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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ-ИСТОРИКОВ

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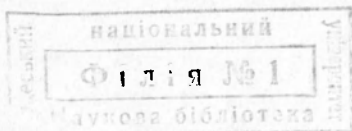
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Учебник рассчитан на лиц, продолжающих изучение английского языка на базе знаний, полученных в средней школе.

Цель учебника – выработать у студентов навык понимания оригинальной исторической литературы, развить умение излагать прочитанный материал в кратком и обобщенном виде, а также научить их вести беседу на темы специальности.

Учебник состоит из 15 уроков, грамматического справочника, дополнительных текстов для чтения и перевода.

Предназначен для студентов I и II года обучения исторических факультетов университетов и педагогических институтов.



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ПРЕДИСЛОВИЕ

Настоящий учебник предназначен для студентов первого и второго года обучения исторических факультетов университетов и педагогических институтов.

Учебник рассчитан на лиц, продолжающих изучение английского языка на базе знаний, приобретенных в средней школе. Он составлен в соответствии с требованиями программы для студентов неязыковых вузов и имеет ярко выраженную профессиональную направленность, которая проявляется в тематике текстов, характере методических заданий, в упражнениях и специально отобранном словаре исторической терминологии. Тематика учебных и хрестоматийных текстов соответствует наиболее общим темам исторических курсов, читаемых на русском языке для студентов первых двух лет обучения и относится к истории древнего мира, средних веков, новой и новейшей истории, в том числе к различным периодам отечественной истории. Кроме исторической тематики, в учебнике изучаются темы, относящиеся к географическому обзору страны, Великой Отечественной войне, биографиям выдающихся личностей, описанию городов, учебе и быту студентов, которые представлены в *Intermediate Lessons*.

Учебник состоит из фонетического раздела, 15 уроков, грамматического справочника, инструкций по грамматическому анализу, переводу и реферированию, терминологического словаря, дополнительных текстов для домашнего чтения и приложения. Типовой урок учебника содержит текст (как правило, оригинальный), примечания к тексту, в которых дается объяснение реалий, толкование лексических и грамматических трудностей, список обязательных слов и выражений (активный словарь урока), фонетические упражнения к тексту, упражнения на правила чтения и словообразования, грамматические и лексические упражнения, а также упражнения и дополнительный материал для формирования навыков устной речи. Урок содержит лабораторную работу, которая проводится в лаборатории устной речи и представляет собой задание для самостоятельной подготовки студентов.

Для этой цели преподавателю рекомендуется прочитать и записать на магнитофонную ленту языковой материал упражнения, непосред-

ственно предшествующего лабораторному заданию, а именно: список новых слов с переводом, текст (два раза – сначала в замедленном, а затем в нормальном темпе) и вопросы с интервалами для ответов.

Фонетический раздел включает в себя обзор звуков, коррективные упражнения, основные правила чтения и интонации и соответствующие тренировочные упражнения. Работа над фонетическим материалом рассчитана на 4–5 специальных занятий и в основном носит коррективный характер. Работа по развитию и закреплению произносительных навыков студентов не заканчивается в рамках фонетического раздела, а ведется систематически при прохождении каждого урока в соответствии с предлагаемыми фонетическими упражнениями.

Грамматический справочник содержит подробный комментарий по основным разделам морфологии и синтаксиса английского языка, а также указания в отношении перевода грамматических конструкций, обычно представляющих для студентов известную трудность.

Терминологический словарь отобран на основе длительной экспериментальной работы с разнообразными историческими текстами и составляет около 700 учебно-словарных единиц.

Предлагаемый терминологический словарь носит общеисторический характер и не включает слова, относящиеся к узким историческим специальностям (например, археологии, этнографии, истории искусства), поскольку, как полагает автор, по каждой из указанных специальностей может быть составлен самостоятельный словарь терминов. Кроме терминологического, в учебнике имеется общеупотребительный словарь, состоящий из 1 300 единиц.

Дополнительные тексты для чтения предназначены для самостоятельной работы со словарем и содержат отрывки из оригинальных произведений английских и американских ученых-историков и политических деятелей, относящихся к различным периодам истории Англии, США и России. Эти тексты могут быть также использованы для реферирования.

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

Указанная цель определила комбинированный характер упражнений, которые в зависимости от сетки часов, принятой в данном учебном заведении и конечной целевой установки, могут быть исполь-

зованы не только для активизации лексико-грамматического материала, но и для развития навыка устной речи. При ограничении во времени (например, четыре часа в неделю) выполняются лишь упражнения переводного характера. Устно-речевые задания в упражнениях типа: Comment on the following, using your knowledge of history; Respond to the following by expressing your opinion (agreement, disagreement); Expand on the following by adding something of your own; Retell the story (passage); Give a short summary of the text и др. либо снимаются вообще, либо заменяются заданием, предусматривающим чтение, перевод и ответы на вопросы.

Все упражнения подразделяются на пять основных групп:

1. Фонетические упражнения и упражнения на правила чтения (Practise the following for pronunciation; Reading Rules Recapitulation Exercises) предназначаются для систематической работы над наиболее трудными звуками и звукосочетаниями, встречающимися в тексте, а также для повторения правил чтения, которые не вошли в фонетический раздел учебника.

2. Упражнения на словообразование (Word-building Exercises) имеют целью развитие аналитических навыков обучаемого и расширение его пассивного словаря на основе знания аффиксов.

3. Грамматические упражнения (Grammar Exercises) направлены на отработку форм и правил употребления основных грамматических явлений, входящих в нормативный курс вузовской программы. Эти упражнения в основном носят коммуникативный характер и предполагают создание у обучаемого динамического стереотипа в использовании наиболее употребительных грамматических конструкций на основе широкого применения языкового моделирования.

4. Лексические упражнения (Vocabulary Exercises) направлены на закрепление слов и словосочетаний, входящих в активный словарь урока. Они, как правило, строятся на связном текстовом материале (кроме отдельных упражнений устно-речевого назначения), разнообразны и также носят коммуникативный характер.

5. Речевые упражнения (Oral Language Practice) имеют целью развитие у обучаемого навыков устной речи (в монологической и диалогической формах) и предполагают выработку умения связно высказываться в ситуациях, основанных на активном лексико-грамматическом материале урока. Для расширения исторического словаря студентов рекомендуется использовать дополнительную лексику, встречающуюся в упражнениях, в которых дается задание выписать и выучить выделенные в тексте слова.

При работе над уроком рекомендуется придерживаться определенной последовательности, а именно: после введения и первичной отработки грамматической темы следует переходить к фонетическим упражнениям и чтению текста, а от него – к закреплению активного словаря. Поскольку лексические упражнения строятся на основе материала текста, приступать к их выполнению рекомендуется лишь после того, как текст прочитан и переведен полностью. Работа над активным словарем завершается контрольным переводом (Test Translation), который может выполняться как в устной, так и письменной форме (в последнем случае – в качестве домашнего задания). То же самое относится к упражнению для самостоятельного перевода со словарем (Text for Translation). Цикл занятий по уроку заканчивается выполнением упражнений для формирования навыка устной речи (Oral Language Practice).

Материал урока рассчитан на 5-6 аудиторных занятий. Количество часов, отводимых на каждый урок, определяется преподавателем в зависимости от полноты прохождения материала и составляет 10-12 часов. На прохождение уроков 2, 6, 9, 11, 13, не содержащих грамматического материала, отводится в среднем по 6 часов, и их изучение является факультативным.

ОБЗОР И ПОДГОТОВКА ЗВУКОВ

PRONUNCIATION BRUSH-UP

ОБЗОР И ПОВТОРЕНИЕ ЗВУКОВ

Гласные: [i:, ɪ, e, æ, ɑ:, ɔ:, ʊ, u:, ʌ, ə, ɜ:, ɔɪ, aɪ, aʊ, ɔɪ, oʊ, ɪə, eə, uə]

Согласные: [l, m, n, r, j, w, ɱ, ɲ, h, p, b, t, d, f, v, tʃ, dʒ, k, g, s, z, ʃ, ʒ, θ, ð]

1. ОСОБЕННОСТИ ПРОИЗНЕСЕНИЯ ГЛАСНЫХ

1. При произнесении английских гласных необходимо строго соблюдать краткость и долготу. Несоблюдение этого правила может привести к нарушению смысла слова. Сравните: sheep [i:] *овца* – ship [ɪ] *корабль*, dark [ɑ:] *темный* – duck [ʌ] *утка*, port [ɔ:] *порт* – pot [ɒ] *горшок*.

2. Гласные [ɪ, e, æ, ɔ:, ʊ, ʌ, ə] произносятся кратко.

Звук [ɪ] более открытый и широкий, чем [и]. Несколько напоминает безударный гласный [и] в словах *кино, вестя*.

Звук [e] произносится при очень узком расстоянии между челюстями и напоминает русский [э] в слове *цель*.

Звук [æ] произносится при сильно опущенной нижней челюсти и напоминает русский [э] в слове *эта*, если произнести его, одновременно опуская нижнюю челюсть.

Звук [ɔ:] произносится при широком, круглом растворе рта и плоском укладе губ. Напоминает русский [о], произнесенный кратко, без выдвигания губ и при широком растворе рта.

Звук [ʊ] произносится без выдвигания губ. Очень отдаленно напоминает русский [у], произнесенный кратко, без выдвигания губ и в том месте, где артикулируется русский [ы].

Звук [ʌ] напоминает безударный русский [а] в словах *комод, какой, оса*.

Звук [ə]¹ произносится с оттенком [а] в конце слова, особенно после взрывных согласных.

Произнесите: [rɪk, rek, ræk, rɒk, rʌk, buk].

3. Гласные [i:, ɑ:, ɔ:, u:, ə:] произносятся продленно и с напряжением.

Звук [i:] произносится очень энергично, со скольжением от более широкого к узкому звуку, практически совпадающему с русским ударным [и] в конце звучания.

Звук [ɑ:] несколько напоминает русский [а] в слове *бал*, произнесенный глубоко, протяжно и с напряжением.

¹ В изолированном виде не произносится.

Звук [ɔ:] произносится при округленных, но не выдвинутых губах и довольно узким ротовом отверстии. Напоминает русский [о], произнесенный глубоко, протяжно и без выдвижения губ.

Звук [u:] произносится при сильно округленных, но не выдвинутых губах и очень узким ротовом отверстии.

Звук [ə] произносится при узком расстоянии между зубами, плоском положении слегка растянутых губ и ровном, как при молчании, положении языка.

Произнесите: [pi:k, pa:k, pɔ:k, pu:l, pə:l].

4. Дифтонги [ei, ai, əi, au, ou, iə, eə, uə] обладают той особенностью, что их первый элемент (ядро) произносится с большей силой, более четко и ясно, чем второй элемент (скольжение); в дифтонгах [iə, eə, uə] конечный звук [ə] имеет оттенок [ʌ].

Произнесите: [bei, bai, bəi, bau, bou, biə, beə, buə].

5. В звукосочетаниях [aiə, auə] срединный звук не следует доводить до гласного полного образования.

Упражнения на повторение гласных

Прочтите в транскрипции следующие слова, обращая внимание на особенности артикуляции данных звуков:

Краткие гласные

1. [ɪ] – [bin, fit, did, fil, it, iz, 'fɪnɪʃ, 'sɪtɪ, 'stɑ:di, 'meni, 'bɪzi, 'pɪtɪ]
2. [e] – [ben, set, ded, end, send, men, fel, smel, tel, ten, bes, tes, sed]
3. [æ] – [mæn, bæŋ, kæn, bæd, sæd, dæm, bæk, blæk, kæps, kæt, 'lætə, mæp]
4. [ɔ] – [tɒp, stɒp, lɒt, wɒtʃ, klɒk, pɒt, fɒt, gɒn, ɒn, plɒt, dʒɒb]
5. [u] – [buk, fuk, tuk, luk, kuk, ful, pul]
6. [ʌ] – [dʌŋ, gʌp, mʌpθ, frʌnt, 'strʌgl, 'pʌblɪk, 'ʌpə, dɪs'kʌs, dɪs'kʌvə, ʌp]
7. [ə] – [ə'mæn, ə'saɪd, ə'tend, ə'hed, ə'wei, ə'reɪz, ə'mʌŋ, ə'gou, ə'fɔ:, 'membə, 'li:də, 'peɪpə, 'betə, 'dɒktə, 'mʌðə, 'fɑ:ðə, 'lektʃə, 'fɪtʃə, 'meʒə]

Долгие гласные

8. [i:] – [si:n, li:d, li:v, ri:tʃ, i:tʃ, 'i:zi, bɪ'si:dʒ, rɪ'zi:m, rɪ'tri:t]
9. [ɑ:] – [gɑ:d, hɑ:d, rɪ'gɑ:d, fɑ:p, ɑ:tʃ, ɑ:mɪ, tɑ:sk, lɑ:st, pɑ:tɪ]
10. [ɔ:] – [kɔ:s, ə'kɔ:dɪŋ, lɔ:d, rɪ'kɔ:dz, 'fɔ:mə, sə'pɔ:t, ɪm'pɔ:tənt, lɔ:]
11. [u:] – [du:, hu:z, lu:z, blu:, tru:, mu:n, su:n, 'wu:ndɪd, 'mu:vmənt, ɪn'klu:d, ɪm'pru:v, ju:z, ə'kju:z, dju:k, hju:dʒ, ju:s, kə'mju:n, vju:]

12. [ə] – [kə:b, fə:m, və:b, lə:n, tə:n, 'ə:lɪ, sə:v, 'pə:pəs, rɪ'sætʃ, rɪ'fə:, 'dʒə:mən, rɪ'mædʒəns, ,ju:nɪ'və:sɪtɪ]
 [wə:] – [wək, 'wəkə, 'wəkɪŋ, wəs, wəθ, wəd, wə:ld]
13. [aɪ] – [maɪ, haɪ, faɪn, 'aɪlənd, 'laɪbrəri, 'fɔ:tɪfaɪ, 'rɪələɪz, prə'vaɪd]
14. [eɪ] – [eɪm, deɪt, treɪs, 'leɪbə, 'meɪnli, 'keɪpəbl, 'deɪndʒərəs, dɪ'keɪ]
15. [ɔɪ] – [bɔɪ, kɔɪn, dʒɔɪ, sɔɪl, vɔɪs, tʃɔɪs, 'eksplɔɪt, ə'pɔɪnt, ɪm'plɔɪ, dɪs'trɔɪ]
16. [aʊ] – [haus, graʊnd, daʊt, aʊt, 'θaʊzənd, 'maʊntɪn, ə'naʊns, sə'raʊnd]
17. [ou] – ['əʊpɪ, bou, stou, vout, ou, 'souʃəl, flou, prə'pouz, ə'proutʃ, sou]
18. [ɪə – eə – uə] – [pɪə – pɛə – puə, fɪə – fɛə – fuə, dɪə – dɛə – 'dʒuəriŋ, trɪə – tɛə – tuə]
19. [aʊə] – ['aʊə, 'paʊə, 'taʊə, 'faʊə, 'sauə]
20. [aɪə] – ['haɪə, 'taɪə, 'faɪə, 'waɪə, 'traɪəl, 'saɪəns, 'traɪəmf, ɪn'taɪə, sə'saɪəri, ə'laɪəns, 'daɪələʒ, 'daɪəgræm, 'taɪəd]

Контрастные упражнения

Прочтите следующие пары слов, обращая внимание на разницу звуков:

- [i: – ɪ] – [fi:l – fɪl, di:d – dɪd, fi:p – fɪp, ri:tʃ – rɪtʃ, si:t – sɪt, si:n – sɪn]
- [e – æ] – [men – mæn, ben – bæn, sed – sæd, set – sæt, beg – bæɡ, pen – pæn]
- [ɑ: – ʌ] – [dɑ:k – dʌk, mɑ:tʃ – mʌtʃ, ɑ:m – kʌm, lɑ:dʒ – dʒʌdʒ, mɑ:st – mʌst]
- [ɔ: – ɒ] – [ʃɔ:t – ʃɒt, kɔ:t – kɒt, spɔ:t – spɒt, lɔ:d – lɒt, wɔ: – wɒt, hɔ:d – hɒt]
- [ɔ – ou] – [nɔt – nout, hɔp – hou, kɔp – kou, ɡɔt – gou, ɡɔn – gout]
- [u – u:] – [ful – fu:l, luk – ru:l, tuk – tu:l, put – pu:l]
- [ɑ: – ɔ:] – [fa: – fɔ:, kɑ:t – kɔ:t, ha:d – hɔ:d, pɑ:t – pɔ:t, fa: – fɔ:t]

2. ОСОБЕННОСТИ ПРОИЗНЕСЕНИЯ СОГЛАСНЫХ

1. Английские звонкие согласные на конце слова, а также перед глухими согласными никогда не оглушаются; глухие согласные перед звонкими не озвончаются.

2. В английском языке нет попарного распределения согласных на твердые и мягкие; согласные перед гласными произносятся твердо.

3. Согласные [t, d, n, l] – альвеолярные звуки, при их произнесении кончик языка ставится на альвеолы. При этом звук [t] произносится с придыханием; звук [l] перед гласным произносится мягче, чем на конце слова или перед согласным; звук [n] в конце слова после краткого гласного произносится несколько продленно.

Звуки [p, k] произносятся с придыханием.

Звуки [θ, ð] – межзубные согласные. При их произнесении передний край языка (кончик) находится между зубами, слегка соприкасаясь с ними, в результате чего образуется щель, через которую проходит воздух, при включенном голосе (для [ð]) и без участия голоса (для [θ]).

Звук [w] – двугубный согласный. При его произнесении сохраняет очень узкое отверстие, образованное сильно округленными губами.

Звук [ŋ] – носовой согласный. При его произнесении задняя спинка языка смыкается с мягким нёбом и воздух проходит через нос.

Звук [r] напоминает очень слабый русский [ж], произнесенный при значительно оттянутом от альвеол кончике языка; звук [r] не такой раскатистый и дрожащий, как русский [р].

Звук [h] – еле слышимый выдох, шепотное начало следующего гласного, абсолютно бесшумный звук.

Звук [ʃ], в отличие от твердого русского [ш], произносится несколько смягченно.

Звук [ʒ], в отличие от русского [ж], произносится значительно мягче.

Звук [tʃ], в отличие от мягкого русского [ч], произносится всегда твердо.

Звук [dʒ] произносится слитно, одним усилием и напоминает озвонченный русский [ч].

Упражнения на повторение согласных

Прочтите в транскрипции следующие слова, обращая внимание на особенности артикуляции данных звуков:

1. [t] – [ten, tʌn, taɪm, taʊn, tɪm, bɪt, fɪt, met, faɪt, saɪt, naɪt]
2. [d] – [deɪ, daɪ, dju:k, 'dʒu:tɪ, 'dɪnəstɪ, ded, saɪd, sɔ:d, lɔ:d, 'rekɔ:d]
3. [l] – [fi:l – li:f, tɪl – lit, fel – let, seɪl – leit, maɪl – laɪm, feɪl – lɑ:nʃ]
4. [n] – [naɪm, nau, neɪm, nou, nɒt, 'nɒlɪdʒ, kɔ:n, su:n, sʌn, nʌn, fɒnd]
5. [p, t] – [pɪt, pɪt, pep, pɒp, poup, paɪp, 'peɪpə, pɪə, peə, puə, prɪ'peə]
6. [k] – [kɪp, 'kæpɪtəl, kɔ:t, kʌt, teɪk, laɪk, bu:k, luk, meɪk, bæ:k, spouk]
7. [θ] – [θɪn, θɪk, θɪŋk, θɔ:t, θroun, θri:, feɪθ, mɪθ, deθ, 'kæθəlɪk, smɪθ]
8. [ð] – [ðeɪ, ðen, ðɪs, ðæt, ði:z, ðouz, ðæn, ðem, beɪð, leɪð, saɪð, ju:ð]

9. [w] – [wi:k, win, wen, wei, wai, wʌn, wɒt, wɔ:, wɛə, wɛ:k, wɪk, wɪtʃ, wɪl]
10. [r] – [raɪz, raɪt, rəʊd, ru:l, ri:d, 'rʌfn, red, reɪd, rɪə, rɔŋ, ə'raɪz]
11. [ŋ] – [lɔŋ, sɔŋ, tæŋk, θæŋk, θɪŋk, 'kɔŋkə, 'i:vŋɪŋ, 'mɔ:nɪŋ, 'mɪtɪŋ, 'ɪntrɪstɪŋ]
12. [tʃ] – [ti:tʃ, tʃes, mæ:tʃ, kætʃ, mɑ:tʃ, wɒtʃ, tʃɔ:tʃ, 'kæptʃə, 'sentʃəri]
13. [dʒ] – [eɪdʒ, peɪdʒ, 'i:dʒɪpt, si:dʒ, dʒʌdʒ, lɑ:dʒ, 'dʒu:pɪtə, rɪ'lɪdʒən]
14. [f] – [fi:lɪd, fɪp, fraɪn, fɔ:t, 'bɪʃəp, wɒʃ, wɪʃ, 'fɪnɪʃ, pə'trɪʃən]
15. [ʒ] – ['meʒə, 'pleʒə, 'vɪʒn, dɪ'vɪʒn, dɪ'sɪʒn, 'ju:ʒuəl, 'bu:ʒwɑ:, ɪn'veɪʒn]
16. [h] – ['hɪstəri, hi:l, 'helmt, hæv, hæ:f, 'hɒstl, hɔ:d, hould, hu:, hiə]

Контрастные упражнения

Прочтите следующие пары слов, обращая внимание на разницу звуков:

1. [s – θ] – [sɪm – θi:m, sɪk – θɪk, sɔ:t – θɔ:t, mɪs – mɪθ, pɑ:s – pɑ:θ, wɔ:s – wə:θ]
2. [z – ð] – [zi:l – ði:, zed – ðen, klouz – klouðz, saɪz – saɪð, leɪz – leɪð]
3. [v – w] – [vi:l – wi:l, vent – went, vɔ:s – wɔ:s, və:b – wə:d, vaɪə – waɪə, weɪv]
4. [tʃ – dʒ] – [eɪtʃ – eɪdʒ, kætʃ – keɪdʒ, tʃɒp – dʒɒb, tʃeɪn – dʒeɪn, tʃeɪndʒ]
5. [n – ŋ] – [kɪn – kɪŋ, wɪn – wɪŋ, θɪn – θɪŋ, klæn – klæŋ, rʌn – rʌŋ, ɔn – rɔŋ, sɪn – sɪŋk, θɪn – θɪŋk, θɪn – θɪŋ, wɪn – wɪŋk, wɪn – wɪŋ]
6. **Конечные глухие и звонкие:** [set – sed, let – led, saɪt – saɪd, hæ:t – hæd, aɪs – aɪz, praɪs – praɪz, feɪs – feɪz, li:f – li:v, seɪf – seɪv, faɪf – faɪv, li:k – li:g, bæ:k – bæ:g, dɪk – dɪg, æs – æz, ə'laɪf – ə'laɪv, nɪ:t – nɪ:d]

ОСОБЕННОСТИ ПРОИЗНЕСЕНИЯ ЗВУКОВ НА СТЫКАХ СЛОВ И НЕКОТОРЫХ ЗВУКОСОЧЕТАНИЙ

Упражнение

Прочтите следующие сочетания слов, помня о том, что:

1. **Альвеолярные звуки перед межзубными произносятся на зубах:**

[t + ð] – at the 'table, at the 'meeting, at the 'court, at the 'moment, at the 'same 'time, at the 'beginning, 'meet the 'guests, 'put the 'question, 'eat the 'apple, 'cut them, ac'cept the invi'tation;

[d + ð] – 'need 'this, 'said 'that, 'read this 'story, 'read the 'text, 'send the 'wire, 'spend 'the 'time;

[n + ð] – ɪn 'this, ɪn 'that, ɪn the 'morning, ɪn the 'evening, ɪn the 'afternoon, ɪn the 'park, ɪn the 'street, ɔn the 'wall, ɔn the 'shelf, ɔn the a'genda, ɔn the '1st of Sep'tember, be'hind the 'house, be'tween the 'windows;

[l + ð] – 'all the 'students, 'all the 'teachers, 'tell the 'news, 'sell the 'car.
'spell the 'name, 'smell the 'flowers;

[s, z + ð, θ] – is 'this, was 'that, does 'this, has 'that, is 'there, was 'there,
'needs 'these, 'knows 'those, 'close the 'door, 'use 'this, 'use 'that, is 'thin,
is 'thick, 'takes 'this, 'makes 'that, 'this 'theme, 'this 'thought.

2. Конечные *r, re* перед словом, начинающимся с гласного звука, читаются [r] (так называемый связующий звук [r]).

my 'father_r is, his 'mother_r is, my 'brother_r is, her 'aunt, there 'aren't,
their 'aim, 'far 'away.

The 'teacher_r is at the 'blackboard. The 'students are at the 'lecture. The
'children are in the 'garden. The 'newspapers were on the 'shelf. 'Where 'are
they? 'Where 'is 'Room '5? The 'picture 'is 'beautiful. They are on 'holidays.
We were at 'home yesterday. 'Summer_r is 'coming. 'Peter and 'Bess were in
'London 'last 'year. 'Were 'all the 'students e'xamined in the 'morning? 'Does
he 'know 'German or 'English? 'Is she a 'student or a 'teacher? 'Is there a
'telephone in your 'flat? 'Is there any 'ink in the 'pen? 'Are there any 'letters
for me? 'Was there a 'concert after the 'meeting? 'Were there any 'lectures
'last 'week?

3. Звуки [t, d] в сочетаниях [tl, dl, tn, dn] произносятся слитно с последующим звуком, причем кончик языка от альвеол не отрывается.

middle, fiddle, idle, little, title, settle, cattle, battle; garden, pardon,
sudden, written, beaten, cotton.

4. В сочетании двух взрывных согласных (на стыке слов или внутри слова) первый из них произносится без «взрыва».

a 'good 'time, a 'black 'dog, a 'bad 'business, a 'thick 'pipe, 'meet 'Tom,
'kept 'closed, pact, fact, act.

ОБЗОР И ПОВТОРЕНИЕ ОСНОВНЫХ ПРАВИЛ ЧТЕНИЯ

1. ЧТЕНИЕ ГЛАСНЫХ И СОЧЕТАНИЙ С НИМИ В УДАРНОМ СЛОГЕ

Имеющиеся в английском алфавите 26 букв обозначают на письме 44 звука. Поэтому одна и та же буква имеет несколько звуковых значений. Чтение гласной зависит от типа слога и положения ударения в слове. Различают четыре типа ударного слога: открытый¹, за-

¹ Кроме открытого, имеется также «условно-открытый» слог, оканчивающийся на «исмую» e.

крытый, слог, прикрытый буквой *r*, и слог, в котором за буквой *r*, прикрывающей ударную гласную, следует «немая» *e* или другая читаемая гласная.

Буквы	1. Открытый слог	2. Закрытый слог	3. Закрытый буквой <i>r</i>	4. Открытый с буквой <i>r</i>
a	[eɪ] name	[æ] man	[ɑ:] car	[ɛə] care, daring [r]
e	[i:] Pete	[e] pen	[ɔ:] perch	[ɪə] here, hero [r]
i	[aɪ] line	[ɪ] fit	[ə:] fir	[aɪə] fire, firing [r]
o	[ou] note	[ɔ] not	[ɔ:] morning	[ɔ:] more, snoring [r]
u	[ju:] use	[ʌ] us	[ə:] curve	[juə] cure, during [r]
y	[aɪ] kyte	[ɪ] myth	[ə:] Byrd	[aɪə] tyre, tyrant [r]

Упражнения на правила чтения гласных

Руководствуясь правилами чтения, прочтите следующие слова:

a

- age, stage, date, face, trace, labour, navy, cradle, change, same
- bag, bad, man, back, black, act, action, latter, capital, match
- arch, march, sharp, 'army, part, car, charge, yard, large, art
- square, spare, 'parents, fare, com'pare, ware, pre'pare, care, Mary

e

- be, he, she, eve, even, scene, 'secret, com'plete, these, 'legal, mete
- men, yes, set, ac'cept, rent, 'enter, well, bed, 'petty, bed, Ted, Ben
- 'person, pre'fer, term, serve, 'German, herd, e'merge, 'mercy, con'fer
- here, 'era, 'period, 'series, mere, in'herent, 'hero, sphere [f], inter'fere, im'perialist, im'perialism

i / y

- my, bike, try, fine, nice, Mike, 'library, pro'vide, des'cribe, type
- fit, city, finish, symbol, thick, thin, dig, bill, myth, 'sympathy
- first, sir, girl, third, thirty, circle, dirty, firmly, birthday, myrtle
- fire, wire, en'tire, de'sire, tired, hire, dire, shire, tyre

o

- so, no, note, open, stone, vote, social, pro'pose, those, yoke, hope
- stop, shot, lot, gone, job, doctor, long, strong, box, dog, fog, top
- 'fortress, north, 'former, sport, 'order, short, ac'cording, horse, or
- more, shore, 'story, be'fore, 'glory, store, ore, bore, tore, fore

1. use, 'student, duke, 'unit, 'duty, 'music, ac'cuse, tune, 'super, 'pupil
2. 'uncle, just, 'judges, Dutch, 'public, 'upper, dis'cuss, 'struggle, gun, cut
3. oc'cur, hurt, 'further, 'urgent, 'purpose, turn, burst, church, herd, burn
4. cure, 'curing, pure, lure, 'during, 'fury, dure, 'plural, en'dure, 'jury

Упражнения на правила чтения гласных диграфов и сочетаний

1. **ai, ay** = [eɪ] wait, rain, mail, bail, main, ray, pay, may, bay, lay
air = [ɛə] hair, air, airplane, chair, pair, fair, lair
al + l(k) = [ɔ:] fall, call, wall, small, ball, tall, talk, chalk, walk, balk
au, aw = [ɔ:] 'autumn, Paul, pause, 'auto, auk, law, saw, dawn, maw, pawn
a + ss = [ɑ:] class, glass, brass, pass
a + st = [ɑ:] cast, fast, master, vast, past, last
a + sk = [ɑ:] cask, basketball, task, bask, mask, ask
a + sp, a + ft = [ɑ:] after, craft, grasp, draft
a + th = [ɑ:] father, rather, lather, path, bath
2. **ea** = [i:] cheap, peak, sea, leaf, dean, mean, meat, team, bean
ee = [i:] feed, fee, speech, seek, need, feel, deep, meet, bee, keen
ea + d = [e] ready, bread, head, dead, 'meadow, 'dreadful
eigh = [eɪ] eight, weigh, neigh, freight, weight, 'eigh'teen, eighty
ew = [ju:] few, pew, dew, mew; **l, r, j + ew** = [u:] flew, blew, grew, drew, jew
ey = [eɪ] they, grey, o'bey, 'diso'bey, con'vey
eer = [ɪə] ,pi'o'neer, ,engi'neer, veer, leer, deer, peer, beer
3. **ia, io** = [aɪə] via, trial, dial, lion, liar, diary
i + ld, nd = [aɪ] child, wild, mild, find, mind, bind, kind
i + gh = [aɪ] high, higher, sight, sigh, right, might, light, night
4. **oa** = [ou] boat, coat, soap, load, toast, toad, coal
oi, oy = [ɔɪ] ap'point, coy, an'noy, toy, boy, oil, boil, toil, spoil
oo + k = [u] took, crook, shook, look, rook, nook, book, 'looking-glass
oo + l, m, n = [u:] spoon, soon, moon, loom, doom, fool, pool, tool, tooth [θ]
o + ld = [ou] hold, sold, old, told, fold, bold, folk, toll
ou = [au] loud, found, sound, round, pound, a'bout, out, lous
ow + n = [au] town, down, brown, 'powder, cows, vow, bow, how, now, al'low

$$\left. \begin{array}{l} m \\ n \\ v \\ th \end{array} \right\} = [\Lambda] \text{ come, son, some, front, month, mother, brother, other,} \\ \text{an'other, love, above, a'mong, 'company, done, govern,} \\ \text{dove}$$

our, ower = [auə] sour, our, hour, tower, shower, power, flowers

5. **u + ll, sh** = [u] pull, bull, full, push, bush, bullet

6. **y + гласн.** = [j] yes, yet, yard, yoke, yell, yeast, year, beyond

2. ЧТЕНИЕ ГЛАСНЫХ И СОЧЕТАНИЙ С НИМИ В НЕУДАРНОМ СЛОГЕ

a = [ə]: abide [ə'baɪd], data ['deɪtə]

o = [ə]: complete [kəm'pli:t], kingdom ['kɪŋdəm]

o + конечн. n = [-]: cotton ['kɒtn], lesson ['lesn]

u = [ə]: support [sə'pɔ:t], circus ['sɜ:kəs]

e = [ɪ]: employ [ɪm'plɔɪ], picket ['pɪkɪt]

en + согласн. = [ə]: student ['stju:dənt], present ['prezənt]

e + конечн. l, n = [-]: vessel ['vesl], even ['i:vŋ]

i = [ɪ]: invite [ɪn'vaɪt], finish ['fɪnɪʃ]

i + конечн. l = [-]: pupil ['pju:pl], pencil ['pensl]

Упражнения на правила чтения гласных в неударном слоге

Руководствуясь правилами чтения, прочтите следующие слова:

a 'sofa, 'cinema, 'central, 'formal, 'data, 'comma, ad'mit, a'bide, a'sleep, a'cross, a'like, ad'dress, a'side, a'fraid, a'shore

o com'plete, con'struct, con'tain, pro'vide, 'seldom, pro'pose, of'fence, ob'tain

u 'August, 'autumn, 'faculty, 'difficult, sub'due, sup'pose, sup'port, su'spend, suc'ceed, sup'posing

e en'able, en'dure, em'ploy, des'troy, de'vote, de'pend, be'fore, be'gin, be'long, pre'pare, pre'tend, pre'fer, re'main, re'member, re'fuse, 'pocket, 'ticket, 'darkness, 'homeless, 'absent, 'settlement, 'payment, 'vessel, 'taken, 'written

i in'side, in'vite, im'prove, im'pose, dis'pose, dis'band, dis'solve [z], mis'take, 'visit, 'civil, in'deed

y 'quickly, 'badly, 'dirty, 'many, 'study, 'monthly, 'city, 'pity, 'very, 'slowly

Упражнения на правила чтения согласных диграфов и буквосочетаний

1. **c** = [s] city, face, peace, cell, cite, cyst, scene, science, scent, scythe [ð], certain, cycle, sauce, pence; **c** = [k] cake, cut, club, picnic, coal, clean, screw, coil, cure, decree, crowd, couch, cup, cotton

2. **ch (tch)** = [tʃ] chess, catch, fetch, such, dis'patch, de'tachment, speech, chap, each, bench, match, choice

3. **ck** = [k] back, lack, puck, neck, kick, cock, stick, lock, stock, Nick

4. **g** = [dʒ] page, large, gin, gentleman, gypsy, gym, bridge, charge, gem; **g** = [g] 'gather, grow, gave, game, gold, green, gain, egg, log, gun

5. **s** = [s, z] noise, nose, see, seaman, sitting, please, these, Chi'nese, tens, beds, papers, bays, ties, cast, sense [s], sights, Japa'nese

6. **sh** = [ʃ] shoot, show, shake, sharp, sheep, ship, clash, wash, 'usher, fish, shout, fresh

7. **ng** = [ŋ] long, song, young, king, bring, wing, thing, being, doing, going, having, getting; **ng + l, r, w** = [ŋg] English, England, angry, hungry, single

8. **nk** = [ŋk] thank, think, conquer, 'conqueror, uncle, links, tank, frankly

9. **th** = [ð] other, mother, father, brother, an'other, rather, this, that, these, those, bathe, lathe, with, further, whether, clothes, gather, thus, then, than, they, them, breathe, weather, youths, paths

10. **wh** = [w] which, when, what, where, why, whip, white, while, wheat [h] who, whose, whom, whole

11. **wr** = [r] write, wrap, wreck, wrench, wreak, wrist, wretch

12. **w + or** = [wə:] work, worker, working, word, worse, worst, world, worth [θ]

13. **w(h) + a** = [ɔ] was, what, want, watch, swamp, swan, wander, wash

14. **ture** = [tʃ] lecture, picture, pasture, feature, future

15. **tion, ssion** = [ʃn] nation, station, national, mention, fiction, solution, session, op'pression, com'mission, dis'cussion, sup'pression, trans'lation, ex'pression, action, tension, ex'pansion, ag'gression

16. гласн. + **sion** = [ʒn] in'vasion, oc'casion, ex'plosion, con'clusion, in'clusion, pro'vision, con'fusion, col'lision, il'lusion, di'vision, de'cision

17. гласн. + **sure** = [ʒ] measure, pleasure, treasure, com'posure, en'closure

3. ЧТЕНИЕ МНОГОСЛОЖНЫХ СЛОВ

В трехсложных и четырехсложных словах ударение падает на третий от конца слог и гласная в нем читается кратко. Слова, состоящие из пяти слогов и более, имеют два ударения: второстепенное и главное. Главное ударение падает на третий слог от конца, а второстепенное – на пятый слог. И в том и другом слоге гласная читается по правилу закрытого слога (кратко). Например:

faculty ['fækəlti] – трехсложное слово
vicinity [vi'sɪnɪti] – четырехсложное слово
possibility [ˌpɒsɪ'bɪlɪti] – пятисложное слово
divisibility [dɪˌvɪzɪ'bɪlɪti] – шестисложное слово
indivisibility [ˌɪndɪˌvɪzɪ'bɪlɪti] – семисложное слово

Упражнение на чтение многосложных слов

navigate, liberate, penetrate, celebrate, educate, operate, indicated, economy, democracy, geography, political, monopoly, biography, ability, history, family, enemy, animal, capital, radical, factory, general, origin, industry, regiment, monument, regular, popular, faculty, company [ʌ]

Определив слоги с главным и второстепенным ударениями, прочтите следующие слова:

celebration, demonstration, consolidation, administration, navigation, liberation, pronunciation, obligation, revolution, resolution, constitution, opposition, expedition, competition, delegation.

Сводное упражнение на правила чтения ударных гласных

1. ape, cat, ladle, marry, saddle, sorrow, mare, sharing, affair, slay, gait, jaw, lark, hawks, automobile, recall, balk, caught, pause, glasses, mask, mast, draft, path;

2. news, drew, queen, deer, rear, heard, pearl, clear, terror, easing, university, settle, cede, sherry, recent, test, merely, Siberia, fees, readiness, neigh, mew, blew;

3. mice, sky, strive, fiddle, cyclist, lyre, liar, dialogue [lɒg], pioneer, idle, quite, quiet, admire, system, thirteen, thirty, circles, blind, knight, triumph;

4. crown, mountain, prove, cooking, enjoy, hold, coin, wool, growth, scold, oak, coat of arms, bottle, sorry, forces, storing, along, wrong, yoke, noble, telephone, quotation, enroll;

5. urge, Thursday, turning, occur, lump, jumper, hurry, justice, runner, under, true, cruel, fury, purity, duty, useful, tube.

ОБЗОР И ПОВТОРЕНИЕ ПРАВИЛ ИНТОНАЦИИ

1. ИНТОНАЦИОННАЯ ХАРАКТЕРИСТИКА СИНТАГМЫ

В процессе речи длинные предложения обычно делят на небольшие отрезки, более или менее законченные в смысловом отношении (синтагмы или смысловые группы). В мелодической структуре синтагмы выделяют шкалу и завершение¹. Одна синтагма от другой отделяется паузой и изменением мелодии, которое выражается в повышении или падении тона голоса. Основными тонами в английском языке считаются нисходящий (a falling tone) и восходящий (a rising tone). Например: 'When I am, free, | I 'usually 'watch, TV | or 'listen to the , radio. (3 синтагмы: начальная и срединная синтагмы имеют восходящее завершение, конечная – падающее.)

Основными компонентами интонации синтагмы (предложения) являются фразовое ударение и мелодика.

Фразовое ударение выделяет в предложении знаменательные слова: существительные, прилагательные, смысловые глаголы, наречия, числительные, некоторые местоимения. В обычной речи артикли, вспомогательные и модальные глаголы (в утвердительной форме, а также в несокращенных формах), предлоги, союзы, частицы, личные и притяжательные местоимения в предложении безударны. Например: She is at 'home in the 'evening. He is a 'specialist. He can 'help you.

Разновидностью фразового ударения является *логическое* ударение. Оно может падать на любое слово в предложении и всегда предполагает противопоставление и контраст. Например: 'She is at, home. «Она дома, а не он»; She, is ill. «Она действительно больна».

Ритмическая группа. При помощи фразового ударения в синтагме выделяются целые группы слов – ритмические группы. Ритмическая группа состоит из одного ударного слога и примыкающего к нему одного или нескольких неударных слогов. Ударные слоги произносятся слитно с безударными через одинаковые промежутки времени, что создает ритмичность английской речи. Например:

My 'son is young. He is ten. The 'boy 'goes to school.
(ритмические группы)

¹ *Шкала* – это движение голосового тона от первого ударного слога до начала последнего, в спокойной речи она носит характер постепенного (ступенчатого) понижения; *завершение* – это мелодия конца синтагмы.

2. ОСНОВНЫЕ СЛУЧАИ УПОТРЕБЛЕНИЯ ВОСХОДЯЩЕГО ТОНА

Восходящий тон выражает незаконченность, неопределенность, неуверенность. С этим тоном произносятся:

1. Вопросы, начинающиеся со вспомогательных глаголов (или модальных) и требующие ответа *да* или *нет* (общие вопросы).

'Are you a ,student? 'Have you got a ,car? 'Do they 'live in ,London?

2. Первая часть вопроса, выражающего выбор (альтернативный вопрос).

'Did you 'learn ,English or ,French? 'Shall we 'take ,meat or ,fish?

3. Вторая часть разделительного вопроса.

'Pete 'goes to ,school, ,doesn't he? You can ,sing, ,can't you?

4. Предложения, выражающие вежливые просьбы, благодарность, а также слова приветствия, извинения или прощания.

'Will you ,help me? 'Close the ,door, please. ,Thank you. Good ,bye.

5. Часть предложения (синтагма), не законченная в смысловом отношении: распространенная группа подлежащего (подлежащее, выраженное однородными членами или имеющее определение), сказуемое вместе с дополнением, определяемое слово вместе с определением, обстоятельство, стоящее в начале предложения перед подлежащим.

In the ,evening the 'whole ,family 'usually 'watches ,tele'vision in the ,drawing-room.

6. Придаточные предложения, стоящие перед главным.

'When I 'come ,home, I'll 'do my ,lessons. 'If I am ,free, I'll ,go there.

Упражнения в интонации

Произнесите следующие предложения (синтагмы) с восходящим завершением в соответствии с интонационной разметкой:

1. Общие вопросы
(см. § 3, п. 1, с. 324)

(About One's Family)

1. 'Have you got a ,family?
2. 'Is your 'family ,large?
3. 'Have you got a 'father and a ,mother?
4. 'Is your 'father a ,worker?

5. 'Is your 'mother an ,office worker?
6. 'Have you got any 'brothers and ,sisters?
7. 'Does your 'younger 'brother ('sister) go to ,school?
8. 'Did you go to 'school 'last ,year?
9. 'Were you a ,schoolboy (schoolgirl) last year?
10. 'Do you go to ,college now?
11. 'Are you a 'student of ,history?
12. 'Was 'history your 'favourite 'subject at ,school?
13. 'Were you 'fond of 'English, ,too?
14. 'Can you 'speak 'English ,easily?
15. 'Must you 'work 'hard at your 'English ,now?
16. 'Did you have 'many ,friends at school?
17. 'Have you got 'many 'friends among the Uni'versity ('college) ,students?
18. 'Does 'your 'best 'friend 'study 'history ,too?
19. 'Was he ad'mitted to the 'History 'Faculty last ,year?
20. 'Is he/she ,married?
21. 'Has he/she got a 'family of his ,own?
22. 'Is his/her 'family ,small?
23. 'Do you 'go to 'see your 'friend 'very ,often?
24. 'Will you 'call on him/her 'next ,Sunday?

2. Первая часть альтернативного вопроса
(см. § 3, п. 3, с. 325)

1. 'Is your 'family ,large or ,small?
2. 'Is your 'father a ,factory or an ,office worker?
3. 'Do ,you or does your ,brother (sister) go to school?
4. 'Were you a ,schoolboy (schoolgirl) or a ,student last year?
5. 'Are you a ,student or a ,teacher now?
6. 'Are you 'studying ,history or ,literature?
7. 'Was ,history or ,geography your favourite subject at school?
8. 'Are you 'learning ,English or ,French?
9. 'Do you 'spend ,much or ,little time learning English?
10. 'Have you got ,many or ,few friends among the students?
11. 'Is your 'best 'friend a ,boy or a ,girl?
12. 'Does your 'friend 'study ,history or mathe,matics?
13. 'Was it ,easy or ,difficult for him to enter the faculty?
14. 'Is your 'friend ,married or ,single?
15. 'Are there ,many or ,few people in his/her family?
16. 'Has he/she got a ,son or a ,daughter?

3. Вторая часть разделительного вопроса

(см. § 3, п. 4, с. 325)

(About One's Apartment)

1. You 'live in a 'big 'new ,house, ,don't you?
2. Your 'house is of 'modern con ,struction, ,isn't it?
3. There are 'many ,flats in the house, ,aren't there?
4. You have got a 'three-room ,flat, ,haven't you?
5. You have got a ,dining-room, a ,bedroom and a ,living-room, ,haven't you?
6. You have got 'no ,study, ,have you?
7. Your 'room is not ,large, ,is it?
8. The 'walls of your 'room are ,blue, ,aren't they?
9. The 'floor is ,brown, ,isn't it?
10. There is 'not 'much ,furniture in the room, ,is there?
11. You 'live on the 'second ,floor, ,don't you?
12. There is a ,telephone in your flat, ,isn't there?
13. You 'called me ,up yesterday, ,didn't you?
14. You were at ,home all the time, ,weren't you?

4. Вежливые просьбы, выражения благодарности, приветствия, прощания

1. 'Will you 'tell me the ,time?
2. 'Will you 'come ,in, please?
3. 'Will you 'pass me my ,exercise-book?
4. 'Will you 'say it a ,gain?
5. 'Will you 'open the ,window?
6. 'Won't you 'sit ,down?
7. 'Would you 'like a 'cup of ,tea?
8. 'Would you 'mind 'closing the ,door?
9. 'Can you 'spare me a 'few ,minutes?
10. 'Could I have a ,word with you?
11. 'Couldn't you 'come and ,see me?
12. 'May I 'come ,in?
13. 'May I 'ask you a ,question?
14. 'May I have your ,telephone number?
15. 'Have a ,ciga ,rette.
16. Ex'cuse me one ,moment.
17. (I am) ,sorry.
18. (I) 'beg your ,pardon.
19. 'Hadn't you 'better 'stay at ,home?
20. 'Thank ,you.

21. I am 'very 'much ob_liged to you.
22. Hal, lo!
23. It's 'nice to ,see you!
24. Ex_cuse me.
25. Good- ,bye!
26. So ,long!
27. See you ,soon!
28. Good ,night!

5. Части предложения (синтагмы), не законченные по смыслу:

а) распространенная группа подлежащего, в том числе подлежащее, определяемое причастным оборотом или придаточным предложением:

- My friend and ,I ...
- Peter and ,Ann ...
- All the students of the ,group ...
- Neither he nor his ,wife ...
- Both the teachers and the ,students ...
- Mrs. and Mr. ,Brown ...
- More than twenty-five ,people ...
- The article written by our ,teacher ...
- The boy who is playing with a ,ball ...
- The letter that we received ,yesterday ...
- The question being discussed now at the ,meeting ...
- The person bringing letters, telegrams and ,newspapers ...

б) обстоятельство, стоящее в начале предложения:

- | | |
|-------------------------------|--------------------------------|
| Last ,summer ... | In front of the ,house ... |
| Not long a ,go ... | Here and ,there ... |
| On coming ,home ... | Between the ,windows ... |
| Before going to ,bed ... | At ,dinner ... |
| On the 1st of ,May ... | In the middle of the ,room ... |
| After finishing ,school ... | In the centre of the ,city ... |
| In the ,morning | At the head of the ,table ... |
| Speaking about my ,family ... | Having finished his ,work ... |
| The professor being ,ill ... | Asked why he was so ,sad ... |
| Surrounded by a ,garden ... | |

в) обстоятельственное придаточное предложение перед главным:

- If you 'come at ,five, you 'won't find me at ,home.
- As it was ,raining, we had to 'stay ,in.
- 'When it 'got ,dark, the 'people went ,home.

As 'soon as I 'get ,free, I'll 'ring you ,up.
 'While you are 'reading the ,paper, I'll be 'doing my ,homework.
 'After I have 'finished 'reading the ,book, I'll ,give it to you.
 'Had I 'seen her ,yesterday, I should have ,asked her about it.
 'Though he was ,busy, he 'came to ,see me.
 'Since you in ,sist on it, he will 'do the 'work ,now.

d) группа вводных слов, стоящая в начале предложения:

As you ,know ...	Как вам известно
As 'far as I ,know ...	Насколько мне известно
As is ,known...	Как известно
As a 'matter of ,fact ...	По сути дела
As 'far as I can ,see ...	Насколько я понимаю
As for ,me ...	Что касается меня
'Frankly ,speaking ...	Откровенно говоря
To 'tell the ,truth ...	По правде говоря
In ,other words ...	Другими словами
To my sur ,prise ...	К моему удивлению
To my re ,gret ...	К моему сожалению
Un ,fortunately ...	К несчастью (К сожалению)
, Luckily (, Fortunately) ...	К счастью
To 'make a 'long 'story ,short ...	Короче говоря
It is 'known 'far and ,wide ...	Широко известно
To 'put it ,briefly ...	Короче
To my ,mind ...	По-моему
In my o ,pinion ...	По-моему
In my ,view ...	С моей точки зрения

**3. ОСНОВНЫЕ СЛУЧАИ УПОТРЕБЛЕНИЯ
НИСХОДЯЩЕГО ТОНА**

Нисходящий тон выражает законченность, определенность, категоричность. С этим тоном произносятся:

1. Повествовательные предложения, выражающие категорические утверждения и сообщения.

,No. ,Yes. I 'don't ,know. He 'studies ,history. It's ,late.

2. Повелительные предложения, выражающие команду, приказ, запрещение.

'Stand ,up! 'Be ,ready! 'Go to your ,seat! 'Don't 'do ,that! 'Come at ,5!

3. Восклицательные предложения.

'What a 'fine , day! 'What 'fine , weather we are having today! 'How , awful!

4. Вопросы, начинающиеся с вопросительных слов (специальные вопросы).

'What is , this? 'How , old are you? 'Where do you , live? 'When were you , born?

5. Вторая часть вопроса, выражающего выбор (альтернативный вопрос) после союза *or* («или»).

'Do you 'like , tea or , coffee?

6. Вторая часть разделительного вопроса (возможен и восходящий тон).

'He is , busy now, , isn't he? 'You 'speak , English, , don't you?

7. Придаточные предложения, стоящие впереди главного, если последнее произносится с восходящим тоном.

'When you 'go to , London, 'will you 'let me , know?

8. Приветствия, произносимые при встрече, и обращения в начале предложения.

'How do you , do! Good , evening! , Bess, 'come , up to me, , will you?

Упражнения в интонации

Произнесите следующие предложения с нисходящим тоном:

1. Специальные вопросы

(About You)

1. What is your name?
2. How old are you?
3. Where were you born?
4. In what family were you born?
5. Where do you come from?
6. When were you born?
7. Where did you spend your childhood?
8. At what age did you go to school?
9. When did you leave school?
10. What was your favourite subject at school?
11. What foreign language did you learn at school?
12. What did you do after finishing school?
13. How long have you been in the military service?
14. How old were you when you entered the University?
15. What faculty are you in?
16. What is your favourite subject?
17. What do you want to become in future?

(About One's Working Day)

1. When does your working day begin?
2. What time do you usually get up?
3. Where do you do your physical exercises?
4. How long does it take you to wash and get dressed?
5. When do you usually have breakfast [e]?
6. Who prepares breakfast for you?
7. Where do you go after breakfast?
8. How do you get to the university (college)?
9. How many lectures (tutorials) do you have every day?
10. When are your classes over?
11. What do you do after classes?
12. Where do you generally have lunch (dinner)?
13. Why don't you go home right after classes?
14. Till what time do you stay at the library?
15. In what way do you usually spend your leisure time?
16. Who do you go for a walk with?
17. What time do you go to bed?
18. What day is it today?
19. What's the date today?

2. Вторая часть альтернативного вопроса

1. Does your working day begin early or late?
2. Do you get up at 7 or at 8?
3. Do you do physical exercises in the room or in the open air?
4. Do you wash with warm or cold water?
5. Do you have breakfast at home or in the canteen?
6. Do you take tea or coffee?
7. Are you free or busy after breakfast?
8. Are your classes over in the afternoon or in the evening?
9. Do you go home or to the library after classes?
10. Do you like to watch TV or to listen to the radio?
11. Do you go to bed at midnight or a bit earlier?

3. Вторая часть разделительного вопроса

1. May, June, July are summer months, aren't they?
2. Of all the seasons you like summer, don't you?
3. It's autumn now, isn't it?
4. It is not August now, is it?
5. It was cold yesterday, wasn't it?
6. It's warm today, isn't it?

7. In the morning the sky was covered with clouds, wasn't it?
8. It's raining now, isn't it?
9. It has been raining since the morning, hasn't it?
10. You couldn't go out for a walk, could you?
11. You had to stay at home, didn't you?
12. It did not snow yesterday, did it?
13. It snows here in winter, doesn't it?
14. You have your winter holidays in January, haven't you?

4. Побудительные предложения

Sit down!	Say it again!
Stand up!	Stop writing!
Go to your place!	Stop talking!
Come up to the blackboard!	Keep silent!
Step aside!	No helping!
Close your books!	Clean the blackboard!
Open your notebooks!	Rub it off!
Find text 5!	Put down the following sentence!
Go on reading!	Put it away!
Don't go so fast!	

4. РЕДУКЦИЯ И НЕУДАРНЫЕ ЭЛЕМЕНТЫ ПРЕДЛОЖЕНИЯ

Служебные слова (предлоги, артикли, союзы, частицы, вспомогательные глаголы), модальные глаголы (в утвердительной форме), личные и притяжательные местоимения в предложении обычно безударны, а потому имеют ослабленную (редуцированную) форму произнесения. Последняя выражается в сокращении долготы гласного звука, в переходе гласного в нейтральный звук или даже в его полном выпадении.

Упражнения в произношении неударных элементов

Прочтите следующие слова и предложения, обращая внимание на безударные элементы:

Предлоги и артикли, личные и притяжательные местоимения

1. a 'cup of 'tea, the 'name of the 'street, in the 'corner, to the 'park, from the uni'versity, at the 'lecture, for the 'doctor, 'under the 'tree, be'hind the 'garden, 'into the 'box, 'out of the 'room, ac'cording to the 'article, from be'hind the 'mountain, a'mong the 'students, with'in an 'inch, in'side an 'apple, in the 'end, to 'come to an 'end

2. **I'm** [aɪm]: I am a student. **you're** [juə]: You are a teacher.
he's [hi:, hɪ]: He is a doctor. **we're** [wɪə]: We are students.
she's [ʃi:, ʃɪ]: She is an actress. **they're** [θeɪə]: They are brothers.
- me** [mi]: Will you help me? **them** [θəm]: We see them very often.
us [əs]: Let's go for a walk. **her** [hə]: I know her friend.
your [jə]: How is your sister?

Модальные и вспомогательные глаголы

- can** [kən, kɪ]: I can play tennis. She can ski and skate.
could [kəd, kd]: He could help you. They could give you a call.
must [mʌst, məs, ms]: You must do it. We must study hard.
should [ʃəd, ʃd]: He should stay at home. You should wait a little.
would [wəd, d]: I would go there now. It would be a great mistake.
am [əm, m]: I am quite well. I am not in the know.
are [ɑ:(r), ə(r)]: You are wrong. You are at home, aren't you?
was [wəz]: He was away from Moscow. I was very busy then.
were [wə]: They were to come at five. They were absent.
shall [ʃəl, ʃl]: I shall go there now. We shall see them tomorrow.
have [həv, əv]: I have done my homework. We have never been there.
has [həz, z]: Ann has been reading since the morning. He has come.
had [həd, d]: I had finished my work by 5. He had been examined by 3.
do [də]: I do not find it difficult. You do not know the rule.
does [dəz]: It does not rain here in winter. She does not speak French.

Сокращенные формы вспомогательных и модальных глаголов

- | | |
|--|---|
| You're [juə]: You're right. | It's [ɪts]: It's time. |
| He's [hɪz]: He's well. | We're [wɪə]: We're ready. |
| She's [ʃɪz]: She's young. | They're [ðeɪə]: They're present. |
| You (we, they) aren't [ɑ:nt]. | He (she, it) isn't [ɪznt]. |
| I (he, she, it) wasn't [wɔznt]. | You (we, they) weren't [wə:nt]. |
| I'll [aɪl]: I'll do it. | She'll [ʃɪl]: She'll go there. |
| You'll [ju:l]: You'll be late. | We'll [wɪl]: We'll stay here till seven. |
| He'll [hɪl]: He'll come back. | They'll [ðeɪl]: They'll come to see you. |

haven't [hævnt], **hasn't** [hæznt], **hadn't** [hædnt], **don't** [daʊnt], **doesn't** [dɔznt], **didn't** [dɪdnt], **shan't** [ʃɑ:nt], **shouldn't** [ʃudnt], **won't** [waʊnt], **wouldn't** [wudnt], **can't** [kɑ:nt], **couldn't** [kudnt], **mustn't** [mʌsnt], **oughtn't** [ɔ:nt]

Произношение глаголов с окончанием *-ed*

-ed = [t] worked, asked, looked, liked, walked, stopped, washed, finished, dressed, smoked, brushed, danced, missed, kissed, helped, discussed, talked, placed, developed, replaced, introduced, noticed, earthed

-ed = [d] answered, covered, entered, prepared, suffered, surrendered, plundered, considered, cared, shared

-ed = [ɪd] wanted, needed, lasted, decided, visited, attended, graduated, translated, skated, celebrated, accepted, expected

Произношение числительных

a) one – the first, two – the second, three – the third, four – the fourth, five – the fifth, six – the sixth, seven – the seventh, eight – the eighth, nine – the ninth, ten – the tenth, eleven – the eleventh, twelve – the twelfth

(с двумя ударениями) 'thir'teen – the 'thir'teenth, 'four'teen – the 'four'teenth, 'fif'teen – the 'fif'teenth, 'six'teen – the 'six'teenth, 'seven'teen – the 'seven'teenth, 'eigh'teen – the 'eigh'teenth, 'nine'teen – the 'nine'teenth

(с одним ударением на 1-м слове) 'twenty – the 'twentieth, 'thirty, 'forty, 'fifty, 'sixty, 'seventy, 'eighty, 'ninety, 'hundred, 'thousand, 'million

b) in the 'first 'half, in the 'second 'part, in the 'third 'place, in the 'fourth 'century ['sen-], the '40-s (forties), the '50-s, in the '60-s, in the '70-s, in the '80-s of the '18th century, in the '19th century, in '19'30-s, in the 'year '2,000, '3,000 'years a'go, in '4, '500 B.C. ['br'si], in '106'6 A.D. ['er'di:], in the '3rd mil'lenium.

ТЕКСТ ДЛЯ ФОНЕТИЧЕСКОЙ ПОДГОТОВКИ ЧТЕНИЯ

Произведите фонетическую разметку второй части диалога и отработайте его чтение:

PROFESSOR: 'What is 'history?

STUDENT: It's a 'science 'dealing with the de'velopment of 'human 'society.

PROFESSOR: 'When did his'torical 'thought ap'pear?

STUDENT: I 'think it 'goes as 'far 'back as the '4th-'3rd mil'lenium 'B. 'C.

PROFESSOR: You are 'quite 'right. 'Could you 'give me the 'names of the 'most 'famous 'ancient ['eɪn]jənt] his'torians?

STUDENT: 'Certainly. They 'are: He 'rodotus ['he'rɒdətəs], who was the "fa'ther of 'History", 'Xenophon ['zenəfən] and Po'lybius [pə'libiəs]. They 'all 'come from 'Ancient 'Greece. 'As to the his'torians of 'Ancient 'Rome, 'Titus ['tɪtəs], 'Tacitus ['tæsitəs] and 'Plutarch ['plu:tɑ:k] are 'most well-'known.

- PROFESSOR: That's right. What can be said about the first historical writings?
What were they like?
- STUDENT: As far as I know they were stone inscriptions, reviews [rɪ'vju:z] and chronicles [k] showing various events in Egypt [i'dʒɪpt], Babylon [bæbɪlən], Assyria [ə'sɪəriə] and Persia [pɜ:ʃə]
- PROFESSOR: Exactly so. Do you know any Russian historians of the 18th or 19th centuries?
- STUDENT: If I'm not mistaken, Russian historiography is represented by Karamzin, Granovsky, Solovyev, Kluchevsky and others.
- PROFESSOR: So much for today. See you tomorrow.

Words and Phrases

science [saɪəns] – наука

to deal with – рассматривать, иметь дело с

human society ['hju:mən sə'saɪəti] – человеческое общество

to appear [ə'pɪə] – появляться

to go as far back as – восходить к

millennium [mɪ'lenɪəm] – тысячелетие

B.C. (Before Christ [aɪ]) – до н.э.

Herodotus – Геродот

Xenophon – Ксенофонт

Polybius – Полибий

Titus – Тит

Tacitus – Тацит

Plutarch – Плутарх

What were they like? – Что они из себя представляли?

stone inscriptions – надписи на камне

reviews [rɪ'vju:z] – обзоры

chronicles ['krɒnɪklz] – летописи

event [ɪ'vent] – событие

Exactly so. – Совершенно верно.

century [sentʃəri] – столетие

If I'm not mistaken – Если я не ошибаюсь

to represent – представлять

So much for today. – На сегодня достаточно.

LESSON ONE

Types of questions
From students we may
ask questions like these
to be sure
The following I use for
The Way I Study History

ANCIENT HISTORY

LESSON ONE

Text: **The Way I Study History**
Grammar: **The Indefinite Tense Forms, Active Voice**
to be, to have
there is/are
Noun Substitutes *one, that*
Types of questions

THE WAY I STUDY HISTORY

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

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

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

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

If one casts a retrospective look at the historical past, one can see¹⁷ that the entire history of human society is that of wars and struggle for power. Wars were always waged for the purpose of conquering¹⁸ other lands and peoples. No matter whether Roman dictators¹⁹, German or French

emperors, British kings or queens or Russian tsars – all the monarchs in their fight for absolute power or colonial possessions brutally oppressed their own people, enslaved and plundered the conquered nations.

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

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

Notes

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

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

Запомните также:

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

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

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

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

В разговорной речи глагол *to do* часто употребляется в значении «изучать какой-либо предмет», а также «учиться, заниматься в учебном заведении». Например:

Are you doing French? – Вы изучаете французский?

We did Latin last year. – В прошлом году мы изучали латынь.

А также:

She is doing well at the college. – Она хорошо занимается в институте.

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

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

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

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

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

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

It was ... that ... – эмфатическая конструкция (см. § 6, с. 327).

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

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

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

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

¹¹ **the Middle Ages** – Средние Века

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

¹² **next year** – в будущем году

Существительные, обозначающие отрезки времени и имеющие определения *next, last, this*, употребляются без артикля и предлога: *this week* – на этой неделе, *last month* – в прошлом месяце, *last term* – в прошлом семестре.

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

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

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

one – структурное дополнение, на русский язык не переводится.

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

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

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

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

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

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

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

Practise the following for pronunciation:

[i:] leave, teacher, field, precede, peoples, queen

[ɑ:] ask, answer, cast, pass, start

[ɔ:] course, shortly, all, wars, always

[ə:] search, purpose [əs], German, learn, world, work, working
 [ɪə] seriously, realize, period, era [ˈɪərə]
 [aɪə] entire, society
 [ɔ] Moscow, modern, knowledgeable [ˈnɒlɪdʒəbl], conquer, monarch [k]
 [ð] other, whether, with
 [θ] third, think, through
 [ŋ] things, liking, king, learning

Ударение на первом слове: specialize [ˈ], favourite, gradually, various, emperor, bourgeois [ˈbuːʒwɑː], absolute, process, ancient;

Ударение на втором слове: alone, colonial, remain, event, eventually, perhaps, humanity, foresee, particular [pəˈtɪkjulə], precede, except, possession [pəˈzeʃən], oppress, enslave, deposed, proclaim, creation [eɪ], suppose, discuss, transition [trænˈsɪʒn], myself, contemporary, attract;

as they 'put it, as 'that, is 'that of 'wars, in the 'field of, at the his'torical 'past, en'slaved the 'conquered 'nations, were 'always 'waged, but 'those were, op'pressed their 'own 'people, 'course of 'world 'history.

Words and Word Combinations

age <i>n.</i> 1) век; 2) возраст	historical <i>a.</i> исторический
the Middle Ages Средние Века	history <i>n.</i> история
choose <i>v.</i> выбирать	Ancient History история древнего мира
conquer <i>v.</i> завоевывать, покорять	Contemporary History новейшая история
course <i>n.</i> 1) курс; 2) ход, течение	Modern History новая история
create <i>v.</i> создавать, творить	World History всеобщая история
creation <i>n.</i> создание	humanities <i>n.</i> гуманитарные науки
depose <i>v.</i> свергнуть с престола	humanity (mankind) <i>n.</i> человечество
emperor <i>n.</i> император	introduce <i>v.</i> 1) знакомить, представлять; 2) вводить (реформы, методы)
empire <i>n.</i> империя	just <i>a.</i> справедливый
enslave <i>v.</i> поработать	king <i>n.</i> король
entire (the whole) <i>a.</i> целый, весь	major (in) <i>v.</i> специализироваться (по)
event <i>n.</i> событие	monarch <i>n.</i> монарх
except <i>pr.</i> за исключением	monarchy <i>n.</i> монархия
fight (for, against) <i>n.</i> борьба (за, против)	oppress <i>v.</i> угнетать
foresee <i>v.</i> предвидеть	
gradually <i>adv.</i> постепенно	
historic <i>a.</i> исторический (важный)	

overthrow <i>v.</i> свергать; <i>n.</i> свержение	social <i>a.</i> общественный
plunder <i>v.</i> грабить	socialist <i>a.</i> социалистический
possession <i>n.</i> владение	society <i>n.</i> общество
power <i>n.</i> власть	struggle <i>n.</i> борьба; <i>v.</i> бороться
proclaim <i>v.</i> провозглашать	system <i>n.</i> строй; система; the feudal (slave, capitalist) system; the primitive community system первобытно-общинный строй
queen <i>n.</i> королева	wage <i>v.</i> вести (войну, борьбу)
research worker научный работник	war <i>n.</i> война
science <i>n.</i> наука	
scientific <i>a.</i> научный	
scientist <i>n.</i> ученый	

* * *

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

Reading Rules Recapitulation

1. В многосложных словах без префикса ударение падает на третий от конца слог и гласная в этом слоге, кроме буквы *и*, читается кратко.

Например: history ['hɪstəri], economy ['kɒnəmi], necessity [nɪ'sesɪti],
но unity ['ju:nɪti].

2. Многосложные слова с суффиксом *-tion* имеют второстепенное и основное ударения. Основное ударение падает на предсуффиксную гласную, которая (кроме буквы *i*) имеет алфавитное чтение. Второстепенное ударение падает на один слог влево от основного, и гласная в этом слого читается кратко.

Например: delegation [ˌdeɪlɪ'geɪʃn], intimidation [ɪnˌtɪmɪ'deɪʃn], но
preposition [ˌprepə'zɪʃn].

Exercise

Read the following words according to the reading rules:

origin, capital, memory, animal, industry, faculty, general, regiment;
monument [ju:], popular, document, regular;

demonstrate¹, operate, celebrate, liberate, penetrate, illustrate, indicate,
dedicate, delegate, brutality, speciality, humanity, legality, ability, majority,
monopoly, **philosophy** [f], bi'ography [aɪ], technology [k];

demonstration, operation, celebration, liberation, penetration, dele-
gation, consolidation, administration, obligation, resolution, constitution,
revolution, composition, opposition, investigation.

GRAMMAR EXERCISES

(see § 1, p. 322)

1. a) Express doubt about the following. Mind the rising tone.

e. g. *Are these pens?*

b) Disagree with the following statements.

e. g. *These are not pens.*

1. These are newspapers. These newspapers are old.
2. These letters are from Mr. Fox.
3. Ann's son is married.
4. This is a magazine.
5. The Browns are in London now.
6. We are ready for the lesson.

¹ При отсчете слогов для определения ударной гласной конечная «немая» *e* не учитывается.

7. They are late.
8. I am very busy now.
9. Tom is on duty today.
10. Father will be at home at 6 o'clock.
11. You will be free tomorrow morning.

2. Use the correct form of the verb *to be*.

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

3. Construct sentences, using the table. Mind the stress and the falling tone to go with the subject (see § 7, p. 327).

There is/was	a lamp	in the glass
	a map	on the plate
	a circus	in our country
	a newspaper	tomorrow
	a meeting	on the shelf
	some ink	on the wall
	a lot of snow	on the ground
	a lot of coal	in the desk
	little cheese	in our town
	a little water	in the pen
There are/were	some students	in the corridor
	many children	in our library
	a lot of people	in this street
	lots of books	in the park
	few houses	at the lecture
	a few chairs	round the table
	twelve months	in a year

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

Model 1. *Is* \swarrow *there* \searrow *a book on the table?*
Was \swarrow *there* \searrow *any milk in the jug?*

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

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

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

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

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

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

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

Model 2. *I have no camera.*

1. There is a cinema house in our street.
2. There are some interesting articles in this newspaper.
3. There were some pencils in the box.
4. There are some flowers in our classroom.
5. There is an international students' club in the faculty.

6. They have got a house.
7. John has got a car.
8. I have got a TV set.

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

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

7. Ask questions about the words in bold type.

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

8. Express the following in English:

1. В нашем городе много исторических мест.
2. На этой улице мало магазинов.
3. В Томске нет метро.
4. В столовой (canteen) в это время очень много народу.
5. На полке нет газет.
6. В прошлом году здесь был каток (skating-rink).
7. На собрании будет много студентов.
8. Сегодня не будет лекции (lecture).
9. Раньше здесь не было стадиона (stadium).
10. На прошлой неделе не было занятий по английскому языку (English classes).
11. В этом году здесь будет много яблок.

12. У вас в группе есть бывшие военнослужащие (ex-servicemen)?
13. Сколько мостов (bridges) в Лондоне?
14. В вашем городе есть фабрики и заводы? – Да.
15. Был ли концерт (concert) после собрания? – Нет. Был фильм.
16. Через (in) два года на этом месте будут новые дома.
17. Сколько будет квартир в этом доме?
18. Сколько дней в неделе (месяцев в году)?
19. В этом месяце 30 дней или 31 день?
20. В ручке много чернил? – Нет. В ней мало чернил.
21. В прошлом году в вашем саду было много цветов? – Да.
22. Что там на полке? – Там газеты.
23. Кто находится в соседней (next) комнате?
24. Сколько человек в вашей семье? – Четыре человека.
25. Завтра не будет занятий.
26. У вас есть братья и сестры? – Да.
27. У меня было много друзей в школе.
28. Сколько уроков было у них вчера?
29. В понедельник у нас будет собрание.

INDEFINITE TENSES, ACTIVE VOICE

(see § 1, p. 320)

9. Form the Present Indefinite Tense, 3rd person singular, and use the verb in the sentence. Mind the pronunciation of *-(e)s*.

e.g. *He works hard.*

to get, to wash, to need, to answer, to study, to ski, to play, to miss, to box, to fish, to place, to teach, to close, to do, to have, to go, to ask, to work

10. Form the Past Indefinite Tense of the following verbs: a) irregular; b) regular. In the latter case mind the pronunciation of the ending *-ed* (see § 1, p. 320). Use any ten verbs in sentences.

e.g. *I got a letter yesterday.*

a) to get, to do, to have, to make, to take, to go, to come, to be, to read, to write, to speak, to tell, to say, to begin, to give, to leave, to know, to meet, to put, to run, to see, to send, to stand, to understand, to think, to choose, to lead, to fall, to hear;

b) to ask, to watch, to dress, to work, to look, to kiss, to wish, to pass, to discuss, to listen, to open, to call, to remember, to stay, to enter, to conquer, to study, to translate, to dictate, to create [eɪ], to correct, to need, to devote, to realize.

11. The following will take place in the future. Express it grammatically, using the words given in brackets (see § 1, p. 321).

e. g. *I get up at seven.* – *I will (shall) get up at seven tomorrow.*

(tomorrow, tomorrow evening, the day after tomorrow, in a few days, next Sunday, next week (year), in a month's time, in 15 minutes, in half an hour, very soon, before going to bed, one of these days, next summer).

1. I get up very early.
2. They are at home till 10 o'clock.
3. There is a beautiful park here.
4. I am ready to answer.
5. His family go to the country.
6. We have an English class at that time.
7. I am free after 5.
8. Vadim's wife teaches history at school.
9. The students return the books to the library.
10. We listen to the latest news.
11. Her husband has got a new car.
12. It is Monday.
13. It is winter.

12. The following occurred in the past. Express it grammatically, using the words given in brackets.

e. g. *I have an English class.* – *I had an English class yesterday.*

(yesterday, yesterday morning, the day before yesterday, the other day, a few days ago, 10 minutes ago, 2 years ago, last Monday, last winter, last week (month, year), in 1960)

1. We have a terminal test.
2. It takes me an hour to do my homework.
3. I am ill and I do not go out.
4. We are late for the meeting.
5. Our students visit different museums.
6. There is a small river there.
7. There are many old houses in this street.
8. I work at the library till late in the evening.
9. Nick has got a good bike.
10. They watch foreign films on TV.
11. It is Tuesday.
12. It is the 6th of November.

13. Ask questions to which the following might be answers. Use the table for reference. Work in pairs (see § 3, p. 324).

a) <i>Do</i>	} you live here?	Yes,	{ <i>I do.</i> <i>I did.</i> <i>I will (shall).</i>
b) <i>Did</i>			
c) <i>Will</i>			

<i>What</i>	} you do (it)?
<i>When</i>	
<i>Where</i>	
<i>How (long)</i>	
<i>Why, etc.</i>	

- a)
1. Yes, I do. I usually get up at 7 o'clock.
 2. No, I don't. I don't take a bath every morning.
 3. Yes, I do. I wash with cold water.
 4. No, I don't. I don't do morning exercises every day.
 5. Yes, I do. I have breakfast at home.
 6. No, I do not make breakfast myself.
 7. After breakfast I go to the University (college).
 8. I often get to the University by bus.
 9. Classes begin at 9 o'clock.
 10. Yes, we do. We have an English class almost every day.
 11. We do a lot of things in class. We read and translate English texts, do various exercises, write dictations and tests and speak English.
 12. Yes, she does. The teacher asks us questions and we answer them.
 13. No, we do not study grammar rules in class. We do it at home.
- b)
1. No, she didn't. The teacher did not explain any new grammar material to us yesterday.
 2. Yes, we had a test yesterday.
 3. No, I didn't. I made only two mistakes in my test.
 4. I got a good mark for it.
 5. After the English class some of us went to the laboratory and others to the canteen.
 6. No, I didn't. I did not go to the gym yesterday afternoon. I went to the library.
 7. I stayed there till 9 p.m.¹
 8. Because I had a lot of work to do.
 9. I read books, made notes and looked through various newspapers and magazines.

¹ p.m. = post meridiem - после полудня

10. I read books on history.
 11. I came home and went to bed very late.
- c)
1. Yes, I will. I will go to the reading-room in the afternoon.
 2. I am going to do my homework there.
 3. Yes, there will. There will be a seminar tomorrow.
 4. No, I won't. I will not prepare for the English class.
 5. Because we will have no English class tomorrow.
 6. Tomorrow evening I am going to take a rest.
 7. I'll watch TV, listen to the wireless and do some reading.
 8. Yes, I will. I'll go to the theatre or to the cinema.
 9. I think they will. I think some of my friends will come to see me.
 10. Yes, we'll go out somewhere, probably for a dance.
 11. I'll go to bed at 12 o'clock as usual.

14. Inquire about a) your friend's life story; b) your friend's working day. Mind the tense form of the verb.

- a)
1. What is your name?
 2. How old are you?
 3. Are you a student?
 4. What college are you in?
 5. Where are you from?
 6. Are your parents there?
 7. Are you fond of your home town?
 8. It's a beautiful town, isn't it?
 9. Is your home town far from here?
 10. Have you got many friends?
 11. Who is your best friend?
 12. Is he/she a student or a worker?
 13. How old is he/she?
 14. Is he/she married or single?
 15. Is his/her family large or small?
 16. How many children has he/she got?
 17. What does his wife/her husband do?
 18. Are you busy or free now?
 19. When are you usually free?
 20. How are you?
- b)
1. When does your working day usually begin?
 2. (At) what time do you get up as a rule?
 3. Tomorrow is Sunday. Will you get up very early too?
 4. Do you do physical exercises every morning?

5. How long does it take you to wash and get dressed?
6. What time do you generally have breakfast?
7. Do you have breakfast at home or at the University canteen (столовая)?
8. Where do you go after breakfast?
9. Do you live far from the university?
10. How do you get to the university? (What means of transport do you use?)
11. When do your classes begin? When do they finish?
12. Do you attend (посещать) classes regularly?
13. When do you have lunch? Do you have it at home?
14. What do you normally do after classes?
15. What time do you usually get home?
16. You have a short rest and then do your homework, don't you?
17. What do you do in the evening?
18. Do you often go to the cinema and to the theatre?
19. When at home, do you listen in (слушать радио) in the evening?
20. You always watch TV in the evening, don't you?
21. What time do you go to bed?
22. How long does your working day last?

15. Put the questions (Ex. 14, part b) first in the Past and then in the Future Indefinite Tense, omitting the adverbs of indefinite time. Add *yesterday* or *tomorrow* if necessary.

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

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

B. They were **in London** last year (2). I wrote **2 letters** to my friends **yesterday** (6). There was a **little milk** in the jug (2). They had a **very interesting** lecture this morning (2).

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

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

a) to get up, to get dressed, to do morning exercises, to make breakfast, to leave home, to take a bus (the underground), to get to the University, to

have many things to do at the English class, to read and translate historical texts, to write tests and dictations, to ask smb. questions, to answer the teacher's questions.

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

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

18. Complete the following sentences a) by translating the Russian part; b) by adding something of your own (see § 2, p. 323):

- a)
1. I won't leave ... (до тех пор, пока он не придет).
 2. He will speak to you ... (как только он освободится).
 3. You will feel better ... (если вы хорошо отдохнете – to take a good rest).
 4. Remember to send the telegram ... (когда пойдешь в библиотеку).
 5. Helen will leave London ... (до того, как закончится фестиваль).
 6. They won't be late for the meeting ... (если поедут на автобусе).
 7. Give me a call ... (перед тем, как вы пойдете туда).
 8. We won't go away ... (пока вы не расскажете нам об этом).
 9. I'll let you know ... (как только получу от него письмо).
 10. The children will go for a walk ... (если не будет холодно).
 11. She will do it ... (если она не будет занята).
- b)
1. I'll go to my home town as soon as ...
 2. The Dean (декан) will receive you when ...
 3. We will go to the park if ...
 4. I'll do some reading before I ...
 5. They will go to the stadium if ...
 6. You won't get to the University on time unless you ...
 7. I will not post the letter until I ...
 8. We will not begin the meeting until everybody ...
 9. I'll listen to the latest news before I ...
 10. We won't have dinner until Mother ...
 11. He will help you unless he ...

19. Express the following in English:

А

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

В

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

С

1. Вы будете свободны сегодня вечером (tonight)? – Нет. Я буду занят. Я пойду на лекцию.
2. У вас есть занятия завтра? – Нет. Мы идем на экскурсию в музей.
3. Вы поедете за город в следующее воскресенье, если погода будет хорошая? – Да.

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

VOCABULARY EXERCISES

1. Form adjectives with the help of the suffix *-ic*. Translate the new words into Russian. Note that the stress falls on the short vowel immediately preceding the suffix.

e. g. *patriot* – *patriotic* [ɔ]

drama, democrat, economy, hero, Asia, history, system + (at), atom

2. Build adjectives by adding the suffix *-al*. Translate the new words into Russian.

music, economic, historic

3. Construct nouns ending in *-(i)ty* from the following adjectives and translate them into Russian. Mind the stress shift towards the suffix.

e. g. *human* – *humanity* [æ]

special, brutal, popular, active, major (большой), minor (меньший), cordial (сердечный)

4. Give verbs corresponding to the following nouns. Guess the meaning of the nouns.

introduction, specialization, entrance, knowledge, conquest, fighter, oppression, (school-)leaver, creator, possession, choice

5. Make nouns with the help of the suffixes a) *-ist*; b) *-ism* from the following adjectives and translate the nouns into Russian.

special, social, ideal, capital

socialist, capitalist, imperialist, opportunist [ɔpə'tju:nɪst]

6. Give nouns corresponding to the following verbs:

to interest, to struggle, to fight, to fall down, to overthrow, to study

7. Give Russian equivalents of the following:

let me introduce myself; I am doing history; as they put it in America; I take a full course of history; let alone other things; I take a special liking to this subject; I am going to major in history; I made up my mind to enter this faculty; to take up French; it was shortly before leaving school that ... I; he will make a research worker; I will become quite knowledgeable in the field of history; to account for the processes going on in various aspects of human history; it enables to foresee the course of events; to cast a retrospective look at the historical past; wars waged for the purpose of conquering other lands; fight for power or colonial possessions; in the course of time; monarchies gradually came to a downfall; it ushered in a new era in the history of humanity; when we are through with ancient history; when I am in my third year; I wish to devote myself to the special study of; no matter whether Roman dictators or Russian tzars; humanities and sciences

8. Suggest the English for:

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

9. a) Guess the meaning of the terms in bold type:

1. The history of the **proletariat** in England, as Engels put it, begins with the **industrial revolution**.
2. This event had a great effect (влияние) on the struggle of the oppressed peoples of the world, especially in the **colonial** countries.

3. The First **International** played its historical **role**: it helped to create the conditions (условия) for the formation of **mass socialist labour parties**.

4. In the course of the struggle of the **Social Democrats** it became clear that among the German workers there were **opportunists**.

5. The conquest of Africa was an important link (звено) in the plans of the British **imperialists**.

6. **Thanks to colonial expansion** Britain enlarged her **territorial possessions**.

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

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

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

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

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

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

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

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

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

It should be noted it was of great historical importance.

Необходимо заметить, что это событие имело большое историческое значение.

1. As a result of the French Revolution of September 4, 1870, which was a bourgeois-democratic one, the Emperor was overthrown and a republic proclaimed.

2. The Prussian monarchy was prepared to wage war with France before it declared war on Prussia.

3. The Anglo-Boer [buə] war (1899-1902) was waged in the interests of British capitalism.

4. The conquerors always brutally oppressed the conquered peoples.

5. The first step in creation of the colonial empire was the seizure ([si:zə] захват) by the USA of the Hawaiian Islands [hɑ:'waɪən 'aɪləndz] in 1898.

6. The fall of the Western Roman Empire is regarded (считать) by historians as the end of the ancient history.

7. The formation of the First International was of great political importance.

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

e. g. I think it's true (good, very important). Думаю, что это соответствует действительности (хорошо, очень важно).

I am afraid I can't agree to that. Боюсь, что я не могу согласиться с этим.

Historically speaking, I think it's wrong. С точки зрения истории, думаю, что это не так.

1. It's difficult to foresee the course of events in the future if you have no knowledge of the past and the present time history.

2. I am sure many students will take this special course. I wonder [Λ] when it will be introduced.

3. My friend decided to enter the History Faculty because he wants to specialize in Ancient History under Professor A., a well-known scholar [sk] and a historian.

4. There are many trends (направления) and schools in the historical science of the contemporary world.

5. History shows that the masses of landless peasants ([ˈpeɪzənts] крестьяне) always fought for land, but very often with no effect.

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

1. Will you introduce me to your friend?

2. What do you usually say when somebody introduces you to somebody?

3. What periods of world and Russian history do you study at the faculty?

4. Do you take a course of America's modern and contemporary history?

5. Will you take a course of British economic and political history?

6. Which do you like more: ancient or medieval history?

7. Do you know the difference between *historic* and *historical*?

8. You've made up your mind to devote yourself to the study of the historical science, haven't you?

9. What do you call a scholar (a specialist) in the field of history? Do you want to become one?
10. In what year of study do your students begin their specialization?
11. Do you have a good knowledge of the history of science? What great Russian scientists in the field of physics ['fiziks] do you know?
12. What interests you most in the history of our country?
13. Do wars occupy [ɔ'kjʊpaj] a considerable (значительный) place in human history?
14. When did the First World War begin?
15. How long was the Wars of Roses waged?
16. How long did the struggle of the Russian people against the Tatar-Mongolian yoke (иго) last?
17. Is Britain a republic or a monarchy?
18. Did Britain oppress the peoples of her colonies?
19. When did Britain begin her colonial expansion? How did she enlarge her possessions?
20. Did the French colonial system gradually come to a downfall? When?
21. What is characteristic [kə'rektə'rɪstɪk] of a bourgeois-democratic revolution as regards (в отношении) its outcome (исход) and results?
22. Will you take up the history of Great Britain or the USA in your third year?

11. Find another way of expressing the parts in italics. Consult the text.

1. Let me tell you *how I study history at college*.
2. I am a student of the Moscow University. Now I am *in my first year*.
3. *Besides other subjects* I take a course of general history.
4. I *like* my special subject *very much*.
5. After *finishing school* I *decided to become a college student*.
6. If you ask me why I have taken up history for a special study, my answer will be: I *am very much interested* ['ɪntrɪstɪd] *in it*.
7. English was *the subject he liked best* at school.
8. I am sure my sister will *finally become* a good teacher.
9. You cannot *explain* historical processes if you *have no knowledge of history*.
10. Wars were waged *with the aim* of conquering other lands.
11. *Little by little* some empires came to a *decline* ([dɪ'klaɪn] упадок).
12. After I *have finished learning German* I'll take up French.

12. Match antonyms from (a) and (b):

a	b
begin, short, good, new, never, unjust, undemocratic, white, uninteresting, unreal, cold	interesting, black, old, always, just, democratic, finish, long, bad, warm, real

13. Arrange the following in pairs of synonyms:

to study, to start, medieval history, to overthrow, gradually, the whole,
a lot, to major, a freshman, very much, to learn, to begin, the Middle Ages
history, to depose, little by little, the entire, to specialize, a first-year student.

14. Choose the right word:

besides
besides, except

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

historic, historical

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

study, learn, teach
study, learn, teach

1. I want to ... to play tennis.
2. Who ... you English last year?
3. What subjects do you ... in your 1st year?
4. "Your homework for tomorrow is: to ... the grammar material and to ... the new words," said the teacher.
5. He ... this historical document very well.

6. In learning a foreign language it is necessary to ... systematically.
7. We often ... the texts by heart.
8. I usually ... in the morning.
9. Did you ... French or German at school?
10. Which is more difficult: to ... or to ...?

graduate, finish (leave) school

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

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

16. Make up as many sentences as you can, using the nouns and verbs listed below.

e. g. *France declared war on England.*

war – to wage, to start, to make, to declare on smb.

monarch (emperor) – to proclaim oneself, to overthrow, to depose

colonies (colonial peoples) – to fight for, to enslave, to plunder, to oppress

subject – to take up, to study, to specialize, to major, to choose, to take (no) interest (in)

university – to enter, to leave, to finish, to graduate from, to go to, to take a course of

17. Match the adjectives from (b) and the nouns from (a). Use the A+N¹ combination in sentences of your own.

e. g. Russian history – I take interest in Russian history;
a knowledgeable man – He is a knowledgeable man.

a) history, event, world, times, system, subject, scientist (scholar), process, empire, revolution, queen, war, man, period, possessions

b) Russian, historical, capitalist, feudal, political, modern, contemporary, social, ancient, historic, democratic, bourgeois, colonial, special, serious, knowledgeable, English

¹ Сочетание прилагательного с существительным

18. Suggest nouns to go with the following word combinations and use them in sentences of your own:

as a result of, in the field of, in the course of, a great deal (a lot) of, to take up, to take a course of, to take a great interest in, to have a special liking for

19. Make up as many questions as you can according to the model. Use the words given below.

Model: **What** are you going to do now?

(is) (he)

Who – to do this work, to enter this college, to go to the library

What – to do today, to translate, to tell them

What period of history (subject, book, documents, course, film) – to study, to read, to use, to see, to take

Where – to study history, to specialize, to work, to live

When – to be through with your report, to help us, to ask her about it

How – to do it, to help them, to get there

How long – to stay here, to study this subject, to work at the library

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

1. Let me (представиться, помочь вам, сделать эту работу, спросить его об этом, рассказать вам все, выступить на семинаре).

2. Are you through with (своя работа, этот спецкурс, изучение этого предмета, история древнего мира, экзамены)?

3. I am not sure whether (он выберет историю в качестве своей будущей специальности, будет специализироваться по гуманитарным наукам, у нее хорошие знания древних языков, Виктор окончит школу в этом году, из нее получится научный работник, это заинтересует вас).

4. I am going to (специализироваться по новейшей истории Франции, стать историком-медиевистом, поступить на один из естественных факультетов, изучать бронзовый век).

5. I suppose (that) (из него получится хороший специалист, ваши студенты знают историю страны, ваш друг поступил на исторический факультет, вы закончили этот курс, она решила заняться естественными науками, он знающий человек).

6. I made up my mind (поступить в университет в будущем году, создать свою (my own) систему, хорошо изучить английский язык, представиться этому ученому).

7. He takes a special interest in (новой историей США, современной наукой, общественно-политическим строем Англии, великими учеными в этой области, историческими процессами древних времен, периодом феодализма в России, колониальной экспансией Британской империи, жизнью английских королей, военной наукой).

21. Insert prepositions or adverbs where required.

1. ... the party he introduced me **to** his friends.
2. ... the course ... the seminar we cleared up many difficult questions ... the history ... the British colonial system.
3. Next year I will take a special course **in** modern British history though, frankly speaking, I do not take a great interest **in** the subject.
4. Professor Wilson is a specialist **in** the field **of** antiquity [æn'tikwɪtɪ]. He has a great knowledge **of** Ancient Rome and Greece. It is not surprising [sə'praɪzɪŋ], therefore, that the students listen **to** his lectures **with** great interest.
5. **In** the 14th century [sentʃəri] England waged a cruel war **with** France [ɑ:] ... one hundred years. It was a fight **for** its former lands ... France and ... Flanders.
6. ... what period ... Russian history do you want to specialize **in** the 3rd year of study? – I have not made **up** my mind yet.
7. King Philip conquered all Greek city-states ... Laconia [ou].
8. If you cast a look **on** the history ... the past, you will see that the oppressed peoples ... colonial countries always fought **against** their oppressors.
9. **At** what age did your friend graduate **from** the university?
10. We live **in** the atomic age and the age ... space conquest.
11. **In** the seminar the instructor (преподаватель, ведущий практические занятия в вузе) told us to make a good study ... the historical documents relating (относящийся к) to this theme.
12. The overthrow ... the monarch led to the end ... the Empire.

22. Use a special construction and make the words in bold type emphatic (see § 6, p. 327).

Model: I met **him** in Moscow in 1990.

1. It was in 1990 **that** I met him.
 2. It was in Moscow **that** I met him.
 3. It was he **whom** I met in Moscow in 1990.
1. **Last year** his friend took up history as his future speciality (3).
 2. **My teacher** advised me to enter the History Faculty **when I was leaving school** (2).

3. The country was proclaimed a republic **as a result of the revolution** (1).
4. I have a special liking for **ethnography** [eθ'nɒgrəfi] (1).
5. We passed over to the study of ancient Greece **after we were through with the study of ancient Rome** (1).
6. She did not attend classes **because she was taken ill** (1).
7. **In two years** I am going to major in **ancient languages** (2).

23. Replace the repeated noun by one (*the one*) or ones in the following sentences (see § 5, p. 326):

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

24. Replace the repeated noun by *that (of)*, *those (of)* (see § 4, p. 326).

1. The economic history of Britain is richer than the economic history of India.
2. The Moscow underground is better than the underground of any other Russian city.
3. The rivers in the north of our country are longer than the rivers in the south.
4. The period of capitalism in Russia was shorter than the period of feudalism.
5. The historical records (письменные документы) translated into a foreign language should not differ in content (по содержанию) from the records written in Russian.

25. Give English equivalents of the following by choosing the appropriate derivative:

history: -ic(al), -ian, -ically

историческая наука, исторические дни, исторические факты (facts), исторический год, историческая личность (personality), великие историки, историческая тема, с исторической точки зрения, историческая дата, исторически

social: -ism, -ist

социалистический строй, социализм, социалисты, социалистическая революция, социальная история, общественный строй

special: -ity, -ize, -ist, -ation

в качестве специальности, специализироваться по истории средних веков, стать специалистом, специализация в этой области

oppress: -er, -ion, -ed

угнетенные народы, жестокое угнетение, бороться против угнетателей

monarch: -y, -ist, -ical

монархисты, английский монарх, Прусская монархия, монархический строй

colony: -ist, -ize, -izer, -al, -alism

колонисты, колониальная империя, колонизировать африканские страны, английские колонизаторы, колониальная экспансия, неокolonизм (нео)

26. Test translation:

A

1. В возрасте 17 лет моя сестра окончила школу и поступила в университет, где она приступила к изучению (занялась изучением) истории в качестве своей будущей специальности.

2. В ходе учебы (his studies), я уверен, он хорошо изучит все исторические дисциплины и станет специалистом в области исторической науки.

3. Почему вы решили поступить на исторический факультет? – Из всех гуманитарных предметов мне особенно нравится история. В школе это был мой любимый предмет.

4. На какой кафедре вы собираетесь (to plan) специализироваться после 2-го курса? – На кафедре новой и новейшей истории, но я не уверен. Может быть (Maybe), я пойду на кафедру всеобщей или отечественной (русской) истории.

5. На каком вы курсе? – Я студент 1-го курса.

6. Многие студенты нашей группы проявляют большой интерес к истории древности (antiquity). Руководитель (the leader) семинара надеется, что в конечном счете студенты достигнут больших успехов.

7. Вы закончили изучение исторической литературы и источников? – Нет еще.

8. Познакомьтесь (Разрешите представить): профессор Браун – молодой ученый-историк.

9. Когда ваш друг заканчивает институт (college)? – Через два года. Я уверен, у него будут глубокие (deep) знания в области социально-экономических наук.

10. Мы не будем слушать этот курс в следующем семестре (term). У нас будет другой спецкурс.

В

1. История Древнего Рима (Rome) – это главным образом (in the main) история войн за власть и территориальную экспансию (territorial expansion).

2. Войны всегда велись за захват (завоевание) других стран и народов.

3. Монархи в борьбе за власть жестоко угнетали свои народы, грабили и поработали покоренные народы.

4. С течением времени империи пали, монархи были свергнуты.

5. Народ объявил Францию республикой.

6. В феврале 1917 г. в результате буржуазно-демократической революции царское самодержавие (tsarist autocracy [ɜ:'tɔkrəsi]) было свергнуто. Это было падение Российской империи.

7. XX век полон (to be full of) исторических событий.

8. В каком возрасте он стал ученым?

9. Кто является создателем (creator) социальной истории?

10. Англия расширила (to enlarge) свои территориальные владения путем (by) колониальной экспансии.

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

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

The related members of the clan *jointly owned* their *hunting grounds* and the lands which they *tilled*. They lived and worked together, and con-

sumed *in common* the products of their labour. Since they lived together in groups, they could provide themselves with *food* and keep *fires* burning.

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

ORAL LANGUAGE PRACTICE

1. Supply answers to the following questions:

1. What is your name?
2. Are you a first-year or a second-year student?
3. What faculty are you in?
4. You take a full course of history at the University, don't you?
5. What courses of history do you take?
6. Do you study other subjects?
7. Was history your favourite subject at school?
8. Why did you make up your mind to enter this faculty?
9. Which do you want to become: a teacher of history or a research worker after graduating from college (university)?
10. Are you sure you will make a good specialist?
11. Why have you chosen history as your future speciality?
12. Is it possible to (Can you) make a good study of a period of history without knowing what preceded it?
13. What is characteristic of the entire human history?
14. For what purpose (С какой целью) were the wars usually waged?
15. What did the monarchs usually fight for?
16. How did the monarchs treat (обращались с) their own people?
17. What became of (Что стало с) some monarchs and monarchies?
18. What republics were usually proclaimed after the overthrow of the monarchs?
19. What will you study after you are through with ancient history?
20. Will you take up modern and contemporary history of some country?

2. Sum up the contents of the text in Ex. 27 by answering the following questions:

1. What does the history of mankind begin with?
2. What led to the replacement of the human herd by the clan?
3. Who governed the clan?
4. What tools did the people have?
5. What was their main occupation (занятие)?

3. Say something about yourself and the way you are going to study history.

The words you may need: Let me introduce myself, name, a freshman, to become a student, to enter this faculty, to take up (a subject) seriously, as one's future speciality, to make up one's mind, when at school, to make a good teacher, to become a research worker, in the field of history, to wish, to devote oneself to the special study of, to specialize in, the Teachers' Training College (педагогический институт).

4. Say something about your entrance examinations.

The words you may need: to take four examinations, Russian, literature, history, English, to do well in, to pass the exams successfully (успешно), to fall, many applicants (абитуриенты), a few days ago, to be admitted to (быть принятым в).

5. Say what branch of history you have a special liking for.

LESSON TWO

Topic: At the College

1. a) Read the text "At the College" and translate it into Russian; b) Review or learn the topical vocabulary listed below; c) Answer the questions on the text.

AT THE COLLEGE

I began this academic session as a student of the Teachers' Training College. I am in the History Faculty in my first year. It was only a week ago that I took my last examination. It was an English one in which I did very well.

So I passed all the exams successfully and was admitted to the college. Many applicants failed and some were admitted to the evening department.

When at school, I thought to enter the sciences, but then I changed my mind (изменить решение) and decided to take up history. I must say the first day at the college was unforgettable. We gathered in the Assembly Hall where the Rector congratulated us on the beginning of the session and wished us success (пожелать успеха) in our academic life. Then the Dean of the Faculty, Doctor of History took the floor (взять слово). He spoke about the subjects we were to study and various departments of the faculty. He expressed hope that we should attend all the lectures, tutorials and seminars. Each year we must present a course paper to our scientific adviser (guide [гайд]) and make reports in class on historical themes. At the end of each term we will take several examinations and credit-tests. In June, for instance, I will read for my exams in archaeology, ancient history, Latin, Russian history (the period of feudalism) and English.

As regards (что касается) English they will teach us not only to read and translate historical documents and literature but to speak English as well. Our English teacher says we must work at the language very hard.

After the inside tour of the college (осмотрев помещения колледжа) which we made, following the meeting, my friends and I went to the hostel ['hɒstl]. I am sure I'll enjoy my studies (получу удовольствие, занимаясь) at the college.

Topical Vocabulary

an academic session (year) – учеб-
ный год

a college -- вуз, институт
studies -- учеба

studies – учеба	шать занятия (лекции, семинары, практические занятия)
Dean – декан	
the Dean's office – деканат	to miss classes – пропускать занятия
a lecture (on) – лекция (по)	to have a history class (a Latin class) – иметь занятие по истории (латыни)
to lecture (in) – читать лекцию (по)	to present a course (term)-paper – представить курсовую работу
a lecturer – лектор	to make a report (on) – сделать доклад (о)
a lecture room – поточная аудитория	to read (prepare) for an exam – готовиться к экзамену
a term (semester) – семестр	to get an excellent ['eksələnt] (good, satisfactory [sætɪs'fæktəri], bad) mark in (for) – получить отличную (хорошую, удовлетворительную, плохую) оценку по (за)
a term (course)-paper – курсовая работа	after (before) classes – после (до) занятий
a credit-test – зачет	classes finish (are over) – занятия заканчиваются
a theme – тема	to work at (one's English, history, a problem) – работать над чем-л.
archaeology – археология	to make notes (of) – конспектировать (что-л.)
sources and literature – источники и литература	to do one's homework (lessons) – готовить домашнее задание (уроки)
a department – кафедра	in class – на занятии
a foreign language – иностранный язык	
a gym(nasium) – спортзал	
a hostel – общежитие, (т.ж.) dormitory (ам.)	
a canteen – столовая	
to take (pass) an examination (in) – держать (сдать) экзамен (по)	
to be admitted to – быть принятым куда-то (например, в учебное заведение)	
to fail (in) the examination – провалиться на экзамене	
to attend classes (lectures, seminars, tutorials [tju'tɔ:riəlz]) – посе-	

2. a) Read the dialogues. Mind the intonation; b) Study the unfamiliar words and phrases and use them in sentences of your own; c) Dramatize the dialogues in class.

Dialogue 1

Between a student and his senior colleague (старшим по курсу товарищем).

– Hallo, Bob! Glad to meet you.

- Hallo, Pete. It's nice to see you. How are you?
- Thank you. Fine. Hope you are well too. By the way, I saw Victor, your roommate, this morning. He looks very happy. I wonder why.
- No wonder. He did well in his exams.
- Good for him! And what about you? Did you get through?
- No, I was most unfortunate. I failed in history.
- Failed? You don't say so. What's the reason?
- To be frank with you, I missed (cut) lectures rather often and sometimes didn't attend seminars. In general I didn't work hard enough.
- For shame! It serves you right. It'll be a good lesson for you.

Words and Expressions

Hallo! [hə'lou] – Привет!

It's nice to see you. – Рад тебя (вас) видеть.

(I am) glad to meet you. – Рад тебя (вас) видеть.

How are you? – Как поживаете?
(Как себя чувствуете?)

to be well – быть здоровым, хорошо себя чувствовать.

by the way – между прочим

I wonder [Λ] why. – Интересно (знать), почему.

a roommate – товарищ по комнате

a classmate – товарищ по группе

No wonder [Λ]. – Неудивительно.

Good for him! – Молодец!

to get through one's exam – выдержать экзамен

I was most unfortunate [Λn'fɔ:tʃənɪt].
– Мне очень не повезло.

You don't say so! – Не может быть!
(Что вы говорите!)

reason – причина

to be frank with you – откровенно говоря

In general. – Вообще.

For shame! – Не стыдно?

It serves you right. – Так тебе и надо!

Dialogue 2

- Where do you usually go for lunch?
- Normally I have it here in the cafeteria.
- What does your lunch generally consist of?
- As a rule I take a hot dish and some juice or coffee, sometimes a cup of tea and sandwiches. But why are you asking me these eating questions? Are you hungry already?
- To be frank with you, I am.
- Well, let's go and have a bite then.

Words and Expressions

normally (generally) – обычно

cafeteria [ˌkæfɪ'tɪəriə] – кафетерий

a hot dish – горячее блюдо

juice – сок

a cup of tea – чашка чаю

a sandwich [ˈsænwɪdʒ] – бутерброд
с чем-л.

to be hungry (thirsty) – хотеть есть
(пить), испытывать голод
(жажду)

to eat – есть (кушать)

to drink – пить

to have a bite – перекусить

to have breakfast, lunch (dinner, supper) – завтракать (обедать, ужинать)

to take smth. for (breakfast) – брать что-л. на (завтрак)

3. Make up sentences according to the patterns, using the words listed below:

1. Do you have breakfast at home or in the cafeteria?
2. Where do you usually have breakfast?
3. At what time (when) do you generally have breakfast?
4. What do you usually take for breakfast?
5. For breakfast I take a cup of tea.

lunch, dinner, supper, tea, your meals, coffee, milk, juice, bread and butter, fish, meat, fruit

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

1. Are you an applicant or an undergraduate?
2. Are you a student of history?
3. Where do you study history?
4. What year are you in?
5. Did you take entry examinations to the college (university)?
6. Did you pass them successfully?
7. Were you admitted to the day department or to the evening department?
8. People say that many applicants failed at the examinations. Is that true?
9. Did you want to enter the sciences or humanities when at school?
10. When did you decide to take up history?
11. Do you remember the first day at the college (university)?
12. Where did you gather?
13. Who spoke before you?
14. Must our students attend all the lectures, seminars and tutorials?
15. Each year you must present a course paper and make reports on historical themes. Is it really so?
16. When (at what time of the year) do you take examinations and credit-tests?

17. What exams will you read for in winter (summer)?
18. How many exams will you have at the end of this term?
19. What does your English instructor say about the way you must work at the language?
20. What do we call a room where lectures are delivered [dɪ'li:vəd]?
21. Where do you usually do your homework, at home or in the reading-room?
22. Do you go to the library very often?
23. You spend much time there, don't you?
24. Do you live at home or at the hostel?

5. Say what you usually do...

At the Lecture

to listen to the lecturer, to take notes, to ask questions, to write, to put down

At the Seminar

to speak on the subject, to make a report, to take part in the discussion, to ask questions, to add to what was said by the previous speaker, to ask the teacher to explain, to clear up

At the Library

to read books recommended by the teachers of History, to look through newspapers and magazines, to make notes, to prepare for

In the Laboratory

to listen to the tape, to work with a tape-recorder, to repeat after the speaker, to imitate, to do aural exercises

In the Morning

to get up, to get dressed, to wash, to do physical exercises, to have breakfast, to take books and notebooks, to leave the house, to leave for the university (college), it takes me ... minutes to ...

In the Evening

to go for a walk, to go to the theatre (cinema, concert, club), to look in (to watch TV), to listen in (to listen to the wireless), to listen to the latest news, to call on one's friends, to go to bed, to do one's homework

In the Cafeteria (Canteen)

to have one's meals (breakfast, lunch, dinner, supper), to eat, to drink, to have a bite, to take coffee (tea, milk, juice, sandwiches, bread and butter, fish, meat, vegetables [vedʒətəblz], fruit)

6. Express the following in English. Supply answers. Work in pairs.

1. Вы студент?
2. Где вы учитесь? На каком факультете?
3. На каком вы курсе?
4. По какому предмету вы будете специализироваться?
5. Когда вы поступили в институт (университет)?
6. Вы держали вступительные экзамены по всем предметам?
7. Как вы сдали эти экзамены?
8. На какое отделение вас зачислили (вы были приняты)?
9. Почему вы решили поступить на этот факультет?
10. Вы решили заняться историей в качестве вашей будущей специальности, не так ли?
11. Вы помните ваш первый день в институте (университете)?
12. Вы регулярно посещаете занятия: лекции, семинары, практические занятия?
13. Кому вы представляете свою курсовую работу?
14. Вы делаете в классе какие-либо (any) доклады на историческую тематику?
15. Много ли экзаменов и зачетов вы сдаете (имеете) в сессию (during one examination period)?
16. Какие экзамены вы будете сдавать в этом семестре?
17. Где вы будете готовиться к ним?
18. Вы будете сдавать экзамен или зачет по английскому языку?
19. Вы много работаете над языком?
20. Где вы обычно готовите домашние задания?
21. Вы часто работаете в лингафонном кабинете (linguaphone laboratory), библиотеке?
22. Говорят (they say), что студентам-историкам приходится (have to) много работать в библиотеке с историческими источниками и литературой. Это так?
23. Вы проводите большую часть времени в читальном зале, не правда ли?
24. Вы живете в общежитии?

7. Describe your first day at the university (college).

The words you may need: exciting, to gather, Assembly Hall, the Rector, the Dean, to address the freshmen, to congratulate us on the beginning of the academic year, to wish success, to make an inside tour, to have a look, at, in the evening, a grand party.

8. Say what exams and credit-tests you are going to take this term (year).

The words you may need: at the end of each term, to take credit-tests and examinations, archaeology, ancient history, history of Russia, Latin, to read (sit) for the exams, to pass, successfully, to get good and excellent marks.

9. Say when, where and how you do your English lessons.

The words you may need: as regards English, to work at the language very hard, to want to know the language, the reading-room, to do English lessons, to read and translate the text, to learn the new words, to study grammar, to learn dialogues by heart, to do various exercises, every evening.

LESSON THREE

Text: **The Republic Defends Itself**

Grammar: **The Indefinite Tense Forms, Passive Voice,
Impersonal Sentences**

THE REPUBLIC DEFENDS ITSELF

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

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

When Caesar's tour of duty⁷ in Gaul ended, the Senate ordered him to disband his army and return to Rome alone. Shortly afterwards Caesar sent back the reply: "If Pompey disbands his army, I shall do the same." But Pompey would not disband⁸ his army, and a fierce struggle between the two great men began. It was a struggle for absolute individual power.

In 49 B.C.⁹ Caesar led his army on Rome and reached the Rubicon River. If he led his army across the river, he would break the Roman law, but if he went to Rome alone, they would kill him. For a moment Caesar was undecided¹⁰. Then saying, "The die is cast¹¹", he led his troops into the water. The Senate was caught unawares¹². As soon as the news came that Caesar had crossed the Rubicon, a meeting of the Senate was hastily called to discuss the situation and take the necessary measures. As a result, Pompey was offered the supreme command of the Republic's army. Somehow it had never occurred to him¹³ that he would have to fight¹⁴ Caesar with two legions which were at his disposal, the rest being scattered in different provinces¹⁵. Pompey felt that, speaking from the military point of view, Rome