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ИМЕНИ ЯНКИ КУПАЛЫ»

ТЕКСТЫ И ЗАДАНИЯ ПО АНГЛИЙСКОМУ ЯЗЫКУ

для студентов специальностей
1-2100301 – История,
1-230113 – История-архивоведение

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Цель издания – помочь студентам-заочникам эффективно организовать самостоятельную работу по предмету; содержит тексты и лексико-грамматические задания к ним для развития у студентов навыков анализа текстов.

Предназначено для студентов специальностей «История», «История-архивоведение».

ПРЕДИСЛОВИЕ

Настоящее издание предназначено для студентов специальностей 1-2100301 – «История»; 1-230113 – «История-архивоведение»; цель – выработать у обучающихся умение читать литературу по специальности, обогатить запас профессиональной лексики наряду с усвоением грамматических правил английского языка. Рассчитано как на аудиторную, так и на самостоятельную работу студентов; состоит из 3 разделов, каждый из которых включает 4 варианта. Каждый вариант состоит из текста по специальности, лексико-грамматических заданий, предусмотренных Программой по английскому языку для студентов-заочников высших учебных заведений, и теста, который выполняется при защите контрольной работы. Грамматический материал подается по мере усложнения и охватывает все важные аспекты. Ряд упражнений нацелен на пополнение словарного запаса по специальности. В издание вошли оригинальные тексты, незначительно сокращенные и адаптированные.

Цель авторов – помочь студентам-заочникам освежить знания по английскому языку, полученные в школе, освоить и закрепить грамматические явления, изучаемые в курсе английского языка высшей школы, а также расширить профессиональный кругозор студентов по вопросам истории и культуры изучаемого языка.

РАЗДЕЛ I

Для успешного выполнения заданий первого раздела необходимо усвоить следующий грамматический материал.

1. Имя существительное. Множественное число. Артикли и предлоги как показатель существительного.
2. Имя прилагательное: степени сравнения, сравнительные конструкции.
3. Местоимения: личные, притяжательные, указательные, вопросительные.
4. Неопределенные местоимения *some, any, no* и их производные. Местоимения *it, one*.
5. Глагол: времена группы Indefinite, Continuous Active. Спряжение глаголов *to be, to have, to do*.
- 6.оборот *there is/are*.
7. Типы вопросов.
8. Модальные глаголы и их эквиваленты.
9. Придаточные предложения времени и условия.

ВАРИАНТ I

I. Прочитайте и письменно переведите текст. Определите, является ли он научным, научно-популярным или биографическим.

The «Father of History». Part I

Herodotus (485-425 B.C.), Greek historian, called the «Father of History», was born at Halicarnassus in Asia Minor. Herodotus was thus born a Persian subject and as such he continued until he was 30 or 35 years of age.

The family of Herodotus belonged to the upper rank of the citizens. It is clear from the extant work of Herodotus that he has devoted himself¹ to the literary life. It is probable that from an early age he was interested in travels both in Greece and in the foreign countries. He traversed Asia Minor and European Greece, he visited all the most important islands of the Archipelago – Rhodes, Cyprus, Delos, Crete, Aegina. He undertook the long and dangerous journey from Sardis to the Persian capital, Susa, visited Babylon, and the western shores of the Black sea – as far as the estuary of the Dnieper; he travelled in Scythia and Thrace, explored the antiquities of Tyre, coasted along the shores of Palestine and made a long stay in Egypt. At all the most interesting sites

he examined, he enquired, he made measurements, he accumulated materials. Having in his mind the scheme² of his great work, he gave much time to the elaboration of all its parts, and took care to obtain by personal observation a full knowledge of the various countries.

¹he has devoted himself – он посвятил себя

²having in his mind the scheme – держа в голове план

Proper Names: Halicarnassus [ˌhɛlɪkɑːˈnæsəs], Asia Minor [ˈeɪˌmɪnə], Archipelago [ˈɑːkɪˈpələɡou], Rhodes [ˈrəʊdɪz], Cyprus [ˈsaɪprəs], Delos [ˈdiːləs], Aegina [iːˈdʒaɪnə], Sardis [ˈsɑːdɪs], Scythia [ˈsɪθiə], Palestine [ˈpælɪstəɪn].

II. Письменно переведите выделенные слова:

- 1) a Persian subject;
- 2) he accumulated materials;
- 3) he traversed Asia Minor;
- 4) interesting sites;
- 5) explored the antiquities of Tyre;
- 6) various countries;
- 7) to obtain by personal observation.

III. Перепишите и переведите предложения, вставив, где необходимо, предлоги.

1. Herodotus was born.....Halicarnassus..... Asia Minor.
2. His family belonged..... the upper rank..... the citizens.
3. It is clear..... the extant work..... Herodotus that he has devoted himself..... the literary life.
4. He was interested..... travels both..... Greece and..... the foreign countries.
5. He traversed..... Asia Minor and European Greece.

IV. Перепишите и переведите предложения, вставив, где необходимо, артикли.

1. Herodotus was born..... Persian subject and as such he continued until he was 30 or 35 years of..... age.
2. From..... early age he travelled both in Greece and in..... foreign countries.

3. He visited..... most important islands of..... Archipelago –..... Rhodes,..... Cyprus,..... Delos and etc.

4. He visited..... Babylon and..... western shores of..... Black Sea.

5. At all..... most interesting sites he examined, made..... measurements, accumulated..... materials.

V. Письменно ответьте на вопросы.

1. What is Herodotus? Where was he born?
2. What class did his family belong to?
3. What was he interested in from an early age?
4. What places did he visit? What did he explore?
5. What did he do at all the more interesting sites?

VI. Образуйте множественное число имен существительных.
Образец: woman – *women*.

Champion, medal, prize, child, photo, life, army, basis, box, memorandum.

VII. Поставьте прилагательные в скобках в нужной степени сравнения. Предложения переведите.

1. That is (*funny*) bit of the film.
2. The day grew (*hot*).
3. It was one of (*important*) discoveries.
4. (*Quick*) we finish, (*soon*) we will go home.
5. I am (*happy*) than I have ever been.

VIII. Заполните таблицу недостающими формами местоимений.

I			
		your	
	him		
			hers
		its	
we			
	them		

IX. Вместо точек вставьте соответствующие притяжательные, указательные, вопросительные местоимения. Предложения переведите.

Образец: He put... hands into... pockets.

He put his hands into his pockets.

Он сунул руки в карманы.

1. They gave us..... books.
2. I have lost my pen, may I take.....?
3. is my dictionary and..... is yours.
4. It's a pity that the flat hasn't got..... own entrance.
5. Having in..... mind the scheme of..... great work, he gave much time to the elaboration of all its parts.
6. Brian usually cuts..... own hair.
7. are the results of the examination?
8. young man is my brother.
9. did you receive the telegram from?

X. Употребите местоимения *some, any, no* или их производные.

1. Would you like..... to drink?
2. Noone can find Howard or Barbara.....
3. It's all finished. I'm afraid there's..... left.
4. Can I have whatever I want? – Yes,..... you like.
5. knew what to do next.

XI. Выберите из таблицы нужную форму. Предложения переведите.

was is are there was there is have had has do does
--

1. I usually..... a sandwich for my lunch.
2. the weather good when you were on holiday?
3. a History class yesterday.
4. always much light in this room.
5. They..... no time to help you yesterday.
6. Money spent on the brain..... never spent in vain.
7. When..... your working day usually begin?

XII. Определите видо-временные формы глаголов в следующих предложениях. Предложения переведите.

Образец: Caesar had a strong army at his disposal. had – Past Simple гл. to have

Цезарь имел сильную армию в своем распоряжении.

1. History interests me as a science because it helps me to understand the processes going on in various aspects of human history.
2. The family of Herodotus belonged to the upper rank of the citizens.
3. I am sure that eventually I shall become quite knowledgeable in the field of History.
4. He will visit all the most important islands of the Archipelago.
5. History helps to foresee the course of events in future.
6. Herodotus was born at Halicarnassus in Asia Minor.

XIII. Используйте глагол в скобках в Future Simple или Present Simple. Предложения переведите.

1. I (*go*) and see Venice as soon as I (*reach*) Italy.
2. Many people believe that the time (*come*) when there (*be*) a universal parliament of the world.
3. I (*stay*) with Mother if you (*go*) and (*telephone*) the doctor.
4. If you (*leave*) school so soon, you (*forget*) what you have learned.

XIV. Используйте модальные глаголы или их эквиваленты в следующих предложениях. Предложения переведите.

1. There's nothing I..... do about it.
2. When I was young, I..... run for miles.
3. You..... talk about Ron like that.
4. Schools..... teach children the difference between right and wrong.
5. You..... say anything if you don't want to.

XV. Напишите следующие предложения в вопросительной форме.

1. Herodotus traversed Asia Minor and European Greece. (Who...?)
2. He undertook the long and dangerous journey from Sardis to the Persian capital. (Did... or...?)
3. He will explore the antiquities of Tyre. (Will...?)
4. Herodotus coasted along the shores of Palestine. (Разделительный)
5. They take a full course of World and Russian History. (What.....?)

Test 1

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...

On the contrary.

1. Herodotus was born a Greek subject and as such he continued until he was 30–40 years of age.

2. Having in his mind the scheme of his great work Herodotus took care to obtain only by personal observation a full knowledge of the various countries.

3. The family of Herodotus belonged to the lower rank of the citizens.

4. It is probable that from an early age he was interested in travels both in Persian and Greece.

5. He undertook the long and dangerous journey from Sardis to the Persian capital, Susa, visited Babylon and the western shores of the Black Sea, travelled in Scythia and Thrace, made a long stay in Egypt.

ВАРИАНТ II

I. Прочитайте и письменно переведите текст.

The «Father of History». Part II

The great work of Herodotus has been called¹ «a universal history», a history of wars between the Greeks and the barbarians», and «a history of the struggle between Greece and Persia». But these titles are too comprehensive. Herodotus, who omits wholly the histories of Phoenicia, Carthage and Etruria – three of the most important among the States existing in his day – cannot have intended² to compose a «universal history», the very idea of which belongs to a later age.

He speaks in places as if his object was to record the wars between the Greeks and the barbarians; but as he omits the Trojan War, the wars connected with the Ionian colonization of Asia Minor and others, it is evident that he does not really aim at embracing³ in his narrative all the wars between Greeks and barbarians with which he was acquainted.

His intention was to write of a particular war – the great Persian war of invasion. In tracing the growth of Persia from a petty subject kingdom to a vast dominant empire, he has occasion to set out the histories of Lydia, Media, Assyria, Babylon, Egypt, Scythia, Thrace; and to describe the countries and the people inhabiting them, their natural productions, climate, geographical position, monuments, etc.; while in noting the contemporary changes in Greece, he is led to tell of the various migrations of the Greek race, their colonies, commerce, progress in the arts, revolutions, internal struggles, wars with one another, legislation, religious tenets and the like.

¹has been called – была названа

²cannot have intended – не намеривался

³to aim at embracing smth – ставить целью охватить что-либо

Proper Names: Phoenicia [fi'ni:ʃiə], Carthage ['ka:ʧidz], Etruria [i'truəriə], Greece [gri:s], Persia ['pɜ:ʃə], the Trojan War ['trɔudzən].

II. Письменно переведите выделенные слова:

- 1) the titles are too comprehensive;
- 2) to set out the histories;
- 3) to compose a «universal history»;
- 4) his object was to record the wars;
- 5) the entire struggle;
- 6) the contemporary changes.

III. Перепишите и переведите предложения, вставив, где необходимо, предлоги.

1. His intention was to write..... a particular war.
2. tracing the growth..... Persia..... a petty subject kingdom..... a vast dominant empire he set out the history..... many ancient states.
3. His object was to record..... the wars between Greece and the barbarians.
4. He omitted the wars connected..... the Ionian colonization of Asia Minor.
5. The great work of Herodotus was «a history of struggle..... Greece and Persia».

IV. Перепишите и переведите предложения, вставив, где необходимо, артикли.

1. great work of Herodotus has been called «..... universal history», «..... history of..... wars between..... Greeks and..... barbarians».
2. Herodotus omits wholly..... histories of..... most important States among States existing in his days.
3. His intention was to write of..... particular war.
4. He has occasion to set out..... histories of..... Lydia,..... Media,..... Assyria,..... Babylon,..... Egypt.
5. He described..... countries he visited and..... people inhabiting them.

V. Письменно ответьте на вопросы.

1. How has the great work of Herodotus been called?
2. Why are these titles too comprehensive?
3. Does he aim at embracing in his narrative all the wars between the Greeks and the barbarians?

4. What was Herodotus' intention?
5. What is he led to tell of?

VI. Образуйте множественное число имен существительных.
Образец: man – men.

Roof, expedition, carriage, match, piano, factory, wolf, day, crisis, datum.

VII. Поставьте прилагательные в скобках в нужной степени сравнения. Предложения переведите.

1. It was (*happy*) day of my life.
2. It's (*hot*) today than it was yesterday.
3. This test was (*difficult*) than the last test.
4. (*Large*) the organisation is, (*great*) the problem of administration becomes.
5. She was much (*old*) than me.

VIII. Заполните таблицу недостающими формами местоимений.

	me		
you			
		his	
	her		
it			
			ours
	them	their	

IX. Вместо точек вставьте соответствующие притяжательные, указательные, вопросительные местоимения. Предложения переведите.

Образец: He gave me... address.

He gave me his address.

Он дал мне свой адрес.

1. They gave us..... books.
2. I have broken..... pencil. Please give me..... .
3. are my magazines and..... are yours.
4. She has lost..... pencil.
5. Tell him not to leave..... ticket; she mustn't leave..... either.
6. This is my pencil. is blue.
7. is the population of that town?

8. At..... moment the door opened and a man entered the room.
9. has taken my pencil?

X. Употребите местоимения *some, any, no* или их производные.

1. Can you get..... to do it?
2. I haven't given..... their presents yet.
3. He claimed to be an expert, but he knew almost..... about it.
4. It's too late. We can't do..... to help.
5. I'm sorry, but there's..... at home.

XI. Выберите из таблицы нужную форму глагола. Предложения переведите.

was is are there was there is have had has do does
--

1. We..... a lecture on history yesterday.
2. I usually..... a lot of time for them.
3. He..... in this town last year.
4. much noise in the street.
5. English people..... many old customs and traditions.
6. thick fog last week.
7. How long..... it take you to wash and get dressed?

XII. Определите видо-временные формы глаголов в следующих предложениях. Предложения переведите.

Образец: He will return to Moscow in a few days. will return – Future Simple

Он вернется в Москву через несколько дней..

1. Herodotus omits wholly the histories of Phoenicia, Carthage and Etrucia.
2. He has occasion to set out the histories of Lydia, Media, Assyria...
3. These titles are too comprehensive.
4. He speaks in places as if his object was to record the wars between the Greeks and the barbarians.
5. As to Russian History, I think, we shall start learning the period of capitalism next year.
6. In course of time empires and monarchies gradually came to a downfall.

XIII. Употребите глагол в скобках в Future Simple или Present Simple. Предложения переведите.

1. If the sun (*be*) red, it is a sign that we (*have*) a fine day tomorrow.
2. Tell me if you (*finish*) your article in May and when exactly you (*finish*) it.
3. I (*be*) glad if some of these hopes (*be*) realized.
4. I trust the next mail (*bring*) better news from home.

XIV. Употребите модальные глаголы или их эквиваленты в следующих предложениях. Предложения переведите.

1. I'm sure he..... do it.
2. A cat..... climb trees, but it..... fly.
3. If you don't work harder you..... have your job much longer.
4. When I was young you..... buy them for under a pound.
5. You..... stay any longer tonight.

XV. Напишите следующие предложения в вопросительной форме.

1. The great work of Herodotus is a history of wars between the Greeks and the barbarians. (Разделительный)
2. This idea belongs to a later age. (Does... or...?)
3. He omits the Trojan War, the wars connected with the Ionian colonization of Asia Minor. (Does...?)
4. He has occasion to set out the histories of Babylon, Egypt, Scythia. (Who...?)
5. History helps us to foresee the course of events in future. (What.....?)

Test 2

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. Herodotus, who describes the histories of Phoenicia, Cathage and Etruria cannot have intended to compose a universal history.

2. He speaks as if his object was to record the wars between the Greeks and barbarians, the Trojan war, the wars connected with the Ionian colonization of Asia Minor and others.

3. It is evident that Herodotus does not really aim at embracing in his narrative all the wars between Greeks and barbarians.

4. His intention was to write of a particular war – the great Persian war of invasion.

5. Tracing the history of Persia, Herodotus paid attention to describing all the wars between the Greeks and the barbarians.

ВАРИАНТ III

I. Прочитайте и письменно переведите текст.

Burial Customs as an Archaeological Source

Archaeologists, however, are interested in many other things besides finds. Method of barrow construction, types of surface structures and details of the funerary ritual also throw light on the material and spiritual culture of ancient society.

Burial practices as an archaeological source contain a variety of information. Since they represent a stable system, the reconstruction of burial practices permits one to identify six informational units. The first unit reveals the ancients' ideas about the means of passage of the deceased to the other world and of life in the realm of the dead. The second unit permits the reconstruction of the process of replacement of the archaeological culture by another. The third unit can be used to draw conclusions about the social positions of various sex-age groups in ancient societies. The fourth unit allows one to characterize the social differentiation of ancient societies, as many features of the burial rite are determined by the social rank of the deceased. The fifth unit provides information about the evolution of forms of the family in ancient societies and permits the identification of «outsiders» in the community to which the cemetery belongs; the presence of «outsiders» may be explained in terms of marriage contacts with neighboring communities. The sixth unit contains demographic factors such as life span, stature, decease, and trauma. Thus the burial rite is an indispensable source of religious, cultural, sociological, and demographic information on ancient societies.

II. Найдите в тексте и запишите:

a) слова, близкие по значению: allow, social rank, burial rite, cast, identified, community, funerary, decide;

b) слова, противоположные по значению: ancient, first, life, similarity, dispensable, changing;

с) английские эквиваленты следующих слов и выражений:

Похоронный ритуал; практика захоронений; археологический источник; духовная культура древнего общества; социальное положение; находка; могильный холм; сделать заключение; социальное разграничение; незаменимый источник.

III. Составьте предложения из двух подходящих по смыслу частей.

1. The reconstruction of burial practices permits..... .
2. Archaeologists are interested..... .
3. The burial rite is..... .
4. The fourth unit allows one to characterize..... .
5. The presence of «outsiders» may be explained..... .

a) an indispensable source of religious, cultural, sociological, and demographic information of ancient societies;

b) in many other things besides finds;

c) the social differentiation of ancient societies;

d) one to identify six informational units;

e) in terms of marriage contracts with neighbouring communities.

IV. Пользуясь текстом, ответьте письменно на вопросы.

1. What are archaeologists interested in?
2. What throws light on the material and spiritual culture of ancient society?
3. What does the reconstruction of burial practices permit to identify?
4. Does the second unit permit reconstruction or creation of the process of replacement of the archaeological culture by another?
5. What can the third unit be used for?
6. What is the difference between the fifth and the fourth informational units?

V. Образуйте множественное число имен существительных.

Образец: class – *classes*.

City, street, knife, tomato, tooth, phenomenon, key, cactus, postman, advice.

VI. Поставьте прилагательные в скобках в нужной степени сравнения. Предложения переведите.

1. The (*expensive*) the hotel, the (*good*) the service.
2. The examination was (*easy*) than Max expected.
3. The situation was much (*bad*) than we expected.
4. The Caucasus are (*high*) mountains in Europe.
5. The (*much*) you'll read the (*much*) you'll get.

VII. Выберите из скобок правильный вариант местоимения.

Предложения переведите.

Образец: Children should obey..... (*his, their*) parents.

Children should obey their parents.

Детям следует слушаться своих родителей.

1. My brother drove Emily and..... (*I, me*) to the store. He didn't come in. He waited for..... (*we, us*) in the car..... (*We, Us*) hurried.
2. I talked to Jennifer and Mike. I told..... (*they, them*) about the surprise birthday party for Lizzy. (*They, Them*) won't tell..... (*she, her*) about..... (*it, them*). (*She, Her*) is really going to be surprised!
3. We live in the same building. (*Our, Ours*) apartment has one bedroom, but..... (*their, theirs*) has two.
4. (*Those, This, These*) is what I want to say: it wasn't..... (*mine, my*) idea.
5. (*Who, Which, What*) are you going to do tomorrow?
6. (*Which, Who, Whose*) did you see at the party?

VIII. Употребите местоимения *some, any* или их производные.

1. She can't speak..... foreign language.
2. Would you like..... to eat?
3. Sally was upset about..... and refused to talk to.....
4. Can you give me..... information about places of interest in the town?
5. She didn't tell..... about her plans.

IX. Выпишите из текста предложения с местоимением *it* и переведите предложения на родной язык.

X. Употребите глагол в скобках в одном из времен группы Continuous. Предложения переведите.

1. He (*leave*) for London tomorrow night.
2. I (*sit*) in my garden at six yesterday.

3. I (*read*) an interesting book at the moment.
4. Ann (*watch*) television when the phone rang.
5. I (*sleep*) when you return.
6. We (*write*) a dictation at two o'clock tomorrow.

XI. Употребите глагол в скобках в Past Simple или Past Continuous. Предложения переведите.

1. He (*come*) in and (*see*) Nelly who (*draw*) a strange picture.
2. When it (*happen*)? It (*happen*) when you (*talk*) to your secretary.
3. He (*not like*) to play while others (*work*).
4. I (*not understand*) what Mr Green (*do*).

XII. Употребите модальные глаголы *must*, *can*, *could* или *may* в следующих предложениях. Предложения переведите.

1. My brother..... skate well.
2. I ask you a personal question?
3. When he was young, he..... dance well.
4. Oh, it's later than I thought. I..... go now.
5. Mary..... be crazy if she wants to marry that man.

XIII. Напишите следующие предложения в вопросительной форме.

1. Athenians believed that any citizen was capable of holding public office. (Did...or?)
2. Novgorod archaeologists found birch-bark scrolls. (What...?)
3. The reconstruction of burial practices permits one to identify six informational units. (Does...?)
4. Our teacher didn't give us a homework assignment. (Разделительный)
5. Scholars took great pains to collect and study ancient objects and manuscripts. (Who...?)

XIV. Употребите правильную форму глагола в придаточных предложениях времени и условия. Предложения переведите.

1. You will pass your exams successfully if you (*work*) hard.
2. If you leave school so soon, you (*forget*) what you have learned.
3. When I (*be*) in my third year, I wish to devote myself to the special study of Modern History.

4. I will not write to him unless he (*write*) to me.
5. As soon as you (*come*) home, I'll phone you.
6. We shall start learning History next year, but not until we (*be*) through with the feudal period.

Test 3

Опровергните следующие утверждения или согласитесь с ними.
Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. Method of barrow construction, types of surface structures and details of funerary ritual also throw light on the material and spiritual culture of ancient society.
2. Burial practices as an archaeological course contain little information.
3. The second unit permits the reconstruction of the process of replacement of the archaeological culture by another.
4. The third unit can be used to throw conclusions about the social positions of various sex-age groups in ancient societies.
5. The fifth unit provides information about demographic factors such as life span, stature, decease and trauma.
6. Archaeologists are interested only in finds.

ВАРИАНТ IV

1. Прочитайте и письменно переведите текст.

The First Historical Writing

Of course, the ruins of buildings, weapons, jewelry and other objects can tell us much about how people used to live in ancient times. But we learn most about the past from what people wrote. People learned to write a very long time ago.

In Armenia, for instance, one could find stone tablets with inscriptions that were carved on them more than two thousand five hundred years ago. Carved by the orders of the kings, who ruled them, these inscriptions described various military campaigns and conquests, the capture of prisoners and other booty as well as the building of canals and cities.

During excavations in Central Asia, wooden tablets and bits of leather with writing on them were discovered. Scholars are still unable to read many of them. In Novgorod archaeologists found birch-bark scrolls. These scrolls proved to be letters, receipts, student notes, and the like.

Most of the ancient books that had come down to us were written on parchment. Such a manuscript was discovered in the library of an old monastery. This splendid poem was written about eight hundred years ago and was called *The Lay of the Warfare Waged by Igor*. In it, the ancient poet described a campaign that Russian people fought against the warlike nomads.

Scholars took great pains to collect and study ancient objects and manuscripts as well as folklore and legends.

jewelry – драгоценности
tablet – табличка
carved – высеченный
capture – захват
booty – трофей
leather – кожа (выделанная)
birch-bark – береста
scroll – свиток

II. Найдите в тексте слова:

a) однокоренные: conquer, prison, excavate, a table, discovery, monastic;

b) близкие по значению: arms, things, old times, different, towns, writing, a roll, wonderful, depict;

c) противоположные по значению: able, to die, to hide, release, liberation.

III. Составьте предложение из двух подходящих по смыслу частей.

1. In Armenia one could find stone tablets with inscriptions that

2. But we learn most about the past

3. Carved by the orders of the kings these

4. Scholars took great pains to collect and study

5. These scrolls proved to be

6. The ancient poem described

a) letters, receipts, student noted, and the like.

b) ancient objects and manuscripts as well as folklore and legends.

c) a campaign that Russian people fought against the warlike nomads.

d) from what people wrote.

e) were carved on them more than two thousand five hundred years ago. Inscriptions described various military campaigns and conquests, the capture of prisoners and other booty.

IV. Письменно ответьте на вопросы.

1. What did the first inscriptions describe?
2. What could one find in Armenia?
3. What forms of the first alphabet do you know?
4. Was it difficult to read the first alphabets?
5. What material did people use for ancient books?

V. Образуйте множественное число имен существительных.

Образец: dish – *dishes*.

Baby, problem, shelf, hero, foot, erratum, valley, bacterium, safe, ox.

VI. Поставьте прилагательные в скобках в нужной степени сравнения. Предложения переведите.

1. The (*young*) you are, the (*easy*) it is to learn.
2. There were a lot of people in the bus. It was (*crowded*) than usual.
3. We've got (*little*) time than I thought.
4. Which is (*long*) day of the year?
5. The (*soon*) we leave, the (*soon*) we will arrive.

VII. Выберите из скобок правильный вариант местоимения. Предложения переведите.

Образец: Nick ate dinner with..... (*we, us*).

Nick ate dinner with us.

Ник пообедал с нами.

1. Ted invited Adam and..... (*I, me*) to go to the game with Tina and..... (*he, him*).
2. Alex bought a ticket to the soccer game. He put..... (*it, them*) in his pocket and forgot about..... (*it, them*).
3. Excuse me. Is this..... (*my, mine*) dictionary or..... (*your, yours*)? – This one is..... (*my, mine*). (*Your, Yours*) is on..... (*your, yours*) desk.

4. I talked to Jennifer and Mike. I told (*they, them*) about the surprise birthday party for Lizzy. (*They, Them*) won't tell (*she, her*) about (*it, them*). (*She, Her*) is really going to be surprised!

5. (*Which, What, Who*) do you want to do tonight?

6. (*Who, Whose, Which*) will meet you at the airport?

VIII. Употребите местоимения *some* или *any* и их производные.

1. Have you seen..... good films recently?

2. She went out without..... money.

3. Sally was upset about..... and refused to talk to..... .

4. There is..... coming and I don't want..... to see us.

5. Can I have..... milk in my coffee, please?

IX. Выпишите из текста предложения с местоимением *one* и переведите их на родной язык.

X. Употребите глагол в скобках в одном из времен группы Continuous. Предложения переведите.

1. Where you (*go*) for your next holiday?

2. She (*set*) the table at six yesterday.

3. I'm tired. I (*go*) to bed now.

4. I (*walk*) home when I met Dave.

5. I (*do*) my homework when you return.

6. They (*discuss*) this matter at this time tomorrow.

XI. Употребите глагол в скобках в Past Simple или Past Continuous. Предложения переведите.

1. I (*not to hear*) what he (*say*). I (*type*) at the moment.

2. The train (*strike*) an obstacle on the line, but it not (*stop*) because it (*travel*) too fast at the time.

3. I (*tell*) him he should not read while he (*eat*).

4. I (*sit*) on the bench for half an hour and then (*begin*) reading a book.

XII. Употребите модальные глаголы *must, can, could* или *may* в следующих предложениях. Предложения переведите.

1. We..... see the sea from our bedroom window.

2. When she was at school she..... run faster than anyone else.

3. I borrow book from your private library, Pamela?

4. You..... talk to Tom. He is in trouble.
5. Who..... provide us with the information useful in solving the problem?

XIII. Напишите следующие предложения в вопросительной форме.

1. The ancient poet described a campaign that Russian people fought against the warlike nomads. (Разделительный)
2. Archaeologists are interested in many other things besides finds. (Who...?)
3. Burial practices as an archaeological source contain a variety of information. (Do...?)
4. In Armenia one could find stone tablets with inscriptions. (Where...?)
5. The Spaniards were the first to arrive in America. (Were... or...?)

XIV. Употребите правильную форму глагола в придаточных предложениях времени и условия. Предложения переведите.

1. If we (*take*) a taxi, we shall be in time there.
2. When we (*be*) through with Ancient History, we shall pass over to the study of the Middle Ages.
3. I shall lose my job if things (*get*) worse.
4. They (*come*) if you ask them.
5. As soon as all the guests (*arrive*), we shall begin the party.
6. No one can really study any particular period of history unless preceded it and what came after it.

Test 4

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. Scholars are able to read all wooden tablets and bits of leather with writing on them.
2. Carved by the orders of the priests these inscriptions described various military campaigns and conquests, the capture of prisoners and other booty.

3. Most of the ancient books that had come down to us were written on stone tablets.

4. The ruins of buildings, weapons, jewelry and other objects can tell us much about how people used to live in ancient times.

5. This splendid poem was written about eight hundred years ago and was called «Odyssey».

6. People learnt to write not long ago.

РАЗДЕЛ II

Для успешного выполнения заданий второго раздела необходимо усвоить следующий грамматический материал:

1. Имя числительное: количественные, порядковые.
2. Возвратные местоимения.
3. Усилительные конструкции *it is.... that (who)*.
4. Придаточные предложения условия и времени. Повторение.
5. Времена группы Perfect Active.
6. Видо-временные формы глаголов в страдательном залоге.
7. Косвенная речь.
8. Согласование времен.
9. Инфинитив: формы и функции. Объектный и субъектный инфинитивные обороты; оборот с *for*; самостоятельный инфинитивный оборот.

ВАРИАНТ I

I. Прочитайте и письменно переведите текст.

Polybius and Rome's Eastern Policy

«Who,» Polybius asks, «is so worthless and so indolent as not to want to know by what means and under what constitution system the Romans in less than 53 years have succeeded in subjecting nearly the whole inhabited world to the sole government – a thing unique in history?»

It is perhaps not unfair to judge a historian by the degree of success he attains in tackling his main theme. If that seems a reasonable proposition, we may ask ourselves: Does Polybius in fact offer a satisfactory answer to the question he has raised?

From one point of view it is, of course, quite obvious that if he had given an answer¹ that was entirely satisfactory to everybody, genera-

tions of later historians from the Roman annalists onward would not have occupied their time² furnishing alternative explanations. There are several reasons why Polybius has committed himself to an interpretation of Roman policy which is inconsistent with the detailed narrative which his honesty and sincerity have led him to write. In the first place, Polybius was also a Greek and he therefore began with the assumptions a Greek would naturally make about the normal tendency of imperial states to expand.

But there are some shortcomings in his views. On the one hand, a disposition to arrange events in a schematic form – one-sided concept of cause which he produces in explanation of the outbreak of various wars – on the other – his conviction that the rise of Rome was a transcendental affair. But a history is not necessarily the worse because it is sustained by a conviction that it reveals a purpose; and perhaps without Demetrius of Phalerum and Polybius' belief that he had witnessed the unfolding of a superhuman plan there would have been no Histories – certainly no Histories in the form we have them today. At least we can congratulate ourselves that the dichotomy in his thought and writing is so clear to detect and the detailed events can tell their own story independently of the author's views about the purpose of Providence.

Despite the contradictions in his thought, we are left with the truism that Polybius' narrative still remains the essential basis for any reconstruction of Roman policy during these critical years.

¹if he had given an answer – если бы он дал ответ

²would not have occupied their time – не занимали бы свое время

II. Найдите в тексте и запишите английские эквиваленты следующих выражений:

Быть никчемным, никудышним; единоличное правление; справедливо судить, оценивать; предложить убедительный (удовлетворительный) ответ; с одной точки зрения; поколения историков, которые жили позже; летописец; более строгий критерий; взять на себя обязательства; правдивость и искренность; скрывать что-то недостатки; с одной стороны... с другой стороны; одностороннее понятие; независимо от взглядов автора; существенный (отправной) пункт.

III. Пользуясь текстом, закончите письменно следующие предложения:

1. Polybius wrote his most important book about.....
2. The main problem Polybius discussed was.....

3. It is not unfair to judge a historian by.....
4. If he had given a satisfactory answer.....
5. Polybius was a Greek and began with the assumptions.....
6. Polybius himself is a more serious problem.....
7. We can congratulate ourselves that.....

IV. Напишите вопросы к следующим предложениям.

1. Polybius himself is a more serious problem. (К подлежащему)
2. There are several reasons why Polybius has committed himself to an interpretation of Roman policy. (Разделительный)
3. But a history is not necessarily the worse because it is sustained by a conviction that it reveals a purpose. (Why...?)
4. Polybius' narrative still remains the essential basis for any reconstruction of Roman policy during these critical years. (Альтернативный, общий)

V. Напишите по-английски:

9 октября 1947 года, 1325 учеников, вторая страница, более 1 500 000 человек.

VI. Заполните пропуски возвратными местоимениями, подходящими по смыслу.

1. But Polybius..... is a more serious problem.
2. At least we can congratulate..... that the dichotomy in his thought and writing is so clear to detect.
3. He defended..... bravely.
4. If you want more to eat, help..... .

VII. Употребите глаголы в скобках в нужном времени.

1. He (*write*) the letter by five o'clock tomorrow.
2. Two men tried to sell a painting that (*steal*).
3. She had owned this painting since 1926, when it (*give*) to her as a wedding present.
4. We (*read*) this book this year.
5. We (*send*) the letter before we learnt the news.
6. The college stadium and the swimming pool still (*build*) when I started my sports life.
7. We were watching TV while the children (*play*) in the garden.

VIII. Поставьте сказуемые придаточного предложения в нужной форме, учитывая правила согласования времен. Предложения переведите.

1. Ancient people thought that God (*divide*) people into rich and poor.

2. The Tatar khans were afraid that they (*lose*) their power over Russian.

3. Athenians believed that any citizen (*be capable*) of holding public office.

4. Pompey had never expected before that Caesar soon (*become*) his enemy.

5. The Senate told Pompey that it (*be*) his duty to preserve Rome.

IX. Переведите следующие предложения из прямой речи в косвенную.

1. Rachel said: «I'm going to work in Spain next year»

2. He said: «I'm their marketing manager»

3. She said: «The company has opened an office in Barcelona»

4. He asked me: «Where were you last night?»

5. He advised her: «Don't eat too much»

X. Употребите правильную форму глагола в придаточных предложениях времени и условия. Предложения переведите.

1. As soon as we (*get*) tickets, we'll send them to you.

2. I will be working when Mary (*arrive*).

3. They (*understand*) it all right if you explain it to them.

4. She will spend Sundays in the garden unless the weather (*be*) awful.

5. If Tom (*pass*) his exams successfully, his parents will give him a bicycle.

XI. Подчеркните инфинитивные обороты в следующих предложениях, укажите их вид. Предложения переведите. Образец:

I expect him to come here. him to come –
объектный инфинитивный оборот.

Я ожидаю, что он придет сюда.

1. He appears to have taken my keys.

2. I waited for him to speak.

3. They advised us not to wait around too long.

4. They seem to be living at home now.
5. We invited Maria to visit us in England.

Test 1

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. It is not unfair to judge a historian by the degree of success he attains in tackling his main theme.
2. Generations of later historians from the Roman annalists onward would not have occupied their time furnishing alternative explanations.
3. There are no reasons at all why Polybius has committed himself to an interpretation of Roman policy.
4. His thought and writing is rather vague to detect.
5. The detailed events can't tell their own story dependently of the author's views about the purpose of Providence.

ВАРИАНТ II

I. Прочитайте и письменно переведите текст.

Periclean Athens

For the phenomenon as complex as democracy, its first appearance is remarkably easy to pinpoint: the city-state of Athens in the fifth century B.C. Periclean Athens, named for its most celebrated leader, inspired generations of later political theorists and statesmen. Yet many aspects of Athenian democracy appear strange and unfamiliar to modern eyes.

The central political institution in Athens of the sixth and fifth century B.C. was the Assembly, usually composed of 5,000 to 6,000 members, and open to all adult male citizens. (Women, slaves and foreigners were excluded.) By simple majority vote, the Assembly could decide virtually any domestic issue without any legal restrictions. Trials were conducted by juries of 501 citizens who also decided guilt or innocence by majority vote.

Perhaps most remarkably, the leaders of the Assembly were not elected, but chosen by lot, since Athenians believed that any citizen was capable of holding public office. Not that there were many such offices

to fill: generals were elected for one-year terms, but otherwise Periclean Athens lacked any recognizable executive institutions such as president, prime minister, Cabinet or permanent civil service. The weight of decision-making fell almost exclusively upon the citizen-members of the Assembly – a burden of public service that most people today would find unacceptable.

Without constitutional limits, the Athens of Pericles was prone to factionalism and manipulation by shrew or eloquent orators. It was democratic Athens, after all, which condemned to death the philosopher Socrates – thereby earning the undying enmity of Socrates' most celebrated pupil and fervent antidemocrat, Plato. Despite its enemies and weaknesses, Athenian democracy was no fragile flower. It endured for approximately 200 years – surviving even defeat in the Peloponnesian War in 404 B.C. at the hands of its archrival, Sparta.

to pinpoint – определять точное положение

trial – суд

guilt – вина, виновность

innocence – невиновность

lot – жребий

executive – исполнительный

burden – ноша, бремя

to be prone to – быть склонным к

factionalism – фракционность

hrewd [ru:d] – зд. искусный, находчивый

eloquent – красноречивый

to condemn to death – осуждать на смерть

undying – бессмертный

enmity – вражда, неприязнь

fervent – ревностный, ярый

fragile – хрупкий, слабый

endure – длиться

II. Найдите в тексте и запишите английские эквиваленты следующих выражений:

Феномен такой же сложный, как демократия; города-государства; его появление; наиболее прославленный руководитель; без конституционных ограничений; искусный и красноречивый оратор; несмотря на; афинская демократия; она длилась приблизительно...; быть склонным к фракционности; признанные исполнительные институты; законные ограничения; ревностный антидемократ.

III. Пользуясь текстом, письменно закончите следующие предложения:

1. Without constitutional limits, the Athens of Pericles....
2. Despite its enemies and weakness, Athenian democracy....
3. The weight of decision-making....
4. Trials were conducted....
5. The central political institution of Athens of the sixth and fifth century B.C.....
6. Many aspects of Athenian democracy....
7. By simple majority vote, the Assembly could....

IV. Напишите вопросы к следующим предложениям.

1. The Assembly was the central political institution in Athens. (К подлежащему)

2. The Assembly was usually composed of 5.000 to 6.000 members. (Альтернативный)

3. The Assembly could decide virtually any domestic issue without any legal restriction. (How...?)

4. The leaders of the Assembly were not elected, since the Athenians believed that any citizen was capable of holding public office. (Разделительный)

5. Periclean Athens lacked any recognizable executive institutions such as president prime minister, Cabinet or permanent civil service. (Общий)

V. Напишите по-английски:

7 ноября 1990 года, 1325543 книги, первый автобус, менее 1000 страниц.

VI. Заполните пропуски возвратными местоимениями, подходящими по смыслу.

1. We may ask.....: «Does Polybius in fact offer a satisfactory answer to the question he has raised?»

2. It is clear from the extant work of Herodotus that he has devoted..... to the literary life.

3. The film..... wasn't very good but I liked the music.

4. If somebody attacks you, you need to be able to defend.....

VII. Употребите глаголы в скобках в нужном времени.

1. She said it (*present*) to one of her ancestors by the artist.
2. We (*read*) this book by the time the director returns.
3. He (*bring up*) by an aunt.
4. We (*be*) at the library today after classes.
5. I (*speak*) to the engineer before I read the article about him in the newspaper.
6. Something important (*announce*) over the radio. Do you hear?
7. I (*make*) my report when you entered the hall.

VIII. Поставьте сказуемые придаточного предложения в нужной форме, учитывая правила согласования времен. Предложения переведите.

1. Prince Nevsky knew how the knights usually (*conduct*) their battle.
2. It was said that he (*live*) in a gold castle, (*sleep*) in a gold bed and (*to eat*) from gold plates.
3. He said that in two years and five months he (*to conquer*) the capital of the «Aztec Empire».
4. Pompey realized that it (*be*) too late for him to enter the city captured by his opponent.
5. The Dean of the History Faculty expressed hope that we (*attend*) all the lectures, tutorials and seminars.

IX. Переведите следующие предложения из прямой речи в косвенную.

1. Rachel said: «I work for a small publishing company»
2. He said: «I'm studying Spanish in the evenings»
3. She said: «I haven't had lunch with my friend for ages»
4. He asked me: «What is your new house like?»
5. He advised her: «Don't go near the water»

X. Употребите правильную форму глагола в придаточных предложениях времени и условия. Предложения переведите.

1. We'll support them till they (*find*) work.
2. According to the weather forecast, it will be raining when we (*set out*) tomorrow.
3. Bill (*take*) a message if you phone while I'm out.
4. You will fail your exams unless you (*work*) harder.
5. When you return home you (*see*) a lot of changes.

XI. Подчеркните инфинитивные обороты в следующих предложениях, укажите их вид. Предложения переведите. Образец:

I expect him to help me. him to help – объектный инфинитивный оборот.

Я ожидаю, что он поможет мне.

1. The car was reported to have been stolen.
2. Could you arrange for a taxi to collect us?
3. I asked her to explain.
4. We appear to have lost our way.
5. He advised George to ring the police.

Test 2

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. Periclean Athens, named for its most celebrated emperor, inspired generations of later political theorists and statesmen.

2. No aspects of Athenian democracy appear strange and unfamiliar to modern eyes.

3. Trials were conducted by the emperor and his officials who also decided guilt or innocence.

4. The leaders of the Assembly were not elected but chosen by lot.

5. The weight of decision-making fell almost exclusively upon the Emperor.

ВАРИАНТ III

1. Прочитайте и письменно переведите 1–3 абзацы текста.

The Civilization of Ancient Mexico

Many ruins, the remnants of ancient cities and villages, are scattered over nearly all the present-day Mexico. Sculptures, great monoliths, small terracotta masks and idols have constantly been ploughed up in some parts of the country. These, as well as arms, jewels, and many other objects discovered there, are proofs of a great degree of culture attained by the native people. The study of ancient Indian civilizations, the problems, which are connected with the origin of these peoples, their languages and scripts have agitated scholars for centuries.

The Spaniards were the first to arrive in America. The first conquest in the West Indies during last years of the 15th century was a failure for the Spanish adventurers in search of riches. Then a rumour began to spread that beyond the mountains there lived the emperor of the people called the Aztecs. It was said that he lived in a gold castle, slept in a gold bed and ate from gold plates.

In 1519, six hundred Spaniards led by Hernando Cortez landed at the Mexican coast. In two years and five months they conquered the capital of the «Aztec Empire».

The Aztec Empire flourished on the territory of present Mexico at the time of the Spanish conquest. The Aztecs and other highly civilized peoples inhabited the central and southern parts of the country. One hundred and twenty five languages were spoken throughout the area. A system of writing and an efficient numerical system were widely used. They had a calendar of their own which was based in part on the solar year. The Aztecs raised maize, beans and other aboriginal crops. Trade was highly developed. They had an organized government and a priesthood which administered their elaborate religion.

The conquerors were greatly impressed by the wealth of the native rulers and the advanced culture of the priests. But they were more ruthless in trampling out the «heathen» civilizations of the American Indians and a decade later all the beautiful towns were churned to rubble, the manuscripts reduced to ashes and most of the people destroyed or enslaved.

to attain – достигать
script – зд. письменность
heathen – зд. языческий
to churn to rubble – сжигать дотла
to reduce – зд. превращать

Proper Names: Aztec [‘жзтек], Spaniard [‘спжнјэд], Hernando Cortez [er’na:ndou ‘ko:rtez]

II. Пользуясь текстом, найдите и запишите английские эквиваленты следующих слов и выражений:

Достичь высокой степени цивилизации; выращивать различные культуры; распространять слухи; производить сильное впечатление на; управлять делами государства; коренное население; таинственная масса; сжигать дотла; в поисках богатств.

III. Пользуясь текстом, найдите и запишите слова:

а) близкие по значению: area, precious stone, weapons, evidence, to grow (crops), to manage, commerce;

б) противоположные по значению: foreign, success, decay, inefficient.

IV. Письменно закончите предложения, пользуясь текстом.

1. Many ruins, the remnants of ancient cities and villages..... .
2. Sculptures, great monoliths, small terracotta masks and idols..... .
3. The first conquest in the West Indies during last years of the 15th century..... .
4. Then a rumour began to spread..... .
5. In two years and five months they..... .
6. The Aztec Empire flourished..... .
7. One hundred and twenty-five languages..... .
8. They had a calendar of their own which..... .
9. They had an organized government and..... .
10. The conquerors were greatly impressed by..... .

V. Пользуясь текстом, ответьте письменно на вопросы.

1. What is scattered over nearly all the present-day Mexico?
2. What have the scholars been agitated by?
3. Was the first conquest in the West Indies a success for the Spanish adventurers?
4. What conquest was a success?
5. What was the Aztec Empire like?
6. How did the Aztec Empire end?

VI. Напишите по-английски:

5 июня 1945 года, 25 340 учеников, сороковой размер, около 18 000 студентов.

VII. Заполните пропуски возвратными местоимениями, подходящими по смыслу.

1. He should give..... more time.
2. The men formed..... into a line.
3. On Sunday mornings the children were left to take care of..... .
4. We built most of the house..... .
5. Helen will be very upset. I'll have to tell her the news.

VIII. Переведите следующие предложения на родной язык, обращая внимание на конструкцию *it is... that (who)*.

1. It is this problem that the book deals with.
2. It is Peter who helps me with my English.
3. It was not until she returned home that she learned the truth.
4. It was shortly before leaving school that I made up my mind to take up History seriously as my future speciality.
5. It was the appearance of new tools and new methods of labour that led to the replacement of the human herd by the clan.

IX. Употребите правильную форму глагола в придаточных предложениях времени и условия. Предложения переведите.

1. You will get your visa, if you (*fill*) in this form.
2. If you enter the Institute, your parents (*be happy*).
3. I'll phone you when I (*get*) home from work.
4. What do you want to be when you (*grow up*).
5. I want to see Margaret before she (*go*) out.

X. Используйте нужную форму действительного или страдательного залога. Предложения переведите.

1. Prof. Brown's lectures in Modern History always (*listen*) to with interest.
2. Pompey felt that Rome could not be defended though he (*tell*) by the Senate to preserve Rome.
3. The Dean (*greet*) all the freshmen at the lecture.
4. Only patricians and plebeians who owned land and had slaves (*make*) consuls and other leading officials.
5. The Roman wars for the conquest of Italy (*last*) for more than 200 years.
6. Though the slave force under Spartacus was impressive, his army (*defeat*) finally.

XI. Переведите следующие предложения из прямой речи в косвенную.

1. Rachel said: «I am planning to take a trip»
2. He said: «I hope my friends will come and visit me in Madrid»
3. She said: «I went there last week with my secretary»
4. He asked me: «Where do Bill and Tessa live?»
5. He advised her: «Never open the front door to strangers»

XII. Подчеркните инфинитивные обороты в следующих предложениях, укажите их вид. Предложения переведите. Образец:

I want him to help me. him to help – объектный инфинитивный оборот. Я хочу, чтобы он помог мне.

1. I have never heard her sing.
2. He is said to know several foreign languages.
3. It's difficult for me to translate this text.
4. He seems to have been writing a test for an hour already.
5. We heard somebody open the window.

XIII. Выпишите из текста предложения, содержащие инфинитив. Определите его форму. Предложения переведите. Образец:

He brought me a book to read.
to read – the Infinitive Indefinite Active.

Он принес мне почитать книгу.

XIV. Выпишите из текста предложения в страдательном залоге. Определите время и переведите предложения на родной язык. Образец:

The article will be written tomorrow.
Will be written – Future Simple Passive.

Статья будет написана завтра.

Test 3

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. Remnants of civilization of Ancient Mexico are proofs of a great degree of culture attained by the native people.
2. Ancient Indian civilizations present no riddles to solve.
3. The first Europeans to arrive in America came from Britain in search of riches.
4. A rumour began to spread that the Aztecs were wild people, dangerous to deal with.
5. Spaniards led by Cortez landed at the Mexican coast in 1519.
6. The Aztec Empire is known to have perished long before the Spaniards landed in America.
7. The conquerors were greatly impressed by the advanced culture of the American Indians.

ВАРИАНТ IV

I. Прочитайте и письменно переведите 3 и 4 абзацы текста.

How the Calendar Came about

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

Though in early days a calendar was required primarily for religious observance, it was used for civil purposes as well. Unlike modern man, who uses artificial time intervals, primitive man utilized the cycle of recurring natural phenomena, the most obvious and most precise of which were the alternation of night and day and phases of the moon. Other less precise but naturally recurring phenomena were also made use of for calendar purposes, e.g. the sprouting of leaves, the coming of the rains, etc. Longer periods of time were often marked off by the number of harvests, the number of winters or some other occurrences. Thus a child who had lived through ten harvests or ten snows was ten years old.

Primitive man was intrigued by various celestial phenomena which displayed themselves in the clear night skies. He had recognized stars long before he invented written records. Principal stars were grouped into patterns which men identified with familiar animals or with the gods, goddesses, heroes, heroines and creatures of mythology. Since the appearance of the predominant constellations coincided with the natural phenomena, it was possible to trace the path of the moon and that of the sun through the sky. Those constellations were visible just after sunset, so primitive man naturally watched them as he rose with the dawn and «went to bed» at sundown. The risings and settings of stars allowed him to derive the position of the sun among the stars and thus a calendrical year was ultimately obtained.

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

phenomenon [fɪˈnɒːmɪnən], pl. phenomena

crescent – полумесяц

predominant – преобладающий

constellation – созвездие

approximation – приближение

celestial – лунный

II. Пользуясь текстом, найдите и запишите английские эквиваленты следующих слов и выражений:

Григорианский календарь; явление природы; соблюдение религиозных праздников; смена дня и ночи; мифологические существа; главные созвездия; различать времена года; в отличие от современного человека; отождествлять с....

III. Пользуясь текстом, найдите и запишите слова:

a) близкие по значению: aim, route, event, exact, different, mainly, evidently, to show, to puzzle;

b) противоположные по смыслу: toward, late, unfamiliar, invisible, disappear.

IV. Письменно закончите предложения, пользуясь текстом.

1. The Gregorian calendar was.....
2. Primitive man utilized.....
3. Thus a child who.....
4. Primitive man was intrigued by.....
5. Principal stars were grouped into.....
6. Since the appearance of the predominant constellations coincided with the natural phenomena, it.....
7. Those constellations were visible just.....
8. The risings and settings of stars allowed him to.....
9. The height to which the sun rose above the horizon at midday was.....
10. The shadows which were cast by trees were.....

V. Пользуясь текстом, ответьте письменно на вопросы.

1. What is the origin of the word «calendar»?
2. What calendar is used now throughout the world?
3. What did primitive man utilize to discern time divisions?
4. What celestial bodies could primitive man observe in the sky?
5. What did people identify principal stars with?
6. In what way were the seasons discerned?

VI. Напишите по-английски:

11 марта 1951 года, 36480 студентов, параграф третий, около 13 000 учеников.

VII. Заполните пропуски возвратными местоимениями, подходящими по смыслу.

1. She stretched..... out on the sofa.
2. Here's the money, go and buy..... an ice cream.
3. The town..... was so small that it didn't have a bank.
4. He had promised..... a summer holiday abroad.
5. The children..... did most of the work for the school play.

VIII. Переведите следующие предложения на родной язык, обращая внимание на конструкцию *it is... that*.

1. It is our district that he lives in.
2. That is Modern History of Russia which was my favourite subject at school.
3. It was after he had returned from Moscow that I told him the news.
4. It was in 1970 that I met him.
5. It was the primitive human herd that possessed the simplest tools: a handaxe, a digging stock and a wooden club.

IX. Употребите правильную форму глагола в придаточных предложениях времени и условия. Предложения переведите.

1. As soon as you (*come*) home, I'll phone you.
2. If it rains we (*stay*) at home.
3. We'll go out when it (*stop*) raining.
4. When you (*be*) in London again, you must come and see us.
5. We must do something soon before it (*be*) too late.

X. Используйте нужную форму действительного или страдательного залога. Предложения переведите.

1. Our University often (*visit*) by foreign delegations.
2. I hope we (*invite*) to the conference.
3. Professor Brown seldom (*examine*) their group.
4. In the 1st century B.C. the armies of Rome (*control*) by military commanders rather than by consuls and the Senate.
5. The Roman nobility (*come*) into being together with the appearance of classes.
6. Eight days later elections (*hold*) to the Council of the Commune.

XI. Переведите следующие предложения из прямой речи в косвенную.

1. Rachel said: «I've been chosen to run a new office in Madrid»
2. He said: «I don't have much time to enjoy myself»
3. She said: «I have to get back to work now»
4. He asked me: «Where will Simon be staying?»
5. He advised her: «Don't tell anybody what happened»

XII. Подчеркните инфинитивные обороты в следующих предложениях, укажите их вид. Предложения переведите. Образец:

He wanted me to come on Sunday. me to come – объектный инфинитивный оборот. *Он хотел, чтобы я пришел в воскресенье.*

1. He wishes the work to be done at once.
2. He is known to be writing a new novel.
3. I've brought two books for my son to read.
4. She appeared to know several foreign languages.
5. We saw the guests enter the house.

XIII. Выпишите из текста предложения, содержащие инфинитив. Определите его форму. Предложения переведите. Образец:

She gave him some water to drink.
to drink – the Infinitive Indefinite Active
Она дала ему попить воды.

XIV. Выпишите из текста предложения в страдательном залоге. Определите время и переведите предложения на родной язык. Образец:

The work has not been finished yet.
Has not been finished – Present Perfect Passive
Работа еще не закончена.

Test 4

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. The word «calendar» has been derived from Greek «calens».
2. The calendar now in use throughout the world is called the Gregorian calendar.

3. In early days a calendar was required primarily for religious observance, it was never used for civil purposes.

4. Primitive man utilized the cycle of recurring natural phenomena.

5. Primitive man was intrigued by various celestial phenomena which displayed themselves in the clear night skies.

6. Since the appearance of the predominant constellations coincided with the natural phenomena, it was impossible to trace the path of the moon and that of the sun through the sky.

7. The risings and settings of stars allowed primitive man to derive the position of the sun among the stars.

РАЗДЕЛ III

Для успешного выполнения заданий третьего раздела необходимо усвоить следующий грамматический материал:

1. Видо-временные формы глагола в действительном и страдательном залоге.

2. Причастие I и II. Формы и функции причастий. Независимый причастный оборот.

3. Герундий, его формы и функции. Отличие герундия от причастия I. Герундиальные обороты.

4. Инфинитив, его формы и функции. Инфинитивные обороты (повторение).

5. Сослагательное наклонение. Типы условных предложений.

6. Типы придаточных предложений. Союзное и бессоюзное подчинение.

ВАРИАНТ I

I. Прочитайте и письменно переведите 3, 4 и 5 абзацы текста.

The Egyptian Scribes

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

In the reign of Rameses II, instruction began at the age of four and was completed twelve years later. In learning the classical utterance of

the Middle Kingdom, which was used for some monumental and literary purposes down to Graeco-Roman days, the pupil of a later day had to wrestle with a language which was already dead and which he understood very imperfectly, as his copies of the classics clearly reveal. It is often only in such garbled forms that Egyptian literature has come down to us.

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

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

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

ostraka [‘ostrəkə] pl. from ostrakon
efficacy [‘efikəsi] – действительность, сила
corporal – телесный, физический
should have thought of – подумывая о том, чтобы
charioteer [‘tʃri:tɪə] – возница
rung – ступенька
the treasury – казначейство
a scribe – писец, переписчик

II. Найдите в тексте и запишите слова:

a) однокоренные: centre, administrative, monument, begin, inscribe, efficiency, corpus, treasure;

b) близкие по значению: to need, to desire, well-learned, to start, to finish, aim, goal, to struggle, to finish school;

c) противоположные по значению: illiterate, a hut, perfectly, expensive, encouragement, to start.

III. Составьте и запишите предложения из двух подходящих по смыслу частей. Переведите предложения на родной язык.

1. In learning the classical utterance of the Middle Kingdom the pupil of a later day had

2. From this stage he went on to copy
3. The first necessity of any man who wished to follow a professional carrier was
4. Ancient Egypt officials who could read and write were
5. It is often only in such garbled forms
 - a) required for all posts in the highly centralized administration;
 - b) that Egyptian literature has come down to us;
 - c) schoolboy should have thought of running away to become a soldier or charioteer or farmer;
 - d) to wrestle with a language which was already dead and which he understood very imperfectly;
 - e) extracts from the classics, sometimes translating them into his native language.

IV. Письменно ответьте на вопросы.

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

V. Поставьте глаголы в скобках в нужной видо-временной форме в действительном или страдательном залоге. Предложения переведите.

1. The preparations for the party just (*finish*) and the guests are already arriving.
2. There was nobody in the sitting-room when I (*get*) home. Everybody (*go*) to bed.
3. Our luggage (*examine*) at the Customs now. Any luggage going abroad (*check*) usually here.
4. When you (*get*) this wonderful ring? – I don't remember. I (*have*) it for years.
5. I (*go*) and see Venice as soon as I (*reach*) Italy.

VI. Определите форму причастий. Предложения переведите.

Образец: The man sitting at the window came from Minsk yesterday.

sitting – Participle I Simple Active

Человек, сидящий у окна, приехал вчера из Минска.

1. While speaking to the Assistant Dean yesterday I forgot to ask him the name of our new lecturer.
2. Having lived in Minsk for many years, he knew that city very well.
3. I saw the fence being painted.
4. Having lost the key he could not enter the house.
5. Not understanding German, I could not answer his question.

VII. Выберите и переведите на родной язык предложения:

A. С независимым причастным оборотом.

1. My mother was cooking dinner, my sister helping her.
2. He turned and went out, we following him.
3. Eight days later elections were held to the Council of the Commune, workers playing the leading role in it.

B. С причастием II.

1. Stones thrown into the water go to the bottom.
2. The Olympic Flame usually brought by a celebrated athlete from Olympic Greece is the sacred fire symbolizing the spirit of friendly competition.
3. When asked whether he would attend the conference, he said nothing.

VIII. Выпишите из текста предложения, содержащие слова с окончанием *-ed*. Определите, какой грамматической формой они являются. Образец:

In Britain monopolies developed strongly from the closing years of the 19th century.

developed – Past Simple от гл. to develop

IX. Определите форму герундия. Предложения переведите. Образец:

I enjoy listening to music.

listening – Gerund Simple Active

Мне доставляет удовольствие слушать музыку.

1. She is looking forward to reading his new book.
2. I had no hope of meeting her here.
3. On being told about his sudden illness I went to see him at once.
4. Ted must be proud of having won the match.

X. Выпишите из текста предложения, содержащие слова с окончанием *-ing*. Определите, какой грамматической формой они являются. Образец:

The newcomer joined the playing children.
playing – Participle I.

XI. Определите тип условных предложений. Предложения переведите.

1. If I were you, I would take the money.
2. I wouldn't have been so depressed if I had known how common this feeling is.
3. If you saw her now you would hardly recognize her.
4. If it were all true, it would still not excuse their actions.
5. If I had known you were coming I would have invited you to lunch.

Test 1

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. In the reign of Rameses II, instruction began at the age of six and was completed ten years later.
2. From this stage he went on to learning extracts from the classics, sometimes translating them into his native language.
3. The pupil began by learning by heart different hieroglyphs and from that he progressed to works.
4. Learning with tears may have been the ideal in some respects, as the Egyptians had a belief in the efficiency of corporal punishment.
5. It is surprising that under such treatment the schoolboy should have thought of running away to become a soldier or charioteer or farmer.
6. When the scribe had graduated from school he had his foot on the first rung of a career in the higher ranks of the army, the treasury, or the palace.

ВАРИАНТ II

I. Прочитайте и письменно переведите I и II абзацы текста.

Libraries of Ancient Times

When was the first library established? Only a hundred years ago the two Egyptian libraries which were mentioned by the Greek historian Diodorus (1st century B.C.) were looked upon as the earliest examples of such institutions, if indeed, they were not fabulous. Now we have indisputable evidence of libraries at a much earlier date.

In 1850 the famous English archaeologist Layard, being then engaged in unearthing Assurbanipal's palace (VIIc. B.C.), came across several chambers containing a great number of records – decrees of Assyrian kings, accounts of wars, works on astronomy – as well as dictionaries and text-books. Having deciphered the tablets, the philologist had good reason to believe that the library had been extensively used. It had a kind of catalogue and a systematic arrangement of shelves. Four decades later, while excavating an ancient Babylonian site, archaeologists exposed a series of rooms. And there, stored neatly upon shelves were some 25.000 clay tablets, part of an ancient temple library. The library existed in the third millenium B.C. and was adjunct to the temple school. Judging by its careful arrangement under separate subjects and on separate shelves, the students could enjoy the used of a good library of reference.

The greatest library of the ancient world grew up in Alexandria in Egypt in the 3rd century B.C. It consisted of two large collections. The larger and more famous one was housed in a school which was modelled after Aristotle's Academy in Athens. The smaller collection was placed in a temple of an Egyptian god. At the height, around 200 B.C., the collections contained several hundred thousand rolls. Being connected with a number of outstanding names in Greek literature, the Alexandrian library was the greatest centre of culture in the ancient world.

The ultimate fate of the library is almost uncertain as are the names of the librarians. Apparently at least part of the larger collection was burnt in the fighting between the Egyptians and Romans around 43 B.C. Having later been complemented by the collection of other ancient libraries, the library in Alexandria came into world prominence again. But in 391 A.D. the library was burnt by the order of one of the Christian emperors.

Proper Names: Diodorus [ˌdaɪəˈdoːrəs], Assurbanipal [ˌeɪsʊrˈbɑːnɪpɑːl], Aristotle [ˈkrɪstɒtl], Layard [lɛəd].

fabulous – мифический
indisputable – неоспоримый, бесспорный
evidence – доказательство
chamber – зд. комната
to decipher [diˈsaɪfɪ] – расшифровать
adjunct – зд. дополнение
reference – справка, ссылка
ultimate – окончательно
to complement – дополнять

II. Найдите в тексте и запишите:

a) слова, синонимичные следующим: samples, consist, proof, to add, to unearth, manuscripts, unearthing, battle;

b) слова, противоположные по значению: disputable, earlier date, war, cipher, unextensively, being separated.

c) английские эквиваленты следующих слов и выражений:

Рассматриваться; неоспоримое доказательство; наталкиваться; иметь достаточно оснований, чтобы считать; широко использоваться; древняя библиотека храма; справочная библиотека; размещаться, располагаться; собрание книг, рукописей; занимать видное положение.

III. Составьте и запишите предложения из двух подходящих по смыслу частей. Предложения переведите на родной язык.

1. Now we have indisputable evidence of..... .

2. While excavating an ancient Babylonian site..... .

3. Having later been complemented by the collection of..... .

4. The larger and more famous one was housed in..... .

5. Part of the larger collection was burnt in the fighting between..... .

a) other ancient libraries, the library in Alexandria came into world prominence again;

b) a school which was modelled after Aristotle is Academy in Athens;

c) libraries at a much earlier date;

d) the Egyptians and Romans around 43 B.C.;

e) archaeologists exposed a series of rooms.

IV. Пользуясь текстом, ответьте письменно на вопросы.

1. What library is considered to be the earliest example of this institution?
2. What makes the historians think that the rooms excavated by Layard contained a library?
3. From what sources do we know about the two ancient Egyptian libraries?
4. When and why was the Alexandrian library damaged?
5. What was the larger collection in Alexandria modelled after?
6. Why was the Alexandrian library the greatest centre of culture in the ancient world?

V. Поставьте глаголы в скобках в нужной видо-временной форме в действительном или страдательном залоге. Предложения переведите.

1. Papers (*deliver*) usually at 8 in the morning, they (*look through*) at the moment.
2. I wondered what he (*do*) since we last met?
3. The old motorway (*use*) by many people, but it's not very convenient, that's why a new ring-road (*build*) in the city.
4. You (*hear*) from Jane lately? – Yes, I (*get*) a message from him last night.
5. I (*stay*) with Mother if you (*go*) and (*telephone*) the doctor.

VI. Определите форму причастий. Предложения переведите. Образец:

The man smoking a cigarette is my brother.
smoking – Participle I Simple Active
Человек, курящий папиросу, мой брат.

1. The question being considered is of great interest.
2. Having discussed all the issues the delegates went home.
3. People borrowing books from the library must return them on time.
4. Having been discussed and corrected the bill was given the second reading.
5. The bridge being built across this river will be very long.

VII. Выберите и переведите на родной язык предложения:

A. С независимым причастным оборотом.

1. The weather being awful, I stayed at home and heard the rain beating on the windows.
2. She sat silent, with her eyes fixed on the ground.
3. While doing her homework, Sue was interrupted several times.

B. С причастием II.

1. When asked about it, he refused to answer.
2. The stone thrown by the boy reached the opposite bank.
3. No Olympic Games can start without the Olympic Flame, the sacred fire brought from the temple in Olympia.

VIII. Выпишите из текста предложения, содержащие слова с окончанием *-ed*. Определите, какой грамматической формой они являются. Образец:

The race to colonise the world was intensified by the close of the 19th century.

intensified – Participle II

IX. Определите форму герундия. Предложения переведите. Образец:

I saw no other way of doing it.

doing – Gerund Simple Active

Я не видел другого способа сделать это.

1. On seeing her parents the girl laughed.
2. He finished speaking and sat down.
3. He mentioned having read it in the paper.
4. My little son likes being read to.

X. Выпишите из текста предложения, содержащие слова с окончанием *-ing*. Определите, какой грамматической формой они являются. Образец:

The demonstrators passed by the palace shouting slogans.

shouting – причастие I

XI. Определите тип условных предложений. Предложения переведите.

1. If I weren't so busy, I would do it for you.
2. If he had realized that, he would have run away.

3. If you asked Heather she would probably give you a lift.
4. I should keep out of Bernadette's way if I were you.
5. If I had gone to the party last night, I would have met lots of people.

Test 2

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. In 1850 the famous English archaeologist Layard came across several chambers containing a great number of records as well as dictionaries and text-books.

2. The library existed in the first millenium B.C. and was adjunct to the temple school.

3. The greatest library of the ancient world grew up in Athens Greece in the 3rd century B.C.

4. Being connected with a number of outstanding names in world letarature, the Alexandrian library was the greatest centre of culture in the ancient world.

5. The ultimate fate of the library is well-known as well as are the names of the librarians.

ВАРИАНТ III

I. Прочитайте и письменно переведите I–IV абзацы текста.

From the History of Belarus

Belaya Rus. The term «Belaya Rus» was for the first time used in the 12th century. Up to the 15th century it was also common in north-east Rus. Lands which are the Republic's territory today were originally called «Belaya Rus» in the 14th century and the name stuck to these lands.

The origin of the name, however, has so far never been precise. Some researchers put it down to the white colour of local peasants' everyday linen clothes and to their fair hair. Others associate it with the direct meaning of the word «belyi» which stands for «clean, non-occupied, free, and independent». They presume that old Rus's lands which

had not been captured neither by the Mongols and Tatars nor by Lithuania were called «Belaya Rus» in those early days. Still others maintain that «Belaya Rus» was the land inhabited by Christians unlike «Chernya (black) Rus» where pagans lived. There are also other versions of the name's origin.

The history of Belarus goes back to antiquity. In the Middle Ages the territory of present day Belarus was populated by Eastern Slavic tribes. The ancestors of the Belarusians were the Krivichi, Radimichi and Dregovich. They lived in the basins of the Dnieper and the Zapadnaya Dvina rivers where they hunted, fished and farmed.

In the 6th–8th centuries they lived through the disintegration of the tribal society and the emergence of feudalism. The development of arable farming led to the collapse of the kinship communities based on territorial and economic relations. The tribes began to develop external relations. There was a need in a united state, and it appeared at the beginning of the 9th century. It was Kievskaya Rus – the home of three fraternal peoples – the Russians, the Ukrainians and the Belarusians. Feudal wars and foreign invasions plundered these lands.

In the second half of the 13th century the Grand Duchy of Lithuania annexed Belarus. In 1569 Rzecz Pospolita was formed with the aim to struggle against the Principality of Moscow. Later, at the end of the 17th century the Belarusian people were placed in bondage to the Polish feudal lords who exploited them cruelly. It was also invaded by the troops of the Swedish King Charles XII. In 1708 the Russian troops under the command of Peter the Great routed the Swedish troops which were crossing Belarus to join Charles's army.

In 1812 Belarus was invaded by Napoleon. A few months later the French were defeated and driven westwards.

On January 1, 1919 the Revolutionary Workers and Peasants' Government of Byelorussia proclaimed the formation of the Byelorussian Soviet Socialist Republic. In 1922 it became a member of the former USSR. This act had a decisive impact on the development of its economy and culture.

In 1939 Western Belarus, occupied since 1921 by Poland, joined Byelorussia. By the end of the thirties a great number of large and small plants and factories were built throughout the republic. A lot of collective and state farms were organized, the national arts and literature, science and education developed rapidly.

World War II brought to the country innumerable losses. More than 2 million people or nearly every fourth of the entire population of the country died in the war. Belarus proclaimed its sovereignty on July 27,

1991. And since then the Republic of Belarus has taken its place in Eastern Europe as a new independent state.

to go back (to) – восходить к

to put down to smth – приписывать (что-либо)

to lead to a collapse of the kinship community – приводить к распаду
кровнородственных общин

to live through – пережить

to be in bondage to smb, smth – быть в рабстве (зависимости) у
кого-то, чего-то

to have an impact on smth – оказывать влияние на кого-либо

II. Пользуясь текстом, найдите и запишите русские эквиваленты следующих слов и выражений:

The term «Belaya Rus», local peasants, linen clothes, fair hair, non-occupied, goes back to antiquity, lived through the disintegration of the tribal society, the home of three fraternal peoples, feudal wars, foreign invasions, the horrors of the Tatar-Mongol conquest, were placed in bondage, a decisive impact.

III. Письменно закончите предложения, вставив нужное слово.

1. The history of Belarus..... to antiquity.
2. Feudal wars and foreign invasions..... these land.
3. In the 14th century the Grand Duchy of Lithuania..... Belarus.
4. In 1812 Belarus..... by Napoleon.
5. In 1939 Western Belarus, occupied since 1921 by Poland,.....
Byelorussia.

IV. Вставьте нужный предлог, если необходимо. Предложения запишите.

1. Kievskaya Rus appeared..... the beginning of the 9th century.
2. Not once Belarus was invaded..... foreign troops.
3. Some researchers put it..... the white colour..... the local peasants' everyday linen clothes and..... their fair hair.
4. The French army was driven..... westward.
5. The peaceful life..... Belarusian people was interrupted..... a new war.
6. The history..... Belarus goes..... antiquity.
7. the end..... the 17th century the Belarusian people were placed..... bondage..... the Polish feudal lords.

V. Пользуясь текстом, ответьте письменно на вопросы.

1. When was the term «Belaya Rus» used for the first time?
2. How did people try to explain the origin of the word «Belarus»?
3. What are the most important events in the history of Belarus?
4. When did Napoleon invade Belarus?
5. When was the Byelorussian Soviet Socialist Republic proclaimed?
6. When did Belarus proclaim its sovereignty?

VI. Выберите правильные времена глагола.

1. He..... a letter for an hour when I came.
a) was writing; b) had been writing; c) had writing.
2. I..... my report when you entered the hall.
a) made; b) have made; c) was making.
3. The letters..... sent at this time yesterday.
a) were; b) were being; c) had been.
4. This plant..... before we came to live in this town.
a) was built; b) has been built; c) had been built.

VII. Переведите предложения на родной язык, обращая внимание на неличные формы глагола.

1. After reading the letter I put it into the drawer.
2. He is known to have been working on this problem for many years.
3. The water was too cold for the children to bathe.
4. I expect him to come here.
5. Knowing the English language well he can translate newspaper article without a dictionary.
6. The stone thrown by the boy reached the opposite bank.

VIII. Определите тип условных предложений. Предложения переведите.

1. If he had gone to the country he would have taken his dog with him.
2. If I knew French, I would help you do the translation.
3. If we had had enough money then, we would have bought that car.
4. If I had time, I should help you.
5. If he had not got to work so late, there would have been places in his usual car park.

IX. Переведите предложения на родной язык. Укажите вид подчинения придаточного предложения.

1. The man who is reading the newspaper is our professor.
2. Mother said to her son that he must help her about the house.
3. I'll stay here until he comes.
4. Since it was late, we returned home.
5. The Greek cities realized they must unite to defend themselves.

X. Выпишите из текста предложения, содержащие слова с окончанием *-ed*. Определите, какой грамматической формой они являются. Образец:

The King's coronation was postponed on account of the general ill-health.

postponed – причастие II

Test 3

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. The ancestors of the Belarusians were Anglo-Saxes.
2. It was Kievskaya Rus that united three fraternal peoples.
3. In 1569 the Mongols and Tatars annexed Belarus.
4. The Polish feudal lords exploited the Belarusian people cruelly.
5. The troops under the command of Peter the Great helped the Belarusian people in their struggle with Napoleon.
6. In 1812 Belarus was invaded by the fascist Germany.
7. On January 1, 1919 the Revolutionary Workers and Peasants' Government of Byelorussia proclaimed the formation of the Byelorussian Soviet Socialist Republic.
8. Belarus has experienced the horrors of numerous invasions.

ВАРИАНТ IV

I. Прочитайте и письменно переведите I–III абзацы текста.

The Radzivils

There were a lot of noble families in the history of Belarus; however none was more renowned than the Radzivil family. The family left

its imprint on a wide variety of human endeavours – from public and political life to culture and education. For centuries they had been meticulously collecting and preserving books, documents, paintings, weaponry, and other rare and valuable objects that could fill entire museums. With their own money, the Radzivils built painting shops in Bierascie (nowadays Brest), Nesvizh, and other Belarusian cities. Not only did they influence politics, economics and culture of their nation, but they often did it according to their own needs, aspirations and tastes. History has preserved a lot of names of the Radzivil family. Let us recollect some of them here.

Barbara Radzivil (1520–1551), the Queen of Poland and Duchess of Lithuania was the most beautiful woman of her time. The love she awoke in the heart of the Polish King Zyhimont II August was called «the love affair of the century».

Nickolay Radzivil Chorny (The Black) (1515–1565) filled high and responsible posts in the Grand Duchy of Lithuania: great chancellor, governor (vajavoda) of Vilno (capital of the Great Duchy, nowadays Vilnius, the capital of Lithuania), major of Bierascie (nowadays Brest), Kounia (nowadays Kaunas in Lithuania) and Barysau and administrator of Livonia. Throughout his entire political career he pursued a firm policy of strengthening the sovereignty of the Belarusian state, and skillfully implemented agrarian and economic reforms. As chancellor, Nickolay Radzivil wisely defined new priorities for our state's foreign policy in the 16th century that led to a closer integration with Western and Northern Europe.

His son Nickolay Kristof Radzivil Sirotko (1549–1616), an ardent Catholic, headed the fight against Calvinism and issued orders to burn books published by Calvinist printing houses. At the same time, he exerted every effort to make the architecture of the Radzivil palace in Nesvizh equal to that of contemporary European cities.

In 1586 Nesvizh was granted the right to an autonomous municipal administration (the so-called Magdeburg right), which added a lot to the grandeur and power of Nesvizh. For over a century, the town had been growing and strengthening in a time of peace. But in 1706, Nesvizh was drastically ruined after one of the war campaigns of the Swedish King Karl XII. For nearly 20 years Nesvizh had to face its sufferings all alone: at the time the Radzivils were preoccupied with «big politics» and lived in Krakow, Warsaw and Vilnius. Only in 1726 Prince Mikhail Kazimir Radzivil (Rybonka) (1702–1762) began to take care of his estate and land again. The historians suggest that it was Prince Mikhail who had rebuilt the town and the castle in Nesvizh. He was a powerful magnate and Nesvizh was turned into a center of his estate. In those years, his

wife Franciska Ursula Radzivil (1705–1753), who was writing comedies and dramas, established the first Slavic secular theatre in Nesvizh. This theatre was in action till 1760. That was also the time of restoration of book printing in Nesvizh.

to fill a post – занимать пост

with one's own money – за свои собственные деньги

to pursue a firm policy – проводить твердую политику

to grant the right to – даровать (давать) право на

to issue orders to do smth – издавать приказ (указ) сделать что-либо

to exert every effort – прилагать все усилия

II. Пользуясь текстом, найдите и запишите русские эквиваленты следующих слов и выражений:

None was more renowned; they had been meticulously collecting and preserving books; did it according to their own needs; throughout his entire political career; that led to a closer integration with countries; issued orders to turn books; he exerted every effort; added a lot to the grandeur and power of Nesvizh; equal to that of contemporary European cities; the first Slavic secular theatre.

III. Письменно закончите предложения, вставив нужное слово или выражение из текста.

1. The family left its..... on a wide variety of human.....

2. Throughout his..... he pursued a firm policy of strengthening the sovereignty of the Belarusian state.

3. Nickolay Radzivil wisely..... new priorities for our state foreign policy that led to a closer..... with Western and Northern Europe.

4. In 1706 Nesvizh was..... after one of the war campaigns of the Swedish king.

5. Franciska Ursula Radzivil..... the first Slavic secular theatre in Nesvizh.

IV. Вставьте нужный предлог, если необходимо. Предложения запишите.

1. The Radzivil family left its imprint..... a wide variety..... human endeavours –..... public and political life..... culture and education.

2. The members..... the family were leaders..... wars against the enemies..... the Grand Duchy..... Lithuania.

3. their own money, the Radzivils built painting shops..... Bierascie (nowadays Brest), Nesvizh, and other Belarusian cities.

4. Nickolay Kristof Radzivil Sirotko headed the fight..... Calvinism.

5. 1586 Nesvizh was granted the right..... an autonomous municipal administration which added a lot..... the grandeur and power..... Nesvizh.

V. Пользуясь текстом, ответьте письменно на вопросы.

1. What family left its imprint on a wide variety of human endeavours?

2. What members of the Radzivil family do you know?

3. Who headed the fight against Calvinism?

4. Why did the Radzivils neglect the town of Nesvizh for 20 years?

5. When did Prince Mikhail begin to take care of the town?

6. Who was the founder of the first Slavic secular theatre?

VI. Выберите правильные времена глагола.

1. I..... this book for three hours when he came.

a) read; b) had read; c) had been reading.

2. She..... this picture some years ago.

a) had painted; b) painted; c) was painting.

3. New material..... by the teacher now.

a) is explained; b) is explaining; c) is being explained.

4. We shall take our exams in advance if we.....

a) allow; b) have been allowed; c) are allowed.

VII. Переведите предложения на родной язык, обращая внимание на неличные формы глагола.

1. I remember reading this book.

2. This writer is said to have written a new novel.

3. The first thing for me to do is to find out when the steamer arrives.

4. I want him to help me.

5. He likes being invited by his friends.

6. Packing his things quickly, he hurried to the station.

VIII. Определите тип условных предложений. Предложения переведите.

1. Carrie would have played her part better if she had been a true actress.

2. If it were winter now, I would go skiing.
3. If she had some spare time, she would take up French.
4. If he worked hard, he would pass the exams well.
5. He would not have locked the car with the keys inside if he had not been in a hurry.

IX. Переведите предложения на родной язык. Укажите вид подчинения придаточного предложения.

1. You'll never speak English correctly unless you know grammar well.
2. We were surprised to know that his report had been published before the conference began.
3. Hardly had I gone to bed, when somebody gave me a call.
4. I know he had returned.
5. As the Athenians knew they would be attacked first, they asked the Spartans to help them.

X. Выпишите из текста предложения, содержащие слова с окончанием *-ed*. Определите, какой грамматической формой они являются. Образец:

The new King had promised the nobles that he would marry the Princess Elizabeth of York. postponed – причастие II

Test 4

Опровергните следующие утверждения или согласитесь с ними. Начните свое высказывание следующими выражениями:

You are quite right... You are mistaken... Quite agree with you...
On the contrary.

1. The Radzivil family was the oldest and the richest family in the history of Belarus.
2. The members of the family were great scientists.
3. Barbara Radzivil, the Queen of Poland and Duchess of Lithuania was the most beautiful woman of her time.
4. Nickolay Radzivil Chorny (*Black) was the head of the Belarussian army.
5. Nickolay Kristof Radzivil Sirotka was the founder of the first Slavic secular theatre.

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О Г Л А В Л Е Н И Е

Предисловие.....	3
Раздел 1.....	4
Раздел 2.....	23
Раздел 3.....	40
Список литературы.....	58

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