рим был разрушен (to destroy) *главным образом* в результате нашествия варваров – вандалов (the Vandals) в середине 5 века н. э.

23. Ассирийская (Assyrian) империя *пала* в конце 7 века до н. э.

22. Read the text of the lesson and find paragraphs relating to King Leonidas and describing the battle of the Spartans.