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ИЗУЧАЕМ ИСТОРИЮ ПО-АНГЛИЙСКИ

LEARNING HISTORY IN ENGLISH

Учебное пособие по английскому языку

Издание 2-е, стереотипное

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Пособие включает в себя аутентичные тексты по истории, историографии и археологии и предназначено способствовать обучению студентов чтению и пониманию текстов по специальности, а также умению говорить на профессиональные темы; знакомит с тем, как составить резюме для приёма на работу и написать деловое письмо, элементами реферирования и аннотирования, обеспечивает коммуникативную и профессиональную направленность обучения иностранному языку, учитывая межкультурологический и страноведческий аспекты.

Предназначено для студентов второго курса, обучающихся по специальности «История». Может использоваться для системы двухуровневого образования как для бакалавров, так и магистров, и аспирантов. Составлено в соответствии с требованиями программы обучения иностранным языкам студентов вузов неязыковых специальностей.

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ПРЕДИСЛОВИЕ

В соответствии с требованиями Государственного стандарта Российской Федерации по профессиональной подготовке студентов высших учебных заведений к преподаванию иностранного языка для неязыковых специальностей учебное пособие "Learning History in English" – "Изучение истории по-английски" – нацелено на развитие и совершенствование у студентов практических умений и навыков чтения и говорения в сфере профессионального общения.

Пособие предназначено для студентов вторых курсов неязыковых вузов и рассчитано на 80 – 100 часов аудиторной и примерно такое же количество часов самостоятельной работы. Цель издания пособия – научить студентов быстро извлекать информацию при чтении, излагать содержание по-английски просто и понятно, делать сообщения и обсуждать темы, связанные с историей и культурой. Пособие состоит из пяти разделов (Units), каждый из которых посвящен отдельным аспектам истории и культуры. Весь текстовый материал пособия аутентичный, источником текстов послужили различные интернет-сайты на английском языке, посвященные проблемам изучения и преподавания истории в основном в Великобритании и США, энциклопедии, справочные издания и другие оригинальные источники.

В плане языковой организации тексты выдержаны в стиле достаточно простого, стилистически нейтрального изложения средней степени сложности. Запоминание и усвоение таких образцов речи учит выражать свои мысли на английском языке максимально просто и четко, что и является целью обучения иностранным языкам для профессионального и повседневного общения. В стилистическом плане отбор текстов проводился в соответствии со строгими принципами современной лингвистики, теории функциональных стилей и практики преподавания иностранных языков.

Различные тренировочные лексические, переводческие и коммуникативные упражнения и задания, включенные в каждый урок, обеспечивают вместе активную деятельность в области речевой практики. Особое внимание уделяется таким видам работ, как умение быстро извлекать информацию из прочитанного и навыкам устной (монологической и диалогической) речи – умению делать доклад, сообщение, высказать мнение, задать и ответить на вопросы, а также навыкам реферирования.

UNIT 1
HISTORY AS A FIELD OF STUDY

Task 1. What is muse Clio ['klalqʋ] considered to be? How is she connected with history?



Study the vocabulary to the text about history, practice the words pronunciation, find the sentences with these words in the text and translate into Russian.

1. humanity [hju'mʌnɪtɪ] – человечество
2. humanities – гуманитарные науки
3. to refer [rɪ'fɜː] – относиться
4. to tend – иметь тенденцию
5. academia [ˈækə'dɪmə] – научные круги
6. to encompass [ɪn'kʌmpɑːs] – включать, заключать
7. record ['rɛkɔːd] – факты, данные, документы
8. crucial ['kruːʃəl] – решающий, ключевой, критический
9. significant [sɪɡ'nɪfɪkənt] – важный
10. warrant ['wɔːrənt] – служить основанием
11. to seek (sought) to do smth – пытаться (стремиться) сделать что-то
12. to address [ə'drɛs] – направлять, обращаться, браться за что-нибудь
13. source ['sɔːs] – источник
14. primary ['praɪməri] source – первоисточник
15. artefact ['ɑːtɪfækt] – продукт, сделанный человеком
16. artefacts – артефакты, памятники материальной культуры
17. census ['sɛnsəs] – перепись (населения)
18. to maintain [meɪn'teɪn] records – вести документацию
19. to advance [əd'vɑːns] – продвигать, развивать
20. to glorify ['glɔːrɪfaɪ] – прославлять, возвеличивать
21. worth [wɜːθ] – ценность, значение
22. to claim [kleɪm] – утверждать, заявлять, претендовать
23. quotation [kwɔː'teɪʃən] – цитата
24. to be condemned [kɔːn'dɛmnd] – быть обречённым

25. to deduce [dɪ'dʒʌs] – делать выводы
 26. to paraphrase ['pærəfrɑːz] – перефразировать, пересказывать
 27. deliberation [dɪ'lɪbə'reɪʃən] – размышление, обдумывание
 28. beneficially ['benɪ'fɪʃɪəlɪ] – благотворно

Task 2. Match the following English and Russian expressions.

- | | |
|---|---|
| 1) study and interpretation of the record | a) подвергать сомнению обоснованность и необходимость |
| 2) historical thinking skills | b) исторический метод |
| 3) to challenge the validity and need | c) рукописные или печатные документы |
| 4) the practice of history | d) силы истории |
| 5) written or printed records | e) последние работы (события) |
| 6) the movers and shakers | f) выдающиеся деятели |
| 7) in human terms | g) человеческое размышление |
| 8) notable figures | h) влиятельные лица (сильные мира сего) |
| 9) the techniques and guidelines | i) достоинства и недостатки |
| 10) recent developments | j) изучение и объяснение документов |
| 11) successes and failures | k) расцвет и упадок |
| 12) strengths and weaknesses | l) приёмы и методы |
| 13) recurring themes | m) эгоцентричный, занятый самим собой |
| 14) human deliberation | n) по отношению к человеку |
| 15) self-involved | o) повторяющиеся темы |
| 16) the big picture | p) современные научные круги |
| 17) the historical method | q) умение мыслить исторически |
| 18) forces of history | r) занятие историей |
| 19) rise and fall | s) успехи и неудачи |
| 20) modern academia | t) вся картина в целом |

Task 3. Find the equivalent English sentences in the text.

1. Однако в современной науке история все чаще относится к категории социальных наук, в частности, если центром её внимания является хронология.

2. Существуют различные виды систематизации исторической информации: хронологический (по датам), географический (по регионам), национальный (по странам), этнический (по этническим группам), тематический (по темам и предметам).

3. Различные подходы могут быть более распространены при изучении одних периодов, нежели других; и исторические (историографические) аспекты очень разнообразны.

4. В последние годы постмодернисты подвергают сомнению обоснованность и необходимость изучения истории на том основании, что вся история строится на личных толкованиях источников.

5. Одно из самых известных высказываний испанского философа Джорджа Сантаяны об истории и важности её изучения гласит: «Тот, кто не помнит прошлого, обречён на его повторение».

Task 4. Before reading the text answer the following questions.

1. What is history?
2. Is the study of history important nowadays? Why?
3. Do you like history? Explain why.

Task 5. Read and translate the text.

HISTORY

History is systematically collected information about the past. History studies the past in human terms. When used as the name of a field of study, history refers to the study and interpretation of the record of humans, families, and societies. Knowledge of history is often said to encompass both knowledge of past events and historical thinking skills. Traditionally, the study of history has been considered a part of the humanities. However, in modern academia, history is increasingly classified as a social science, especially when chronology is the focus. Because history is such a broad subject, organization is crucial. While several writers have written universal histories, most historians specialize. There are several different ways of classifying historical information: chronological (by date), geographical (by region), national (by nation), ethnic (by ethnic group), topical (by subject or topic). Some people have criticized historical study, saying that it tends to be too

narrowly focused on political events, armed conflicts, and famous people and that deeper and more significant changes in terms of ideas, technology, family life and culture warrant more attention. Recent developments in the practice of history have sought to address this. Historians obtain information about the past from various kinds of sources, including written or printed records, coins or other artefacts, buildings and monuments, and interviews (oral history). For modern history, primary sources may include photographs, motion pictures, and audio and video recordings. Different approaches may be more common in the study of some periods than in others, and perspectives of history (historiography) vary widely.

Historical records have been maintained for a variety of reasons, including administrative (such as censuses, tax records, commercial records), political (glorification or criticism of leaders and notable figures), religious, artistic, sporting (notably the Olympics), genealogical, personal (letters), and entertainment. The historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write history.

Historians often claim that the study of history teaches valuable lessons with regard to past successes and failures of leaders, military strategy and tactics, economic systems, forms of government, and other recurring themes in the human story. From history we may learn factors that result in the rise and fall of civilizations, the strengths and weaknesses of various political, economic, and social systems, and the effects of factors such as trade and technology.

One of the most famous quotations about history and the value of studying history, by Spanish philosopher, George Santayana, reads: "Those who cannot remember the past are condemned to repeat it." The German Philosopher, Georg Wilhelm Friedrich Hegel remarked in his *Philosophy of History* that "What history and experience teach us is this: that people and government never have learned anything from history or acted on principles deduced from it." This was famously paraphrased by the British statesman, Winston Churchill, who said "The one thing we have learned from history is that we don't learn from history."

An alternative view is that the forces of history are too great to be changed by human deliberation, or that, even if people do change the course of history, the movers and shakers of this world are usually too self-involved to stop to look at the big picture.

Yet another view is that history does not repeat itself because of the uniqueness of any given historical event. In this view, the specific combination of factors at any moment in time can never be repeated, and so knowledge about events in the past can not be directly and beneficially applied to the present.

The process of historical analysis is a difficult one, involving investigation and analysis of competing ideas, facts, and purported facts to create coherent narratives that explain "what happened" and "why or how it happened". Modern historical analysis usually draws upon most of the other social sciences, including economics, sociology, politics, psychology, philosophy and linguistics. An important part of the job of many modern historians is the verification or dismissal of earlier historical accounts through reviewing newly discovered sources, recent scholarship, or through parallel disciplines such as archaeology.

Task 6. Answer the following questions on the text.

1. What is this text about?
2. What definition of history is given in the text?
3. How is history increasingly classified in modern academia?
4. Why is history organization crucial?
5. How can history be classified?
6. Why is history often criticized?
7. From what sources do historians obtain information about the past?
8. Why have historical records been maintained?
9. What does the historical method comprise?
10. What do some historians often claim?
11. What factors may we learn from history?
12. Can we learn anything from history according to George Santayana, Georg Wilhelm Friedrich Hegel and Winston Churchill?

13. What is an alternative view on the forces of history?
14. What can be deduced from the view that history does not repeat itself?
15. What can you tell about different views about the role of history in our life?

Task 7. Give the main ideas of the text. Write the summary of the text (4 – 5 sentences beginning with the words).

The text deals with... (tells about...)

Use the following expressions:

1. The text deals with (the problem of) ...
2. It touches upon ...
3. The extract from the article is concerned with ...
4. The article is about ...
5. The text centres round the problem of ...
6. The article (text) focuses on the problem of ...
7. According to the text ...
8. According to the author ...
9. It further says that ...
10. According to the figures (data, information, opinions) from the text ...
11. It is clear from the text that ...
12. The problem of the text is of great importance ...
13. To sum it up, ...
14. On the whole, ...
15. In conclusion it is possible to say that ...

Task 8. Read and translate the following. Give a short answer (1 sentence) to the question put as the title of the text. Ask 5 questions on the text.

Why Should Anyone Study History?

The study of history is the foundation of the liberal studies curriculum. It is a central part of a well-rounded college education regardless of whether you plan to become a journalist, teacher, lawyer, politician, librarian, archivist, or other professional. The creative and critical thinking skills, research

skills, writing skills, and knowledge base gained from the study of history will prepare you for a career in whatever field you pursue.

As a liberal arts major, of course, the world is your oyster and you can consider a multitude of careers.

Among the jobs you can consider are: advertising executive, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher . . . the list can be almost endless.

More specifically, though, with your degree in history you can be an educator, researcher, communicator or editor, information manager, advocate, or even a businessperson.

Notes:

1. liberal studies – гуманитарные науки,
2. well-rounded college education – всестороннее образование в колледже (высшее образование),
3. the world is your oyster – весь мир у ваших ног.

Task 9. Using tasks 6, 7 and 8 tell about history: its definition, method, study, role in our society and modern historians' employments.

Task 10. Read and translate the dialogue, express your own ideas about history and its significance and make your own dialogues using the texts and questions to the texts, as well as the dialogue and expressions that follow.

Commentator: Hello, everybody, and welcome to my programme *The Importance of Learning History!* I am Bill Smith. And I am not alone in my studio; my guest today is John Black, a professor of Contemporary History at Reading University. Now we are going to speak about history and its present-day significance. So, you are welcome Mr. Black...

John Black: Good morning, listeners. And first I'd like to thank you, Mr. Smith, for inviting me to say a few words on such important and interesting issues. Well, as you know, history is the analysis and interpretation of the human past that enables us to study continuity and change over time.

It is an act of both investigation and imagination that seeks to explain how people have changed over time.

Commentator: So, history is an interpretation of the past. But people live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? What do you think about it?

John Black: All right, of course historians do not perform heart transplants, improve highway design, or arrest criminals. In a society that quite correctly expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine. But history is in fact very useful, actually indispensable.

Commentator: Well, frankly speaking some people criticize history because it is based on the personal interpretation of sources. George Santayana, a Spanish philosopher and historian, rightfully mentioned that “history is a pack of lies about events that never happened told by people who weren't there”. So it is dead and should be buried.

John Black: I'm afraid that you are mistaken. Far from being a 'dead' subject, history connects things through time and encourages its students to

take the long view of such connections. And what's more, all people and peoples are living histories. To take a few obvious examples: communities speak languages that are inherited from the past. They live in societies with complex cultures, traditions and religions that have not been created on the spur of the moment. People use technologies that they have not themselves invented. So understanding the links between past and present is absolutely basic for a good understanding of the condition of being human. That, in short, is why History matters. It is not just 'useful', it is essential.

Commentator: And what could you tell about history as a part of university and college education? They say that the study of history is the foundation of the humanities study curriculum. It is a central part of a well-rounded college education regardless of whether you plan to become a journalist, teacher, lawyer, politician, or other professional.

John Black: You're quite right here. History is also a bridge to other disciplines. In order to understand the other humanities and the sciences one needs an historical overview. Writers, artists, scientists, politicians and everyday people all are conditioned by the historical milieu in which they lived. Historical knowledge is a prerequisite for understanding the world in which we live.

Commentator: What else can you tell our listeners about history?

John Black: History is fun. History fulfills our desire to know and understand ourselves and our ancestors. History allows one to experience countless situations and conditions, which stimulates the imagination and creativity. It also trains its students to read intelligently, think critically, and write effectively.

Commentator: Thank you for coming and speaking here in favour of history, hope that many listeners are sharing your convincing arguments. I wish you every success in your work.

John Black: Thank you Mr. Smith for inviting me to your programme and I'd also like to thank our listeners for their kind attention.

Commentator: So, thank you for being with us today and hope next time you won't forget to switch on your radio when we speak about most dramatic events in the world history. Good-bye for the moment, there was *The Importance of Learning History* programme and me, Bill Smith, its author.

Notes:

take the long view of – рассматривать что-либо в перспективе,
milieu ['mli:ju] – окружение; среда; обстановка,
prerequisite [pri'ɹɛkwizit] – предпосылка, необходимое условие.

Expressions to be used in the dialogues

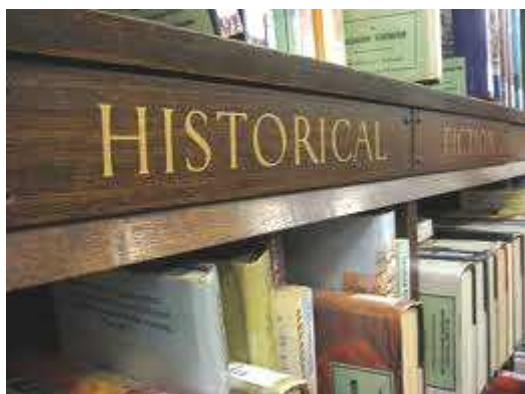
Видите ли...	Well...
Дело в том, что...	Well, the thing is...
Откровенно говоря...	Frankly speaking...
Желаю Вам всего хорошего	My best wishes /All the best
Всего доброго/всего наилучшего/ счастья/успехов/удачи	(I wish you) good luck/I wish you every success!

Не могли бы Вы сказать...	Could you tell me (us)...
Можно обратиться /спросить?	May I (we) ask?
Скажи(те), пожалуйста...	Tell me, please...
Что Вы об этом думаете?	What do you think about it?
А как это понимать?	And what does it mean?
Теперь понятно?	Is it clear now?
А потом?	And after that? /And then?
Да, а почему?	Yes, but why?
Ну, и...?	Well, and...?
Объясни, пожалуйста.	Please, explain it.
Простите, не понял(а).	Sorry, I didn't quite catch it.
Что ты имеешь в виду?	What do you mean?
Понятно.	It's clear.
Я тебя (Вас) хорошо понимаю, продолжай(те).	I follow you, go on.
Да, с удовольствием!	Yes, with pleasure.
Да, а почему бы и нет?	Yes, why not?
Разумеется! Конечно!	Sure! Certainly!
Вероятно. Возможно.	Probably. Possibly.
Вполне возможно.	Quite possible.
Я сейчас не готов(а) говорить на эту тему.	I'm not ready to speak on this subject just now.
Дайте подумать.	Let me see.
Теперь ясно.	Now I see.
Я все понял.	I understand everything./I get it.
Я не могу Вас понять.	I can't understand/get you.
Говорите, пожалуйста, медленнее.	Could you speak slower, please?
К сожалению, не могу сказать.	Sorry, I can't tell you anything.
Мне надо подумать.	I must think it over.

Task 11. Look through the text about historical fiction and tell what the main idea of the text is. What famous historical novels authors do you know? Read and translate the text.

Historical Fiction

Why do you read historical novels? Most of us read fiction for pleasure, but some of us gravitate (тяготеть; стремиться) especially to works



about the past. People have enjoyed historical fiction since 800 BC when Homer wrote about the Trojan War in the Iliad. The worlds to which historical fiction carries us may seem utterly different from our own – but they really existed. A deep understanding of the past can help us understand our own time and our own motivations better. And by

blending history and fiction, a novel lets us do more than simply read history: it lets us participate in the hopes, fears, passions, mistakes and triumphs of the people who lived it.

To be deemed historical a novel must have been written at least fifty years after the events described, or have been written by someone who was not alive at the time of those events (who therefore approaches them only by research).

We also consider the following styles of novel to be historical fiction: alternate histories, pseudo-histories, time-slip novels, historical fantasies and multiple-time novels.

Many teachers of history are worried that both British and American young people lack historical knowledge. Going beyond bemoaning this state of affairs they ask what historians can do about it. They think history professors should try to turn out books that will attract a wide readership. They also see television, film, the Internet, and, yes, historical novels, as having a role to play in bringing history to life.

Historical fiction works by presenting something familiar but simultaneously distant from our lives. Its world must have importance and authenticity – it must feel right – but at the same time, the novel is a repre-

sentation of something that is lost, that cannot be reconstructed but only guessed at.

Yet the historical novel can help us to think about how we live now. Walter Scott recognised this, and wrote about the past in order to comment upon his contemporary society. But it is not just a matter of political critique; put simply, the historical novel allows us to comprehend our own position in history, and in doing so, gives both a perspective and an important humility. We understand ourselves as part of historical process. We can laugh at the characters' imbecility and lack of understanding of their surroundings, but we must too recognise that we are as innocent as they of what is actually happening around us, of how we are being manipulated, and the consequences of our actions.

So why is historical fiction so popular? One reason is simply education, as readers gain pleasure from discovering anew familiar periods or exploring new territory. The historical novel is a material, evolving form, and caters to readers keen on military matters as well as those who prefer stirring adventure or horror story. Alessandro Manzoni, a famous Italian poet and writer, claimed that the historical novelist puts "flesh back on the skeleton that is history", and readers do enjoy the ways in which writers can bring the past to life. There is also an element of escapism, as fictions of the past allow readers to imagine other worlds and other times – and other identities.

Historical novels have often been derided (высмеивать) for not being serious enough or taking liberties with facts. History should have gravitas (авторитет, важность, серьёзность) and novels are seen as a corruption of the past, as something inauthentic or untrue, as a mode (форма; вид) that encourages a sense of the past as frippery (мишуря) and merely full of romance and intrigue. Good historical writers became critical shorthand for sensationalism, romance and escapism as contrasted with the gravity of History. Historical fiction became the preserve of the popular novelist and those who were good at it were ignored or patronised despite their massive popularity and at times compelling narratives.

Using fiction to explore history is clearly a serious and important thing to do and it is not by chance that it can be observed in the works by the finest writers ever to publish: Tolstoy, Flaubert, Woolf, Eliot, Dickens, Pushkin, Dumas.

Task 12. Answer the questions on the text. Give the summary of the text.

1. Are you fond of reading historical novels? Why?
2. Why do people read historical novels?
3. What novel can be deemed historical?
4. What novels do we consider to be historical fiction?
5. Can historical novels improve the knowledge of history? How?
6. How does historical fiction work?
7. In what way can historical novel help us?
8. Why are historical novels often derided? Is it justified?

Task 13. Using the previous text and the questions to it, as well as the dialogue (task 10) and expressions that follow it, make your own dialogues about historical fiction.

Task 14. Using expressions from Task 7, page 9 write a short review of a historical book outlining its plot, main idea and readers' impressions.

UNIT 2

HISTORIANS

Task 1. Before reading the texts in Unit 2 answer the questions given below:

1. What is a historian?
2. Can the writers of historical novels be called historians or must historians be professionals doing research and writing about it?
3. What famous historians do you know?
4. Who can be called the first Russian historian?



Task 2. Practice the pronunciation and memorize the following vocabulary. Find the sentences with the given words in the text, read and translate them.

- | | |
|--------------------------------|--|
| 1. authority [O:'Tɹɪti] | – авторитет, крупный специалист |
| 2. amateur ['æmətjə] | – любитель, непрофессионал |
| 3. concerned with | – имеющий отношение к чему-либо |
| 4. graduate degree | – учёная степень (выше бакалавра) |
| 5. controversy ['kɒntrɒvɜːrsi] | – спор; полемика; расхождение во мнениях |
| 6. archival [ˈɑːkɪvəl] | – архивный |
| 7. heritage ['hɛrɪtɪdʒ] | – культурное наследие |
| 8. freelance [ˈfriːlɑːns] | – не состоящий в штате; вольнонаёмный |
| 9. clerical professions | – офисные работники |

Task 3. Look through the text and tell what information is given about the profession of a historian. Read and translate the text.

A historian is an individual who studies and writes about history, and is regarded as an authority on it. Historians are concerned with the continuous, systematic narrative and research of past events as relating to the human race; as well as the study of all events in time. If the individual is concerned with events preceding written history, the individual is a historian of prehistory. Although "historian" can be used to describe amateur and professional historians alike, it is reserved more recently for those who have acquired graduate degrees in the discipline. Some historians are rec-

ognized by equivalent training and experience in the field. Historian became a professional occupation in the late nineteenth century. The professional association of historians in the United States is the American Historical Association, founded in 1884.

Many historians are employed at universities and other facilities for post-secondary education. In addition, it is common, although not required, for many historians to have a Doctor of Philosophy (PhD) degree in their chosen areas of study. During the preparation of their thesis for this degree, many develop into their first book, since regular publishing activities are essential for advancement in academia. There is currently a great deal of controversy among academic historians regarding the possibility and desirability of the neutrality in historical scholarship. The job market for graduate historians is relatively limited. Historians typically work in libraries, universities, archival centers, government agencies (particularly heritage) and as freelance consultants. Many with an undergraduate history degree also may become involved with administrative or clerical professions and an undergraduate history degree is often used as a "stepping stone" to further studies such as a law degree.

Task 4. Answer the questions on the text.

1. What are historians concerned with?
2. What does a historian of prehistory study?
3. How are historians recognised?
4. When did *historian* become a professional occupation?
5. What is the professional association of historians in the United States? When was it founded?
6. Where are many historians employed?
7. What is it common for them to have? Is it compulsory?
8. What is usually done with the thesis for the PhD degree? Why is it so?
9. What causes controversy among academic historians?
10. Where can historians typically work?

Task 5.

1. Practice the pronunciation of the proper names below. What do they mean?

- | | |
|------------------------------------|----------------------|
| 1. Herodotus [hl'rɒdɒtɒs] | – Геродот |
| 2. Halicarnassus [ˌhɪlɪkˈrɪːnəsɒs] | – Галикарнас |
| 3. Achaemenid [ɑːkiːmɛnɪd] Empire | – империя Ахеменидов |
| 4. Cyrus [ˈsaɪrəs] | – Кир |
| 5. Cambyses [kæmˈbɪsiːz] | – Камбис (Камбиз) |
| 6. Darius [dɑːˈrɪəs] | – Дарий |
| 7. Xerxes [ˈzɜːksɪz] | – Ксеркс |
| 8. Salamis [ˈsælɪsmɪs] | – Саламин |
| 9. Plataea [plɪˈtɪə] | – Платеи |
| 10. Mycale [ˈmaɪkəl] | – Микале |
| 11. Persian [ˈpɜːsiən] | – перс |
| 12. Athens [ˈæθɪnz] | – Афины |

2. Practice the pronunciation and memorize the following vocabulary.

- | | |
|---------------------------------|-------------------------------|
| 1. BCE (Before the Common Era) | – до новой эры |
| 2. to meet with disaster | – попасть в беду |
| 3. naval engagement | – морской бой |
| 4. globetrotter | – путешественник |
| 5. armored [ˈɑːməd] infantryman | – воин пехоты в доспехах |
| 6. supremacy | – превосходство |
| 7. accidental quarrel | – случайная ссора |
| 8. deep-rooted difference | – глубокое различие |
| 9. to give an account | – описывать; давать отчёт |
| 10. observation | – наблюдение |
| 11. inquiry | – расспросы, исследование |
| 12. credulity [krɪˈdjʊlɪtɪ] | – доверчивость;轻信 |
| 13. reverent [ˈrɛvrənt] spirit | – дух почтения |
| 14. air of moral dignity | – дух морального благородства |

Task 6. Before reading the text of Task 8 answer the questions given below

1. Who was named the “father of history” and why?
2. Who named him so?
 - a. Socrates [ˈsɒkrətiːz], b. Democritus [dɪˈmɒkrɪtɒs], c. Cicero [ˈsɪsəroʊ].

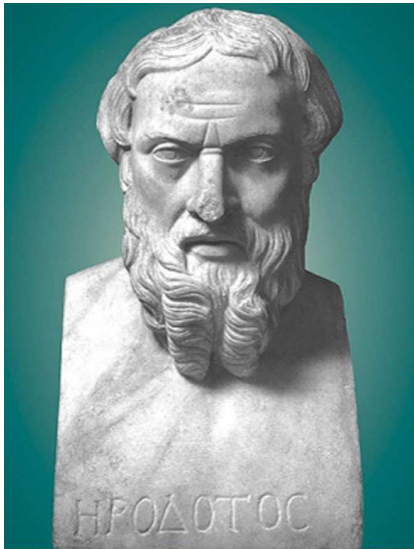
Task 7. Guess the meaning of the words:

Expansion; culminating; expedition; ethnographic; topography; archaeological; aristocracy; intellectual; dialect; classical; traditions; politics; culture; civilization; barbarism; despotism; antipathy; character; romantic.

Task 8. Read and translate the text.

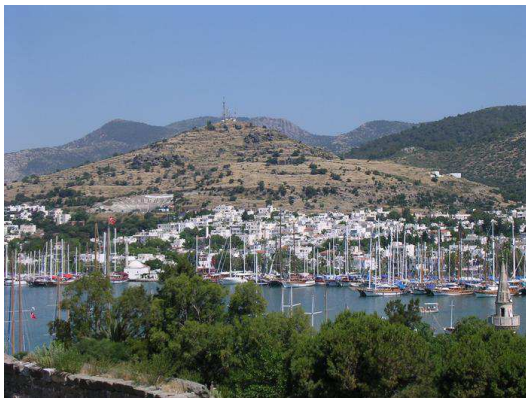
THE FATHER OF HISTORY

Herodotus of Halicarnassus (fifth century BCE) was the world's first historian. In *The Histories*, he describes the expansion of the Achaemenid



Herodotus

this remarkable text gives us some clues that enable us to sketch the outlines of its writer's life. Herodotus was born in a town called Halicarnassus: modern Bodrum in southwestern Turkey.



Halicarnassus – modern Bodrum

Empire under its kings Cyrus the Great, Cambyses and Darius I the Great, culminating in king Xerxes' expedition in 480 BCE against the Greeks, which met with disaster in the naval engagement at Salamis and the battles at Plataea and Mycale. Herodotus' remarkable book also contains excellent ethnographic descriptions of the peoples that the Persians have conquered, fairy tales, gossips, legends, and a very humanitarian morale.

Not much is known about Herodotus' life. The only reliable source we have is the book he wrote, known as *The Histories*, and this remarkable text gives us some clues that enable us to sketch the outlines of its writer's life. Herodotus was born in a town called Halicarnassus: modern Bodrum in southwestern Turkey.

Not far from Herodotus' native city is the island of Samos, which figures so prominently in *The Histories*, that Herodotus might have spent several years on it. The same argument applies to Athens: Herodotus may have spent some time in the leading Greek city of his age.

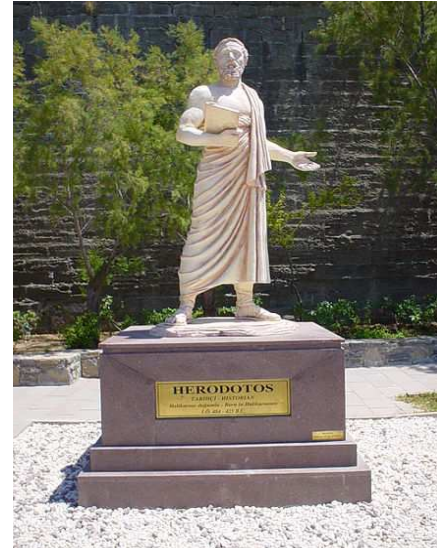
The year of Herodotus' death is unknown. It is assumed that Herodotus died

between 429 and 413. Therefore, his date of birth can be estimated in the eighties of the fifth century BC.

The author of *The Histories* seems to have been a real globetrotter. He traveled to Babylon, where he interviewed the priests; went to the Crimea and south along the Nile; he visited Sicily and knows the details of North-African topography. However, some doubts are possible: e.g., archaeological evidence contradicts his description of Babylon. On the other hand, in his description of the Crimea, he mentions a king known to have lived around 460, which makes it likely that he really visited that part of the world.

The fact that he was able to write tells us that his parents could afford a teacher and were well to do. Herodotus must have been a rich man, possibly a member of the old aristocracy. He might have fought as a heavy armored infantryman (a hoplite), like all Greek men of his class and age. This would explain why his descriptions of battles are always from a soldier's point of view and sometimes confused. He was a soldier, not a general.

We know about the Father of History frustratingly little. Yet, there are only a few ancient writers that we know as well as Herodotus. Other authors wrote longer texts, were greater historians, or reached greater intellectual heights, but none of them is able to convey the same feeling of intimate friendship that we experience when we read Herodotus. We meet him when he is in a dark mood, share his surprise, know his religious opinions, hear him chattering, joking and babbling. There is no ancient author whose character we know so well as the man about whose life we know so little.



*The statue of Herodotus
in Bodrum*



*Fragment from Histories,
Book VIII*

The Histories by Herodotus is considered the founding work of history in Western literature. Written from the 450s to the 420s BC in the Ionic dialect of classical Greek, The Histories serves as a record of the ancient traditions, politics, geography, and clashes of various cultures that were known around the Mediterranean and Western Asia at that time. It is not just an impartial record but it remains one of the West's most important historical sources.

The purpose of Herodotus in his History is to describe the war between the Persians and the Greeks – the struggle for supremacy between Europe and Asia, between civilization and barbarism, between freedom and despotism. Herodotus wishing to indicate that the antipathy between the two was not the result of any accidental quarrel, but a deep-rooted difference of character, traces it back to the mythical ages. In the course of his History he gives an account of the various countries which he had visited. Wherever he gives the results of his own observations and inquiries, he exhibits a wonderful accuracy and impartiality and when he does not do this he is generally careful to say so. He has been accused of credulity, and it is certain that he too readily accepted statements on the authority of others, but that he was a keen intelligent observer of what he saw, is beyond dispute. His style is marked by an easy grace and lively vigor, and everywhere there is the presence of a reverent spirit, giving a certain air of moral dignity to the entire composition. He is esteemed by scholars as the earliest and best of romantic historians.

The Histories was divided into the nine books conventionally named after the Muses.

Task 9. Find the English equivalents in the text.

Разговаривать с жрецами; надёжный источник; давать ключи к разгадке; набросать в общих чертах жизнь автора; археологическим данным; борьба за превосходство; служат документальным свидетельством о...; важный исторический источник; слишком легко принимал то, что утверждали другие; умный увлечённый наблюдатель; моральное достоинство; вне сомнений.

Task 10. Answer the questions on the text about Herodotus.

1. What was Herodotus?
2. What does he describe in his book The Histories?
3. What is the most reliable source telling of his life?
4. Where was Herodotus born?

5. When did he live? How do we know about it?
6. Did he travel a lot? Where did he travel?
7. What does the fact that he was able to write tell us about?
8. Why do we think that he might have fought as a heavy armored infantryman?
9. Why are there only a few ancient writers that we know as well as Herodotus?
10. What is The Histories considered to be?
11. When was The Histories written and what language was it written in?
12. What kind of historical record is The Histories?
13. What is writing style like?
14. What is Herodotus esteemed by scholars?
15. How many books does The Histories consist of? How are they named?

Task 11. Speak about Herodotus giving the summary (10 – 11 sentences) of his life.

Task 12. Before reading the text answer the question, who was officially appointed a historiographer and what came out of this appointment?

THE OFFICIAL HISTORIOGRAPHER

The famous Russian historian, writer and journalist Nikolai Mikhailovitch Karamzin was born on December 1 (12), 1766 in his father's estate in Simbirsk Gubernia (province) on the Volga River. At 14 Nikolai was taken to a private boarding school in Moscow. Among other subjects he gained practical knowledge of German and French at the school and simultaneously attended lectures at Moscow University. In 1781 Nikolai Karamzin went into military service in the Preobrazhensky Regiment in St. Petersburg, but his military career was not long. Soon after his father's death he retired in the rank of lieutenant and went to Simbirsk, where he lived in retirement till induced to revisit Moscow. There, finding him-



N. M. Karamzin

self in the midst of the society of learned men, he betook himself to literary work. In 1784 Karamzin started working for *Children's Reading for Heart and Mind Journal*, whose editor was Nikolay Ivanovich Novikov.

In 1789 – 1790 Karamzin undertook a trip through the major cities of Western Europe, including Berlin, Geneva, Paris and London. He took notes on everything he saw and learned English. Back in Moscow, Karamzin began to publish *Moscow Journal*, and decided to become a journalist. The appearance of his *Letters of a Russian Traveller* was a major event in Russian literature. Karamzin spread ideas of European civilization among a broad readership that, for the first time, had a periodical both for entertainment and enlightenment.

The accession to the throne of Alexander I (through the last of numerous palace coups in Russia) changed Karamzin's position and life. Although he still remained a writer, he now became an influential official figure and published the *Herald of Europe*, a mouth-piece for the moderate liberal views which were encouraged in the early years of Alexander I rule.

On October 31 (November 12), 1803 by the personal order of Alexander I Nikolai Mikhailovitch Karamzin was appointed a historiographer to write a complete history of Russia. In 1804 the writer ceased publication of the *Herald of Europe* and devoted himself to writing the *History of the Russian State*. For the next 22 years of his life and right up to his death. Karamzin was completely absorbed in this monumental project. In 1816 he published the first eight volumes, in 1821 the ninth volume; in 1824 the 10th and 11th volumes. The 12th volume was completed and published posthumously.

The writer's intention was not to write on original history, but to present the events of Russian history in a literary form accessible both to educated Russians and to foreigners. As Karamzin saw it, the development of Russian history hinged on the power of the monarchy. The flourishing of the Kievan State, argued Karamzin, was due to the centralized power of the Grand Duke. The state splitting up between numerous princes and feudal fragmentation were a mistake. This mistake was corrected by the wisdom of the princes of Muscovy who reunited the Russian lands into a strong centralized state.

As to Karamzin's own contribution to the study of history, it was mostly evident in his extensive notes and comments. Many of the long excerpts he quoted came from sources that were eventually lost, and this made the "History" a unique source for subsequent historians.

He died on the 22nd of May 1826, in St. Petersburg. A monument was erected to his memory at Simbirsk in 1845.

Everyone who knew Karamzin noted his noble nature and kindness. Yet he lived in backward Russia with its barbarian system of serfdom.

Therein lies the explanation of his contradictory attitudes to Russia's state system. On the one hand, he was perfectly aware of the advantages of equality and freedom, but on the other, he realized that the then Russia was not ready for the liberal progressive change taking place in the world at that time.



Monument in Simbirsk

Task 13.

1. Ask 15 questions about life and work of Nikolai Mikhailovitch Karamzin.
2. Using questions as a plan tell about Karamzin.

Task 14. Make a report or presentation about any historian you like.

Task 15. Read the dialogues given below and make your own dialogues about learning history.

About history and historians

Professor: Let's briefly review the material of the previous lectures on historiography. Could you tell me where and when historical thought appeared first?

Student: The first historical writings showed various events in Egypt and

Sumer. They go back as far as the 4th – 3d millennium B.C.

Professor: You are quite right. Now let's turn from the east to the west. Could you name the most famous ancient historians from Greece and Rome?

Student: Well, they were the Ancient Greeks: Herodotus, the "father of History", Xenophon and Polybius. As regards historians from Ancient Rome, they were Titus, Tacitus and Plutarch.

Professor: Not bad. Could you give me the titles of their works?

Student: Let me think. I remember "The Histories" by Herodotus, "The Annals" and "The Histories" by Tacitus.

Professor: Now we'll pass on to Russian historiography. Do you know any Russian historians of the 19th century?

Student: If I am not mistaken, Russian historiography was represented by Karamzin, Solovyev, Kluchevsky and others.

Professor: Could you name their books?

Student: Of course. Karamzin is remembered for his "History of the Russian State". Solovyov's greatest work was "The History of Russia from the Earliest Times". Kluchevsky wrote "The Course of the Russian History".

Professor: I see. That will do. And now I'll continue delivering the lecture on Russian historiography of the 19th century.

At the university

Applicant: Excuse me, what department do you study at?

Student: I am a first year student from History Department.

Applicant: Great! And I've come here to hand in my application and the documents to enter this department. I hope that my marks in History, Social Science and Russian got at the unified state exams are high enough to become a student of the University.

Student: I wish you every success!

Applicant: Thank you. Have you already passed all your exams?

Student: Sure. And soon I'll have my archaeological practice.

Applicant: Where will the excavations take place?

Student: In the historical centre of Vladimir and in Suzdal.

Applicant: It's clear. Is it difficult to study at the History Department?

Student: Of course it seems difficult at first because you have to read a great amount of specialized literature. But in several months you get used to it and learn to analyze books rather quickly. I should say that studies seem much easier at the end of the first year than at the beginning of it.

Applicant: And what subjects have you studied this year?

Student: Oh, there were so many of them! Archaeology, Ancient History, Latin, Russian History, English, Physical Training and others. At the end of each term we take tests and exams. Besides, we present essays on different sections of history to our scientific advisers. In spring we make reports on historical topics at the students' scientific conferences.

Applicant: It sounds interesting.

Student: I'm sure you'll enjoy your studies at the University. Hope to see you among the students of the History Department in September.

Applicant: Thank you.

Task 16. Read what one history student has written about his future profession and what it is like learning history. What are the advantages and disadvantages of majoring history?

HISTORY IS MY FUTURE PROFESSION

I study history at Vladimir State University. Why have I chosen this subject? The reason is quite simple: I like history. History was always one of my favourite subjects at school and so it was natural for me to choose it as my future speciality when I went to university. In contrast to the preconceptions which usually accompany the image of the discipline as nothing more than reading dusty old books and remembering dates, studying history is a wonderful way of learning about the past and how events and personalities in ancient times have shaped the world we live in today. The historian is a detective and the major clue is human agency (деятельность человека). The greatest joy is detecting the most plausible (правдоподобный) explanation of why things turned out the way they did. Studying history at the Uni-

versity is enjoyable because it offers a wide variety of courses, ranging from cultural to military history, from personal stories to different phenomena involving the whole world.

At the seminars we have discussions, which is a good way to exchange or sometimes debate about our opinions and of course, make friends. From time to time there are movie shows, and it is interesting to visualize what is used to be described only in words. History is great for majoring in. Firstly it lets me know more about everything: history is related to science, economy, politics, religion, mass media and etc. Technically, my writing and analytical skills are brushed up through laying out my thoughts clearly and logically in an essay. Also, studying history has taught me to be more objective and not to easily believe in everything people say based on just their words, because it is possible that they are biased or simply wrong. Overall, studying history at university can be a rewarding experience. Not only does it broaden our horizons; it also trains us to be more critical and eloquent in presenting our ideas which are two important personal qualities in this increasingly competitive world. Historians do not merely eat, sleep, and think history.

All historians have other interests, loyalties, and responsibilities. Still, the career of the historian is a demanding one, requiring strong commitment, intellectual curiosity, self-discipline, and perseverance (настойчивости). It can also offer priceless rewards: professional autonomy, intellectual achievement, social status, and meaningful work. Whether I'll make a very good teacher or a research worker remains to be seen, but I'm sure that eventually I'll become quite knowledgeable in the field of History and perhaps social sciences.

Task 17. Read and translate what different students tell about studying history. What do all these statements have in common? Express your own opinion using the phrases of agreement or disagreement given below. Using the statements below and the previous text tell about your future profession.

Words and expressions to be used

Expressing agreement

Yes (indeed).	Да (в самом деле).
I think you're right.	Я думаю, вы правы.
I think so too.	Я тоже так думаю.
That's my opinion too.	И я того же мнения.
Certainly. / Sure.	Конечно. / Несомненно.
I (certainly / quite) agree.	Я (конечно/вполне) согласен.
I have nothing to say to this.	Мне нечего на это возразить.

Expressing partial agreement

That may be true, but ...	Возможно это и так, но ...
I can share your view only up to a certain point.	Я могу разделить вашу точку зрения лишь частично.
I agree with you in a sense, but ...	Я согласен с вами в некотором смысле, но ...

Expressing doubts

(Is it) really?	Разве это так? (Это правда?)
I doubt it.	Я сомневаюсь в этом.
I don't think so.	Я так не думаю.
I have my doubts about that.	У меня на этот счет свои сомнения.
I find that hard to believe.	Я считаю, что в это трудно поверить.

Expressing disagreement

I think you're mistaken.	Я думаю, что вы ошибаетесь.
I don't think you're right.	Я думаю, вы не правы.
I'm afraid I don't agree.	Боюсь, что я не согласен.
I disagree.	Я не согласен.
I don't agree (with you).	Я не согласен с вами (с тобой).
You're wrong.	Вы не правы.
It (That) can't be true.	Этого не может быть.
I really can't believe you / that.	Я просто не могу вам (в это) поверить.

– Even before the beginning of my study at the university, I had decided to study history. Since secondary school, I have always liked reading about the politics and societies of the past, as I find it fascinating to compare them with our world today. As a history major, I am very passionate

in studying the patterns and trends in human development on which history often sheds light.

- There have been some unique and interesting courses on offer during my time here which cover topics which I've rarely come across anywhere else. My favourite course so far has been one about medieval Russia. It's a fascinating topic and has even influenced me to base my dissertation in that area.

- Studying History at the university is very different from our stereotypical history lessons in the secondary schools. It is no longer just sitting there and listening to your teacher providing historical facts and information, rather, you are offered the chance to propose your own argument and opinions upon certain historical topics. I enjoy being allowed to choose my very own topic of interest and conducting my own research to complete a final essay, rather than memorising everything learnt during the semester for a final exam.

- History is a subject which is fascinating, broad, engaging and deep; it has been a subject that has captured the minds of many people. It has been a field that captivated me from an early age; from reading about the exploits of the titans such as Alexander the Great to tales of courage such as the Blitz. As I grew older and started to study history in depth at school and here in the University, a rosy view of history has disappeared. This has, however, only renewed my interest and encouraged me to study what really happened and why.

- History is mysterious and fascinating. I have been attached to old things and the nostalgic stories since I was a child. But History hadn't been known to me as an academic subject until I got the chance to understand it better in secondary school. I was inspired by my teacher whose teaching allowed me to perceive doing history as a reasoning practice rather than the stereotyped impression of doing memorization exercises. We need to think logically in order to form tenable arguments and opinions. It requires a meticulous mind and logical thinking, and that is the reason I chose history as my major.

– As a history-lover, I found it ideal to study History in one the most ancient Russian cities, which is steeped in history and so offers naturally a perfect place to learn about our past. I was also attracted by the wide range of history courses offered by the department. The courses deal with diverse subjects that I can always find the ones I like. The teaching staff of History Department expose me to different ideas and thus broaden my horizons.

Task 18. Using the statements and the text given above tell about your future profession.

Task 19. Read and translate documents necessary in your work search. Tell what documents are necessary for a job interview; what the difference between a resume and curriculum vitae is, when a curriculum vitae is submitted. Discuss with your group mates what is necessary for a good Cover Letter and Curriculum Vitae.

A Cover Letter and C.V. for a History Job Hunter

Two of the most important items in your work search are the cover letter and the curriculum vitae (C.V.). Composing these documents for the first time can be a complicated but important task. First impressions are crucial. In today's highly competitive job market, hiring committees may receive more than 100 applications for a single position. Poorly prepared or unimpressive materials offer the easiest means of shrinking the candidate pool.

First, the basics: Remember that the purpose of the cover letter and the C.V. is to persuade an academic search committee to invite you to an interview. You want to explain why you are right for this particular job.

Second, when applying for a teaching position, the more you know about the institution and department the better.

The primary differences between a resume and a curriculum vitae (C.V.) are the length, what is included and what each is used for. A resume is a one or two page summary of your skills, experience and education. While a resume is brief and concise – no more than a page or two, a curriculum vitae is a longer (at least two page) and more detailed synopsis.

A curriculum vitae includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. In Europe, the Middle East, Africa, or Asia, employers may expect to receive a curriculum vitae. In the United States, a curriculum vitae is used primarily when applying for academic, education, scientific or research positions. It is also applicable when applying for fellowships or grants.

Writing a cover letter is more art than science, but there are some basic rules. The cover letter should be no longer than two pages and should consist of three to five paragraphs. One page can be too "thin" to convey the full sense of your scholarly credentials, while more than two pages can be distracting. Craft the letter to the job. Be specific about what attracts you to the particular position at the particular institution. Play to your strengths and interests, while keeping the needs of the target department in mind. The aim is to explain why you want the position and describe the teaching and research experiences that make you a compelling candidate.

Include basic information in a brief opening paragraph. Explain why you are writing (to apply for the position), how you learned of the position (your adviser, AHA job listing, etc.), what your educational status is (ABD, recently graduated), and a brief summary of why you are right for this position. If you have a personal connection to the target department through your adviser or other academic contact, mention it.

Sample Cover Letter

February 1, 2012
Mr. Hiring Manager
ABC Corporation
Chicago, IL 60657

Dear Hiring Manager:

I am pleased to submit my resume for your Human Resources Assistant position. Having just graduated with a Bachelor of Arts Degree in History from the University, in June 2012, I feel I possess the skills and qualifications you require. In a large, busy firm like ABC Corporation, it's impera-

tive to have a strong HR staff in place. I'm impressed with the fact you have over 800 employees and very little employee turnover and I'm looking forward to assisting your staff with such efforts as retention, compensation plans, benefits and employee morale. Human Resources is an area that I've always known I would excel in, as I truly care about others, enjoy researching and finding solutions to discrepancies and problems, and enjoy an ever changing work environment.

To be a successful, respected Human Resources employee, empathy and compassion are paramount. As you can see by my resume, I have volunteered extensively with underprivileged families. This has taught me patience, perspective and provided a sense of self-satisfaction that was instrumental in propelling me into the field of Human Resources. Additionally, my position at the Country Club exposed me to a demanding high-end clientele. These experiences would allow me to be comfortable assisting everyone at ABC Corporation with their HR needs. Strong communication and interpersonal skills are also necessary to assist employees. I have often been described as very outgoing and extroverted by my past managers and feel that I am a very positive person. I have held numerous customer service positions and enjoy working with and talking with others. I would represent your department professionally and positively and reflect the image you require.

Lastly, my History coursework has more than prepared me for this type of position. The skills gained have helped me become a strong researcher, competent presenter, analytical thinker and succinct writer. I am eager to use what I have learned. I feel my experience and education make me an ideal candidate. I am well aware of the job requirements and rigors of the position and welcome the opportunity to speak more about it. Please let me know if I can provide you with further information. Thank you in advance for your consideration.

Sincerely,
John Doe

Sample Curriculum Vitae Template		
CONTACT INFORMATION		
Name		
Address		
Telephone	Cell Phone	Email
PERSONAL INFORMATION		
Date of Birth		
Place of Birth		
Citizenship		
Visa Status		
Sex		
OPTIONAL PERSONAL INFORMATION:		
Marital Status		
Spouse's Name		
Children		
EMPLOYMENT HISTORY		
List in chronological order, include position details and dates		
Work History		
Academic Positions		
Research and Training		
EDUCATION		
Include dates, majors, and details of degrees, training and certification		
High School		
University		
Graduate School		
Post-Graduate Training		
PROFESSIONAL QUALIFICATIONS		
Certifications and Accreditations		
Computer Skills		
AWARDS		
PUBLICATIONS		
BOOKS		
PROFESSIONAL MEMBERSHIPS		
INTERESTS		

Task 20.

1. Read and translate the given job vacancies ads. Answer the questions:

1. What jobs are advertised?
2. What fields will candidates work?
3. What will salary range?
4. What skills are required?
5. What documents should the candidates submit and how?
6. What is the application deadline?

2. Using a Cover Letter sample and Curriculum Vitae template, make your own Cover Letter and Curriculum Vitae.

a)

Tutorial Fellow in History, Art History & Philosophy

University of Sussex – Department of History

Expected start date: 1 September 2012

Fixed Term – 1 September 2012 to 30 June 2013

Salary range: starting at £30,122 and rising to £35,938 per annum pro rata

The Department of Art History at the University of Sussex wishes to appoint a Tutorial Fellow for the academic session 2012 – 13.

We welcome applications from candidates working across the broad field of modern/contemporary art studies, particularly late 19th – mid/late-20th century art. We anticipate that the post will be attractive to candidates keen to part of the vibrant group of art and cultural historians including early-career scholars. Good communication skills, and an ability to work productively as part of a friendly team-oriented department, are essential for this position. Please contact Head of Department, by email on or by telephone

Closing date for completed applications: 10 August 2012

Interviews expected to be held on: 21 August 2012

b)

Ancient Historian and Faculty Advisor for Undergraduate History
Majors

Virginia Commonwealth University – VCU – Richmond, VA

Ancient Historian and Faculty Advisor for Undergraduate History
Majors

The Department of History in the College of Humanities and Sciences at Virginia Commonwealth University invites applications for a non-tenure eligible position at the rank of assistant professor with a focus on ancient history. The appointment will begin August 2012. The initial appointment is for the 2012/2013 academic year with the possibility for renewal. Ph.D. required. Teaching (3 – 3) would include courses in ancient history. The successful candidate should also be prepared to teach European survey course and courses in his/her fields of specialization. Teaching experience required; experience with undergraduate advising or academic administration also strongly preferred as the position includes responsibility for managing the advising program for undergraduate History majors. Candidate must have demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU.

Please send the following materials by e-mail: letter of application, curriculum vitae, copies of course syllabi and three letters of reference, to Administrative Coordinator

Review of applications will begin in July 2012 and continue until the position is filled.

UNIT 3

HISTORICAL PERIODS

History and prehistory

Task 1. Before reading the texts of Unit 3 answer the questions:

1. What historical periods and events (or activities) can the pictures below be associated with?
2. Is there any universal historical periodisation? Explain the reason.



Task 2. Read and translate the text, and tell what it tells about the necessity of periodization.

- | | |
|----------------------------------|------------------------------------|
| 1. to categorize | – классифицировать |
| 2. to provide a useful handle | – обеспечивать удобство в работе с |
| 3. ungeneralizable | – не поддающийся обобщению |
| 4. label ['leɪbl] | – ярлык, наименование |
| 5. arbitrary ['ɹɒbltrɔːrɪ] | – произвольный |
| 6. inevitably | – неизбежно |
| 7. to overlap | – совпадать; накладываться |
| 8. nomenclature [nɒmɪnəˈkleɪtʃə] | – терминология |
| 9. connotation [kɒnɒˈneɪʃən] | – подтекст, скрытый смысл |

HISTORICAL PERIODIZATION

Periodization is the attempt to categorize Universal History or divide time into certain periods. The origin of periodization is very old and first be-

came part of the Western tradition in the myths of Ancient Greece and The Bible. The result is a descriptive abstraction that provides a useful handle on periods of time with relatively stable characteristics. However, determining the precise beginning and ending to any "period" is often a matter of debate.

History is continuous and ungeneralizable, and all systems of periodization are more or less arbitrary. Yet without named periods, however clumsy or imprecise, past time would be nothing more than scattered events without a framework to help us understand them. Nations, cultures, families, and even individuals, each with their different remembered histories, are constantly engaged in imposing overlapping, often unsystematized, schemes of temporal periodization; periodizing labels are continually challenged and redefined. One historian may write a new history of the Renaissance in Europe; another may claim that there was no such thing as the European Renaissance.

Not only will periodizing blocks inevitably overlap. Some of these usages will also be geographically specific. Is it possible to use the term "Victorian" outside of Britain? It sometimes is used when it is thought that its connotations usefully describe the politics, culture and economic conditions characteristic of the last two-thirds of the nineteenth century. Nevertheless periodizing terms often have negative or positive connotations that may affect their usage. This includes *Victorian*, which often negatively suggests sexual repression and class conflict. Other labels such as *Renaissance* have strongly positive characteristics. There is a gradual change in the courses taught and books published to correspond to the change in period nomenclature, which in part reflects differences between social history and cultural history. The new nomenclature suggests a broader geographical coverage and a growing attention to the relationships between Europe and the wider world. The timeframe is also slightly different. Most professional historians (defined as paying members of organizations devoted to the propagation of history in higher education, like the American Historical Association) now refer to the historical periods commonly known as the Renaissance and the Reformation as "the Early Modern Period".

Task 3. Answer the questions:

1. What is periodization?
2. What is the result of periodization?
3. What is the origin of periodization connected with?
4. Are all systems of periodization arbitrary or can they be universal?
5. How do historians often treat periodization?
6. What connotations do some historical periods have?
7. What is the Victorian period and what connotation does it suggest?
8. Is periodization constantly changing?
9. What does the new nomenclature suggest?
10. How do most professional historians now refer to the historical periods commonly known as the Renaissance and the Reformation?

Task 4. Speak about periodization and its strong and weak points.

Task 5. Study vocabulary below and read the text about history and prehistory. What is the main idea of the text?

1. prehistory ['prɪ'hɪstɔːrɪ]	доисторический
2. a flood of new information	поток новой информации
3. to provide information (theory)	предоставлять информацию (теорию)
4. to rely on [rɪ'lɑː]	полагаться, доверять
5. to yield [jɪld] (information)	давать информацию
6. to prove [pruːv] (problematic)	оказываться (проблематичным)
7. narrative ['nærətɪv]	изложение фактов; повествование
8. source of evidence ['sɔːsɪv]	источник данных, фактов
9. implicit [ɪm'plɪsɪt]	подразумеваемый
10. exclusion [ɪk'sklʊʒən]	исключение
11. Sub-Saharan [sʌbsə'hærən] Africa	районы Африки южнее Сахары
12. in general	обычно, вообще
13. mainstream ['meɪnstrɪm]	представляющий большинство
mainstream historians	большинство историков

HISTORY AND PREHISTORY

Traditionally the study of history was limited to the written and spoken word. However with the rise of academic professionalism and the creation of new scientific fields in the 19th and 20th centuries came a flood of new information that challenged this notion – archaeology, anthropology and other social sciences were providing new information and even theories about human history. Some traditional historians questioned whether these new studies were really history, since they were not limited to the written word. A new term, *prehistory*, was coined, to encompass the results of these new fields where they yielded information about times prior to the existence of written records.

In the twentieth century the artificial division between history and prehistory was proving problematic. Historians were looking beyond traditional political history narratives with new approaches such as economic, social and cultural history, all of which relied on various sources of evidence. Additionally, "prehistorians" were using archaeology to explain important events in areas that were traditionally in the field of history. The distinction was also criticized because of its implicit exclusion of certain civilizations, such as those of Sub-Saharan Africa and pre-Columbian America from the historical record. In recent decades the barriers between history and prehistory have thus largely disappeared.

Today there is no generally accepted definition for when history begins. In general today history is seen as the study of everything that is known about the human past (but even this barrier is being challenged by new fields such as Big History). Sources such as oral history, linguistics, and genetics, which can give light on this past, have all become accepted by mainstream historians.

Task 6. Answer the questions to the text:

1. What was the study of history traditionally limited to?
2. Why was a new term “prehistory” coined?
3. Why was the artificial division between history and prehistory proving problematic in the twentieth century?

4. Is there the division between history and prehistory today?
5. What sources have become accepted by mainstream historians?

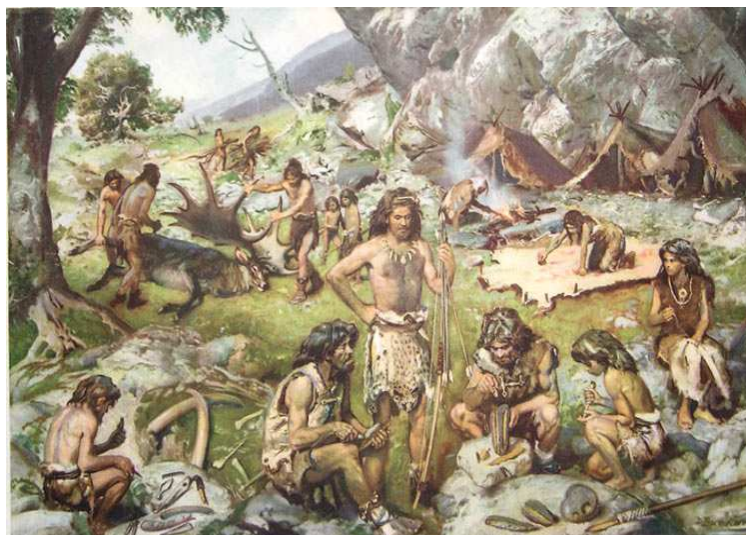
Task 7. Study the abstract of the text in Russian. Do you agree with it?
Translate the abstract and add your own ideas.

Аннотация: Вопрос о разграничении исторического и доисторического периодов до сих пор не вполне чётко определён. В данной статье представлены традиционный и современный взгляды на эту проблему. Автор рассматривает источники, которыми пользуются историки для изучения этих периодов, недостатки традиционного подхода и изменения, которые произошли в данном вопросе.

Task 8. Read and translate the text.

THE PRIMITIVE COMMUNITY

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



The related members of the clan jointly owned their hunting grounds and the lands which they tilled. They lived and worked together, and consumed in common the products of their labour. Since they lived

together in groups, they could provide themselves with food and keep fires burning.

The primitive human herd possesses the simplest tools: a hand-axe, a digging stock and a wooden club. Thousands of years passed before stone tools were replaced by those made of metal (bronze, iron). When people invented the harpoon, they took up fishing. The invention of bows and arrows helped to start cattle-breeding, and axes made it possible to go over to farming. In primitive society there was no private property, therefore there were no classes and no exploitation – that is, appropriation by the rich of the fruits of other men's labour. Since there were no classes, there was no state system that is no armed forces, no prisons, no courts, no overseers, and no government bodies.

Task 9. Consult the text and find the English equivalents of the following: первобытная община, первобытное общество, человеческое стадо, род, племя, образовать племя, старейшины, орудия труда (металлические, бронзовые, железные, каменные), дубинка, лук, топор, стрела, мотыга, управлять, заниматься (охотой, рыбной ловлей, сельским хозяйством, разведением скота), выбирать, владеть, обеспечивать, изобретать, заменять, еда, огонь, совместно, сообща.

Task 10. Sum up the contents of the text by answering the following questions.

1. What does the history of mankind begin with?
2. What led to the replacement of the human herd by the clan?
3. Who governed the clan?
4. What tools had the people?
5. What was their main occupation?
6. What was the structure of primitive society?

Task 11. Look through the text (you are given five minutes) and be ready to fulfill the assignments.

THE STONE AGE

The Stone Age was a period of history which began in approximately 2 million B.C. and lasted until 3.000 B.C. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into the Paleolithic, Mesolithic, and Neolithic Ages. During the first period (2 million to 8000 B.C.) the first hatchet and use of fire for heating and cooking were developed. As a result of the Ice Age, which evolved about 1 million years into the Paleolithic Age, people were forced to seek shelter in caves, wear clothing, and develop new tools.

During the Mesolithic Age (8000 to 6000 B.C.) people made crude pottery and the first fish hooks, took dogs hunting, and developed a bow and arrow, which was used until the 14th century A.D.

The Neolithic Age (6000 to 3000 B.C.) saw humankind domesticating sheep, goats, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements, and creating governments.

Notes:

Paleolithic [ˌpælɪəˈlɪθɪk]

Mesolithic [ˌmɛsəˈlɪθɪk]

Neolithic [ˌniːəˈlɪθɪk]

Task 12.

1. Choose the correct answer.

1. Into how many periods was the Stone Age divided?

- a) 2 b) 3 c) 4 d) 5

2. Which of the following was developed earliest?

- a) the fish hook b) the fist hatchet c) the bow and arrow d) pottery

3. Which of the following developments is NOT related to the conditions of the Ice Age?

- a) farming b) clothing c) using fire d) using fire

4. Which period lasted longest?

- a) Paleolithic b) Ice Age c) Mesolithic d) Neolithic

5. Which of the following periods saw people develop a more communal form of living?

- a) Paleolithic b) Ice Age c) Mesolithic d) Neolithic

6. The author states that the Stone Age was so named because

- a) it was very durable b) the tools and weapons were made of stone c) there was little vegetation d) the people lived in caves

2. Read the text for the second time and do the following.

1. Give your own title to the text.
2. What are the characteristic features of each period of history?
3. What is the origin of the term "Stone Age"?
4. Compress the text into 5 sentences.

THE MIDDLE AGES

Task 13. Study vocabulary to the text, then look through the text and tell how many parts it can be divided, think the title of the parts, read and translate the text.

- | | |
|------------------|--------------------------------|
| 1. collapse | – крушение, крах, упадок |
| 2. to flourish | – процветать |
| 3. to owe | – БЫТЬ ДОЛЖНЫМ, БЫТЬ ОБЯЗАННЫМ |
| 4. nobles | – знать, аристократия |
| 5. overlord | – сюзерен |
| 6. manor | – феодальное поместье |
| 7. the Crusades | – крестовые походы |
| 8. to preach | – проповедовать |
| 9. scholasticism | – схоластика |
| 10. calamity | – бедствие |
| 11. famine | – голод |
| 12. plague | – чума |
| 13. to diminish | – уменьшить |
| 14. heresy | – ересь |
| 15. schism | – схизма, раскол |
| 16. to occur | – происходить |

The Middle Ages encompass the period of European history from the 5th to 15th centuries, which are normally marked by various historical events from the collapse of the Western Roman Empire until the beginning of the Renaissance and the Age of Discovery. The mediaeval period thus is the mid-time of the traditional division of Western history into Classical, Medieval, and Modern periods.

In the Early Middle Ages, depopulation, deurbanization, and barbarian invasions begun in Late Antiquity continued. The barbarian invaders formed new kingdoms in the remains of the Western Roman Empire. Although there were substantial changes in society and political structures, the break with Antiquity was not complete, because most of the new kingdoms incorporated many of the extant Roman institutions; while monasteries were founded as Christianity expanded in Western Europe. In the 7th and 8th centuries, the Franks, under the Carolingian



dynasty, established an empire covering much of Western Europe; the Carolingian Empire endured until the 9th century, when it succumbed to the pressures of invasion – the Vikings from the north; the Magyars from the east, and the Saracens from the south.

During the High Middle Ages, which began after AD 1000, the population of Europe increased greatly as technological and agricultural innovations allowed trade to flourish and crop yields to increase. There were two of the ways society was organized in the High Middle Ages:

1. manorialism – the organization of peasants into villages that owed rent and labor services to the nobles; and

2. feudalism – the political structure whereby knights and lower-status nobles owed military service to their overlords, in return for the right to rent from lands and manors.

Kingdoms became more centralized after the breakup of the Carolingian Empire. The Crusades, first preached in 1095, were military attempts,

by western European Christians, to regain control of the Middle Eastern Holy Land from the Muslims, and succeeded long enough to establish Christian states in the Near East. Intellectual life was marked by scholasticism and the founding of universities; and the building of Gothic cathedrals, which was one of the outstanding artistic achievements of the High Middle Ages.

The Late Middle Ages were marked by difficulties and calamities, such as famine, plague, and war, which much diminished the population of Western Europe; in the four years from 1347 through 1350, the Black Death killed approximately a third of the European population. Controversy, heresy, and schism within the Church paralleled the warfare between states, the civil war, and peasant revolts occurring in the kingdoms.

Task 14. Consult the text and translate from Russian the names of different events, epochs and periods associated with Middle Ages.

Эпоха великих географических открытий; Высокое Средневековье; падение Западной Римской империи; Позднее Средневековье; империя Каролингов; крестовые походы; классический (античный) период; Средние века; Новая история; античность; Раннее Средневековье; эпидемия чумы.

Task 15. Answer the questions.

1. What centuries does the medieval period of history include?
2. What is the traditional division of western history?
3. Why was the break with Antiquity not complete in the Early Middle Ages?
4. Did the Vikings establish the Carolingian Empire in the 7th and 8th centuries?
5. Why did the population of Europe increase greatly during the High Middle Ages?
6. What is manorialism?
7. Give the definition of feudalism.
8. What were the Crusades aimed at?

9. Why did the population of Western Europe diminish in the Late Middle Ages?

Task 16. Match the following English and Russian expressions.

- | | |
|--|---|
| 1. Classical period | a) трудовые повинности |
| 2. Medieval period | b) военная служба |
| 3. Early Modern period | c) урожайность |
| 4. barbarian invasion | d) взамен |
| 5. labor services | e) период античности |
| 6. military service | f) средневековый период |
| 7. peasant revolts | g) существенные изменения |
| 8. to regain control of Holy Land from the Muslims | h) сохранившиеся римские институты |
| 9. crop yield | i) выдающееся художественное достижение |
| 10. outstanding artistic achievement | j) вторжение варваров |
| 11. substantial changes | k) крестьянские восстания |
| 12. extant Roman institutions | l) отвоевать Святую землю у мусульман |
| 13. to succumb to the pressures of invasion | m) иметь успех в течение достаточно долгого времени |
| 14. in return for | n) раннее новое время |
| 15. to succeed long enough | o) прекратить существование под натиском вторжения |

Task 17. Give the main characteristics of the Early, High and Late Middle Ages and retell the text.

Task 18. Before reading the text about Contemporary History and some Asian countries answer the questions given below.

1. What period of time does Contemporary History include?
2. What Asian countries have recently seen the most considerable economic development?

Task 19. Read and translate the text.

CONTEMPORARY HISTORY AND THE DEVELOPMENT OF EASTERN POWERS

- | | |
|--|--|
| 1. Contemporary History | - Новейшая история |
| 2. timeframe | - временные рамки |
| 3. intervening time | - промежуточный период |
| 4. in living memory | - на памяти живущих |
| 5. human lifespan | - продолжительность жизни человека |
| 6. in absolute terms | - в абсолютном выражении |
| 7. Contemporary era | - современная эпоха |
| 8. challenges and problems | - проблемы и задачи |
| 9. to face | - сталкиваться |
| 10. forefront | - передний край; важнейшее место |
| 11. ubiquitous [jɪˈbɪkwɪtʃəs] | - повсеместный; вездесущий |
| 12. regional power | - господствующая сила в своём
регионе |
| 13. billion-consumer market | - миллиардный потребительский рынок |
| 14. to integrate into the world
economy | - интегрировать в мировую экономику |
| 15. GDP (gross domestic
product) | - валовой внутренний продукт |
| 16. World Trade Organization | - Всемирная торговая организация |

Contemporary history describes the period timeframe that is without any intervening time closely connected to the present day and is a certain perspective of modern history. The term "contemporary history" has been in use at least by the early 19th century. In the widest context of this use, contemporary history is that part of history still in living memory. Based on human lifespan, contemporary history would extend for a period of approximately 80 years. Obviously, this concept shifts in absolute terms as the generations pass. In a narrower sense, "contemporary history" may refer to the history remembered by most adults currently living, extending to about a generation or roughly 30 years.

In the Contemporary era, there were various socio-technological trends, among the challenges and problems the modern world faces is climate change. Regarding the 21st century and the late modern world, the

Information age and computers were forefront in use, not completely ubiquitous but often present in daily life. The development of Eastern powers was of note, with China and India becoming more powerful. In the Eurasian theater, the European Union and Russian Federation were two forces recently developed. A concern for Western world, if not the whole world, was the late modern form of terrorism and the warfare that has resulted from the contemporary terrorist acts.

In contemporary Asian history, there was the formation of the People's Republic of China, Indian independence, the Korean and Vietnam wars, the ongoing Afghan civil war, and the stationing of US Forces in Japan and in South Korea. In the Middle East, there was the Arab-Israeli conflict, the conflict between Arab nationalism and Islamism, and the Arab Spring (a revolutionary wave of demonstrations and protests occurring in the Arab world that began on 18 December 2010).

While Asia has seen considerable economic development, China in particular has experienced immense growth, moving toward the status of a regional power and billion-consumer market. India, along with other developing non-western countries, is also growing rapidly, and has begun integrating itself into the world economy.

After China joined the World Trade Organization, the standard of living in the country has improved significantly as China saw the reappearance of the middle class. The burden of education was greater than ever.

By the beginning of 2009, about 300 million people in India have escaped extreme poverty. The fruits of India's economic liberalization policies reached their peak in 2007, with India recording its highest GDP growth rate of 9 %. With this, India became the second fastest growing major economy in the world, next only to China.

A number of newly industrialized countries have emerged from Asia, including China, India, Malaysia, the Philippines and Thailand.



The city of Shanghai has become a symbol of China's rapid economic expansion since the 1990s.

Task 20. Consult the text and find the English equivalents of the following:

В памяти нынешнего поколения; продолжительность жизни человека; современная эпоха; выдвинуться на передний план; размещение вооруженных сил; потребительский рынок; уровень жизни; избавиться от крайней нужды; продемонстрировать небывалый рост; средний класс; затраты на образование.

Task 21. Choose the correct answer.

1. Contemporary history extends for a period of:
a) 30 years; b) 50 years; c) 80 years; d) 100 years.
2. Among the challenges and problems the modern world faces is:
a) China's rapid economic expansion;
b) climate change;
c) India's economic liberalization policies;
d) the Information age.
3. Which country has the fastest growing major economy in the world?
a) the USA;
b) India;
c) the Russian Federation;
d) China.
4. The second fastest growing major economy in the world belongs to:
a) India;
b) Thailand;
c) Turkey;
d) Malaysia.
5. A great concern for Western world is:
a) fashion;
b) Asian newly industrialized countries;
c) the late modern form of terrorism;
d) drugs.

Task 22. Look through the text once again, make a plan of it and give its short summary (10 – 12 sentences).

Task 23. Be ready to speak about your favourite period in history.

UNIT 4

ARCHAEOLOGY, CHRONOLOGY & CHRONICLES

Task 1. Before working on Unit 4 answer the questions and play true or false game.

1. What is archaeology?
2. What do archaeologists do? Tell true or false.
 - Archaeologists study dinosaurs.
 - Archaeologists study the earth by examining rocks and minerals.
 - Archaeologists study people by examining the tools they used and the places they lived.
 - Archaeologists, like Indiana Jones, go on treasure seeking adventures.
 - Archaeologists spend comparatively little time on excavations and more time on research and laboratory analysis.

Task 2. Read the words to the text and make your own sentences with them.

- | | |
|------------------------|---|
| 1. remains | –остатки, останки |
| 2. features | –останки; остатки поселений |
| 3. biofacts | –биологические продукты |
| 4. to ally with | –объединяться; соединяться |
| 5. mainstream media | –основные СМИ |
| 6. public involvement | –участие общественности |
| 7. outreach | –информационно-разъяснительная работа |
| 8. to relegate | –низводить; переводить в низшую категорию |
| 9. indemnity insurance | –страхование возмещения ущерба |

Task 3. Read and translate the text.

ARCHAEOLOGY

"... digging consists very largely in observation, recording and interpretation."

C. Leonard Woolley

Archaeology is the study of human cultures through the recovery, documentation and analysis of material remains and environmental data, including architecture, artifacts, biofacts, human remains, and landscapes.

The goals of archaeology are to doc-



Artifacts

ument and explain the origins and development of human culture, understand culture history, chronicle cultural evolution, and study human behaviour and ecology, for both prehistoric and historic societies. It is considered in North America to be one of the four sub-fields of anthropology.

Traditional archaeology is viewed as the study of pre-historical human



Archaeological cite

cultures; that is cultures that existed before the development of writing for that culture. Historical archaeology is the study of cultures with some form of writing.

In the study of relatively recent cultures archaeology is closely allied with ethnography. This is the case in large parts of North America, Oceania, Siberia, and other

places where the study of archaeology mingles with the living traditions of the cultures being studied. In the study of cultures that were literate or had literate neighbours, history and archaeology supplement one another for broader understanding of the complete cultural context, as at Hadrian's Wall¹.

Early archaeology was largely an attempt to uncover spectacular artefacts and features, or to explore vast and mysterious abandoned cities. Such pursuits portrayed in books (such as King Solomon's Mines²) and films (such as The Mummy and Raiders of the Lost Ark³) continue to fascinate the public.

Much thorough and productive research has indeed been conducted in dramatic locales (местность; место действия) such as Copán⁴ and the Valley of the Kings⁵, but the stuff of modern archaeology is not so reliably sensational. In addition, archaeological adventure stories tend to ignore the painstaking work involved in modern survey, excavation, and data pro-

cessing techniques. Some archaeologists refer to such portrayals as "pseudo-archaeology".

Nevertheless, archaeology has profited from its portrayal in the mainstream media. Many practitioners point to the childhood excitement of Indiana Jones films and Tomb Raider⁶ games as the inspiration for them to enter the field. Archaeologists are also very much reliant on public support; the question of exactly who they are doing their work for is often discussed. Without a strong public interest in the subject, often sparked by significant finds and celebrity archaeologists, it would be a great deal harder for archaeologists to gain the political and financial support they require.

In the UK, popular archaeology programmes such as Time Team and Meet the Ancestors have resulted in a huge upsurge in public interest. Where possible, archaeologists now make more provision for public involvement and outreach in larger projects than they once did. However, the move towards being more professional has meant that volunteer places are now relegated to unskilled labour and even this is less freely available than before. Developer-funded excavation necessitates a well-trained staff that can work quickly and accurately, observing the necessary health and safety and indemnity insurance issues involved in working on a modern building site with tight deadlines. Certain charities and local government bodies sometimes offer places on research projects either as part of academic work or as a defined community project. There is also a flourishing industry selling places on commercial training excavations and archaeological holiday tours.

Notes:

1. Hadrian's Wall – Вал Адриана (Стена Адриана)
2. King Solomon's Mines – Копи царя Соломона (приключенческий роман Генри Райдера Хаггарда)
3. Raiders of the Lost Ark – фильм «Похитители утраченного ковчега» (также известный как «Индиана Джонс: В поисках утраченного ковчега»)
4. Сорán – Копан (одно из крупнейших археологических городищ на территории Гондураса)
5. Valley of the Kings – Долина царей
6. Tomb Raider games – Расхитители гробниц (компьютерные игры)

Task 4. Find in the text the English equivalents of the following Russian words and expressions:

находить интересные артефакты, останки и остатки поселений; зарождение и развитие человеческой культуры; исследовать большие, таинственные, заброшенные города; раскопки, финансируемые застройщиками; игнорировать кропотливый труд, включающий в себя современные методы исследования местности, раскопки, технику обработки данных; значительное повышение общественного интереса; материальные остатки; данные об окружающей среде; стремление к большему профессионализму; изучение доисторических человеческих культур; неквалифицированная рабочая сила; биологические продукты; научные проекты.

Task 5. Answer the questions.

1. What is archaeology? How does archaeology study human past?
2. What are the goals of archaeology?
3. What is archaeology considered to be in North America?
4. How is traditional archaeology viewed?
5. What is historical archaeology?
6. What science is archaeology closely allied in the study of relatively recent cultures?
7. Where do history and archaeology supplement one another for broader understanding of the complete cultural context?
8. What aspect of the early archaeology fascinates the public and is portrayed in books and films?
9. How does archaeology profit from its portrayal in the mainstream media?
10. What do archaeologists do to increase public interest in their work?
11. How can people take part in excavations?

Task 6. Tell about archaeology and how it helps history in studying the past.

Task 7. Translate into English.

Археология (от греческих слов *археос* – древний и *логос* – слово, учение) – это наука, изучающая по вещественным источникам (artefacts or artifacts) историческое прошлое человечества. Вещественные источники – это орудия производства и созданные с их помощью материальные блага: постройки, оружие, украшения, посуда, произведения искусства – всё, что является результатом трудовой деятельности человека. Вещественные источники в отличие (as distinguished from; unlike) от письменных не содержат прямого рассказа об исторических событиях, и основанные на них исторические выводы являются результатом научной реконструкции. Своеобразие вещественных источников вызвало необходимость изучения их специалистами-археологами. Они производят раскопки археологических памятников, исследуют и публикуют находки и результаты раскопок и восстанавливают по этим данным историческое прошлое человечества. Особое значение имеет археология для изучения эпох, когда не существовало письменности. Археология необычайно расширила пространственный и временной горизонт истории (space and time history horizon). Письменность существует около 5000 лет, и весь предшествующий период истории человечества (равный, по новейшим данным, почти 2 млн лет) стал известен только благодаря развитию археологии. Да и древняя письменность: египетские иероглифы (Egyptian hieroglyphics), линейное греческое письмо (Greek linear writing), вавилонская клинопись (Babylon cuneiform characters) были открыты археологами.

Task 8. Read and translate the text and interview about the work of an archaeologist. Make a dialogue (an interview) with a Russian archaeologist about the work at Sungir dig, at the dig in Vladimir (Suzdal) or any other place.

MEET THE ARCHAEOLOGISTS

Archaeologists examine ancient sites and objects to learn about the past. They may specialise in particular geographical areas, historical periods, or types of object, such as pottery, coins or bones. Excavations, commonly called 'digs', are only part of an archaeologist's work, which also includes recording, analysing and interpreting archaeological remains. Ar-

chaeologists are also involved in the preservation and conservation of artifacts, historic sites and monuments, curating, publicising and displaying artifacts and carrying out research and educational work. Many love the actual work of digging and get tired of tedious but necessary paperwork. Their most common trait is that they all share a love for archaeology, and are enthusiastic even after many years of work in the subject.

Dr. Elizabeth Chilton is an assistant professor of archaeology at Harvard University and director of the New England Archaeology Laboratory. She is most interested in the archaeology and history of native peoples in north-eastern North America. Here is her interview about her work

Sam: When did you become an archaeologist or how old were you when you started?

Dr. Chilton: I became an archaeologist in college, when I was 21 years old. That was in 1984.

Sam: What got you interested in archaeology?

Dr. Chilton: I love the combination of scientific and humanistic, of creativity and logic. I also liked working outdoors, even though excavation is only one small part of what a professional archaeologist does.

Sam: What training or education has helped you most as an archaeologist?

Dr. Chilton: I received a B.A. degree in anthropology, but graduate school provided me with the best training. I received a Ph.D. after 7 years of graduate school (that was after four years of college, and two years of working as a "contract archaeologist" (which is archaeological work in advance of construction projects). You don't need to have a Ph.D. to be a professional archaeologist, but you need to have a B.A., for the most part, and a Masters degree helps.

Sam: What kind of archaeological work or what field do you work in?

Dr. Chilton: New England prehistoric archaeology. I study Native Americans who lived between 11,000 and 400 years ago in the New England region. I often direct excavations in the summer and do lab work, research, and teaching during the rest of the year.

Sam: Can you tell me about any interesting field experiences you've had?

Dr. Chilton: Right after college, I volunteered on a project in Belize studying the Maya (volunteering is a great way to get experience!). We excavated Maya buildings and discovered a tomb that was more than 1,000 years old. Even though I enjoyed the experience in Belize a great deal, I decided to focus on prehistoric Native Americans in New England because we know so little about them.

Sam: Where have you found your most interesting artifacts?

Dr. Chilton: When doing research on museum collections! But also when digging on Martha's Vineyard in Massachusetts.

Sam: How many hours a day do you work at a dig?

Dr. Chilton: My digs are usually only 5 – 8 weeks in the summer. But when we are digging, we work from 8 in the morning to 5 in the afternoon, Monday through Friday. Sometimes if we find something interesting or important we may stay late.

Sam: What tools do you use?

Dr. Chilton: A trowel, a shovel, a screen (for sifting dirt), a measuring tape and line levels (for taking depth measurements). Cameras and note-taking are also very important for recording information.

Sam: What is your favourite thing about archaeology?

Dr. Chilton: Digging! And learning about time periods for which we have not written history

Sam: Is there anything you don't like about archaeology?

Dr. Chilton: Sometimes the note-taking and all of the laboratory work that needs to be done can become boring and tedious at times.

Sam: What would you say to a child who was thinking about archaeology for a career?

Dr. Chilton: First of all, you will never make a lot of money being a professional archaeologist. You need to do it because you love it. Luckily, in the United States there are PLENTY of jobs in archaeology. So even though you may not get rich doing it, you still can make a decent living. The most important thing I would say it that archaeology is NOT treasure

hunting. We are interested in objects for what they can tell us about past peoples. We are NOT interested in the monetary value of the things we dig up. Also, archaeology is never something you should try on your own without thorough training.

Task 9. Look through the text and tell why Novgorod is so interesting for the archaeologists. Read and translate the text.

THE DIG AT NOVGOROD

The study of the Russian Middle Age, utilizing archaeology as a key, has scored great successes at Novgorod during these last years. The thick historical layer formed there over a period of a thousand years is sifted by an important group of archaeologists.

This focusing of attention on ancient Novgorod is explained principally by the outstanding role the city played in Russian history. Novgorod was a centre of the greatest importance, where, for centuries during its development, the principal historic laws governing the formation of Russian feudalism revealed themselves with the maximum of clarity.

Novgorod is a veritable treasure house of documentation which can be verified by cross-checking. There the writing of annals was traditional, and many local chronicles have come down to us. The fact that Novgorod was not subjected to the Mongol invasion permitted its old artistic monuments to survive. Finally, the fact that, in the sixteenth century, Novgorod lost some of its importance and became a small provincial town preserved in the best possible way its architectural unity, its monuments, and its soil, despite the extensive construction carried on from the eighteenth to the twentieth centuries.

With its unprecedented collection of historical monuments, Novgorod offers enormous advantages to the archaeologist. Certain factors, notably the high humidity of the soil, have influenced the formation of its historical layer. A constant humidity helps considerably to preserve ancient objects. Metal objects found in the soil are covered with a thin layer of corrosion which can easily be removed or regenerated, while organic materi-

als totally penetrated by humidity keep their form entirely. This is the reason the many wooden remains of roadbeds, buildings, palisades, household utensils, etc., as well as grains, leather, and birch-bark articles, shreds of cloth, and chips of wood, are completely intact in the soil. In many Russian towns where organic refuse has decomposed, the depth of the historical layer is likely to be no more than one or two meters, while in Novgorod the stratification of the historical layer often reaches a thickness of six to eight meters.

Novgorod's historical layer, in contrast with that of many other Russian cities, is easily divisible into relatively thick levels of twenty to twenty-five years each. These levels are rich in ancient objects, whose dating is thus facilitated. The great number of finds which have been made here allows the use of statistics and affords constantly repeated verifications of the date obtained by stratigraphic observations. The Novgorod excavations permit the establishing of a precise chronological scale of the different categories of ancient objects; thus, these objects serve to date finds which until recently demanded far more complex procedures.

The work has a decisive importance for researchers still to be undertaken in Novgorod, for this is the first time that archaeological chronology has acquired a precision equal to that of written sources. The work is important also for the study of other cities of the Middle Age. Articles found in Novgorod may be local products, or they may come from Kiev, Smolensk, or Moscow, to say nothing of the Orient, Byzantium, and the West. Whereas at the site of their production many of these articles are dated within a period of one or two centuries, those taken from the Novgorod historical layer can be dated with greater precision. The good preservation of wooden architectural remains allows us to reconstruct the plans of ancient dwellings with their outbuildings, to learn their character and ownership.

Task 10. Ask 12 questions on the text of Task 8 and retell it.

Task 11. Tell about your archaeological practice.

Task 12. Before reading the text about chronology tell whether chronology is important for history and why; read the epigraph to the text and comment on it; explain the origin and meaning of the word "chronology".

CHRONOLOGY

Life is not dated merely by years.

Events are sometimes the best calendars.

Benjamin Disraeli

Chronology is the science of arranging events in their order of occurrence in time, such as the use of a timeline or sequence of events. It is also "the determination of the actual temporal sequence of past events".



*Joseph Scaliger began
the modern science
of chronology*

Chronology is part of periodization. It is also part of the discipline of history, including earth history, the earth sciences, and study of the geologic time scale.

Chronology is the science of locating historical events in time, basically a time line history and the use of and is distinct from, but relies upon chronometry or timekeeping, and historiography, which examines the writing of historical methods. Radiocarbon dating estimates the age of formerly living things by measuring the proportion of carbon-14 isotope in their carbon content.

The familiar terms *calendar* and *era* (within the meaning of a coherent system of numbered calendar years) concern two complementary fundamental concepts of chronology. For example during eight centuries the calendar belonging to the Christian era, which was taken in use in the 8th century by Bede, was the Julian calendar, but after the year 1582 it was the Gregorian calendar. Dionysius Exiguus (about the year 500) was the founder of that era, which is nowadays the most widespread dating system on earth. *Ab Urbe condita* is Latin for "from the founding of the City (Rome)", traditionally set in 753 BC. It was used systematically for the first time only about the year 400, by the Iberian historian Orosius. Pope

Boniface IV, in about the year 600, seems to have been the first who made a connection between these this era and Anno Domini. (AD 1 = AUC 754.)

While of critical importance to the historian, methods of determining chronology are used in most disciplines of science, especially astronomy, geology, palaeontology and archaeology.

In the absence of written history, with its chronicles and king lists, late 19th century archaeologists found that they could develop relative chronologies based on pottery techniques and styles. Known wares discovered at strata in sometimes quite distant sites, the product of trade, helped extend the network of chronologies. Some cultures have retained the name applied to them in reference to characteristic forms, for lack of an idea of what they called themselves: "The Beaker People" in northern Europe during the 3rd millennium BCE, for example. The study of the means of placing pottery and other cultural artifacts into some kind of order proceeds in two phases, classification and typology: Classification creates categories for the purposes of description, and typology seeks to identify and analyse changes that allow artifacts to be placed into sequences. Laboratory techniques including radiocarbon dating developed particularly in the 20th century helped constantly revise and refine the chronologies developed for specific cultural areas.

Notes:

Dionysius Exiguus (Dennis the Small, Dennis the Little or Dennis the Short, meaning humble) (c. 470 – 544) a 6th-century monk born in Scythia Minor, modern Dobruja shared by Romania and Bulgaria, is known as the inventor of the Anno Domini (AD) era, which is used in both the Gregorian calendar and Julian calendar.

Дионисий Малый, Дени Малый (первая половина VI в.) – римский аббат, скиф или гето-дак по происхождению, основоположник летоисчисления от рождества Христова (или от начала нашей эры), святой Румынской православной церкви.

Beaker people – the Bell-Beaker culture (sometimes shortened to Beaker culture, Beaker people, or Beaker folk)

"Люди (народ) кубков" – культура колоколовидных кубков (около 2800 – 1900 до н. э.) – археологическая культура позднего неолита – раннего бронзового века Западной и Центральной Европы.

Task 13. Ask 10 questions to the text and make a short summary of it using your questions as a plan.

Task 14. Read and translate the text about chronicles, before reading the text answer the following questions:

1. What do you think a chronicle is? (Chose the correct answer).
 - Record of events in the order of their happening;
 - Arrangement of events with dates;
 - A list or table of events.
2. What word can be used as the best suited synonym for "chronicles"?
a) annals b) archives c) diary d) history e) journal f) narration
3. What famous chronicles do you know?
4. When and where were chronicles compiled? Who compiled them?
5. Where can we come across the word chronicle nowadays?

CHRONICLES

1. chronicle – хроника; летопись; хронологическое изложение событий; хронограф (памятник древней письменности)
2. chronicler – летописец; историк; хроникёр
3. to range – выстраивать в ряд; располагать в порядке; классифицировать
4. time line – отрезок времени; линия времени
5. "time lines" – краткое хронологическое изложение событий
6. to localise – локализовать; относить к определенному месту; ограничивать распространение
7. to the extent that – постольку; в том смысле, что

Generally a chronicle is a historical account of facts and events ranged in chronological order, as in a time line. Typically, equal weight was given for historically important events and local events, the purpose being the recording of events that occurred, seen from the perspective of the chronicler. This is in contrast to a narrative or history, which sets selected events in a meaningful interpretive context and excludes those the author does not see as important.

In modern times various contemporary newspapers or other periodicals have adopted "chronicle" as part of their name. Various fictional stories have also adopted "chronicle" as part of their title, to give an impression of epic proportion to their stories. A chronicle which traces world history is called a universal chronicle.

Chronicles are the predecessors of modern "time lines" rather than analytical histories. They represent accounts, in prose or verse, of local or distant events over a considerable period of time, both the lifetime of the individual chronicler and often those of several subsequent continuators. If the chronicles deal with events year by year, they are often called annals. Unlike the modern historian, most chroniclers tended to take their information as they found it, and made little attempt to separate fact from legend. The most chroniclers' viewpoints are highly localised, to the extent that many anonymous chroniclers can be sited in individual abbeys.

The most important English chronicles are the *Anglo-Saxon Chronicle*, started under the patronage of King Alfred in the 9th century and continued until the 12th century, and the *Chronicles of England, Scotland and Ireland* (1577 – 87) by Raphael Holinshed and other writers; the latter documents were important sources of materials for Elizabethan drama. Later 16th century Scottish chronicles written after the Reformation shape history according to Catholic or Protestant viewpoints.

It is impossible to say how many chronicles exist, as the many ambiguities in the definition of the genre make it impossible to draw clear distinctions of what should or should not be included. However, the *Encyclopedia of the Medieval Chronicle* lists some 2,500 items written between 300 and 1500 AD.

Notes:

Raphael Holinshed ['hɒlɪnʃɛd] – was an English chronicler, whose work, Holinshed's Chronicles, was one of the major sources used by William Shakespeare for some of his plays.

Рафаэль Холинshed один из авторов «Хроник Англии, Шотландии и Ирландии», известных как «Хроники» Холиншеда.

Шекспир использовал «Хроники» как источник для некоторых исторических пьес.

Task 15. Answer the questions.

1. What is a chronicle?
2. How were historical events treated in chronicles in contrast to a narrative or history?
3. What is a universal chronicle?
4. How is the word "chronicle" sometimes used nowadays?
5. Why are chronicles the predecessors of modern "time lines" rather than analytical histories?
6. What are chronicles dealing with events year by year often called?
7. In what way did most chroniclers tend to take their information?
8. Why are the most chroniclers' viewpoints highly localised?
9. What are the most important English chronicles?
10. What chronicles were important sources for Elizabethan drama?
11. Is it possible to say how many chronicles exist? Why?

Task 16. Make the written translation of the following.

Летопись (Chronicle) – это *исторический жанр* (historical genre) древнерусской литературы, представляющий собой годовую, *более или менее подробную запись исторических событий* (more or less detailed historical events account (recording)). В Византии (Byzantium) *аналоги летописи* (chronicle analogues) назывались хрониками, в Западной Европе в Средние века анналами и хрониками.

Летописи сохранились в большом количестве так называемых списков (copy) 14 – 18 веков. Под списком подразумевается переписывание («списание») с другого источника. *Списки* эти по месту составления (place of compilation) или изображаемым событиям *исключительно* (exclusively) или *преимущественно* (predominantly) делятся на разряды (categories). Списки одного разряда различаются между собой (differ from one another) не только в выражениях, но даже в подборе известий, вследствие чего они делятся на редакции (изводы (recensions)).

Task 17. Tell about chronicle writing and most famous chronicles (12 – 15 sentences).

Task 18. Before reading the text say some words about the oldest Russian chronicle. Where and by whom was it compiled? Read and translate the text.

PRIMARY CHRONICLE

- | | |
|---|--|
| <p>1. the Primary Chronicle</p> <p>2. Tale of Bygone Years</p> <p>3. original compilation</p> <p>4. anecdotal stories</p> <p>5. serpent</p> <p>6. to conceal</p> <p>7. vengeance ['venʤɔns]</p> <p>8. labours of Saints Cyril and Methodius</p> <p>9. to suppress</p> <p>10. worship ['wʊʃɪp]</p> <p>11. append [ə'pend]</p> <p>12. glorify ['glɔ:rlɪfə]</p> <p>13. codex ['kɒdɛks]
(pl. codices ['kɒdɪsɪz])</p> <p>14. Laurentian codex</p> <p>15. revisit</p> | <p>– Первоначальная летопись</p> <p>– Повесть временных лет</p> <p>– начальный свод</p> <p>– отдельные рассказы</p> <p>– змея</p> <p>– прятать; укрывать; затаивать</p> <p>– месть; мщение; возмездие</p> <p>– труды Кирилла и Мефодия</p> <p>– запрещать; пресекать</p> <p>– почитание; поклонение</p> <p>– прибавлять; добавлять</p> <p>– прославлять</p> <p>– рукопись, свод</p> <p>– Лаврентьевский летописный свод</p> <p>– заново пересматривать</p> |
|---|--|

The **Primary Chronicle** (often translated into English as *Tale of Bygone Years*) is a history of Kievan Rus from about 850 to 1110, originally compiled in Kiev about 1113. The work is considered to be a fundamental in the interpretation of the history of the Eastern Slavs.

The original compilation was long considered to be the work of a monk named Nestor and hence was formerly referred to as *Nestor's Chronicle* or *Nestor's manuscript*. His compilation has not been preserved. Nestor's many sources included earlier (now-lost) Slavonic chronicles, the Byzantine annals, native legends and Norse Sagas, several Greek religious texts, Rus-Byzantine treaties, and oral accounts of Yan Vyshatich and other military leaders. Nestor worked at the court of Sviatopolk II of Kiev and probably shared his pro-Scandinavian policies.



*Tale of Bygone Years
in Radzivil Chronicle*

The early part is rich in anecdotal [ˌxnlk'doutql] stories, among which there is the arrival of the three Varangian brothers, the founding of Kiev, the murder of Askold and Dir, the death of Oleg, who was killed by a serpent concealed in the skeleton of his horse, and the vengeance taken by Olga, the wife of Igor, on the Drevlians, who had murdered her husband. The account of the labours of Saints Cyril and Methodius among the Slavic peoples is also very interesting, and to Nestor we owe the tale of how Vladimir the Great suppressed the worship of Perun and other traditional gods at Kiev. In the year 1116, Nestor's text was extensively edited by hegumen [h]ˈgʲjfmqn] Sylvester who appended his name at the end of the chronicle. As Vladimir Monomakh was the patron of Vydubychi village where Sylvester's monastery was situated, the new edition glorified that prince and made him the central figure of later narrative. This second version of Nestor's work is preserved in the Laurentian codex. A third edition followed two years later and centered on the person of Vladimir's son and heir, Mstislav the Great. The author of this revision could have been Greek, for he corrected and updated much data on Byzantine affairs. This latest revision of Nestor's work is preserved in the Hypatian codex.

Because the original of the chronicle as well as the earliest known copies are lost, it is difficult to establish the original content of the chronicle. The two main sources for the chronicle's text as it is known presently are the Laurentian codex and the Hypatian codex.

Numerous monographs and published versions of the chronicle have been made, the earliest known being in 1767. Aleksey Shakhmatov was the first who published a textological analysis of the narrative in 1908. Dmitry Likhachev and other Soviet scholars partly revisited his findings. Their versions attempted to reconstruct the pre-Nestorian chronicle, compiled at the court of Yaroslav the Wise in the mid-11th century.

Task 19. Using expressions from Task 17, pages 27 – 28 tell whether the following statements are true or not.

1. The Primary Chronicle tells about the founding of Moscow in 1147.
2. The original compilation was long considered to be the work of a monk named Nestor.

3. The Primary Chronicle was based on the native legends and Norse Sagas.
4. The original compilation has not been preserved.
5. Aleksey Shakhmatov was the first who published a textological analysis.
6. The author of the third chronicle revision could have been Greek.

Task 20. Make 12 questions to the text and give the short summary of it (10 – 12 sentences).

Task 21. Translate into Russian the following history quotes. Express your opinion about them. Find some more quotes.

1. History is a pack of lies about events that never happened told by people who weren't there. (George Santayana) 2. History is a tool used by politicians to justify their intentions. (Ted Koppel) 3. History not used is nothing, for all intellectual life is action, like practical life, and if you don't use the stuff – well, it might as well be dead. (A. J. Toynbee)

UNIT 5

HISTORICAL FIGURES, EVENTS & PLACES...

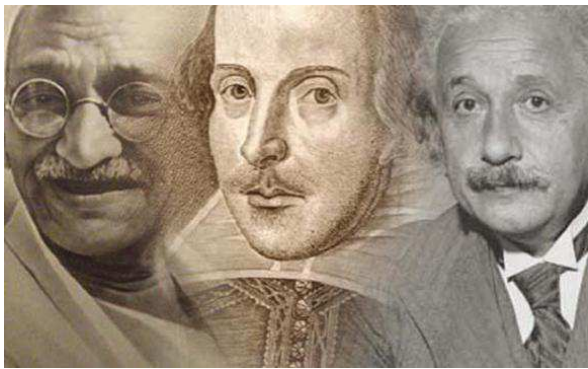
Task 1. Chose the correct variant.

1. Who are the people shown in the picture?

a) Gandhi b) Einstein c) Shakespeare d) Mark Twain e) Nehru

2. What are these people famous for?

– made a contribution to the English language and literature development;



– works contributed substantially to the foundation of modern physics and changed views on space, time, and matter;

– was the prominent political and spiritual leader during the movement for India's independence

in the 20th century, non-violence policy advocate;

– was a leader of the Indian independence movement, and the first independent India Prime Minister;

– was known for his wit and humor. His wit, humor, and wisdom helped his books to be well received and made him a widely beloved writer.

Task 2. Look through the text and answer the questions, think of the title for this text and express your own idea about the personality role in history.

When we think over historical events, the question always arises as to the role of historical personalities and to what extent and in what manner they influence the course of history and the choice of this or that evolutionary alternative.

The role of outstanding people is widely known in the process of state formation, the creation of religions and civilizations; the role of individuals is widely recognized with respect to spiritual culture, science, discoveries.

In cases requiring only one person (for example, a monarch; crown prince; commander-in-chief) or where this person defines the canons (a creator or reformer of an orthodox religion, such as Muhammad, Luther, Calvin) the role of the individual is much more important than in cases that imply alternatives (in science, culture, inventions, etc.), let alone the spheres where very many people are employed. Thus, there are always outstanding personalities in any business. But only few of them can be estimated as having such a significant role at the national and international scale that without them the economic development would have gone in a different way or they could not be somehow substituted.

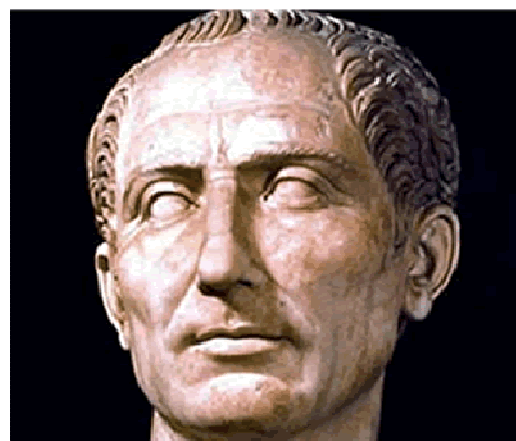
The role of an individual is directly connected with the forces which the society possesses at the moment and entrusts the individual, compliance with time and situation and the ability to realize a historical chance. The problem of the role of an individual in history for every generation is always relevant and is solved in a new way.

1. Is the role of personality in history important or not?
2. Who can be called an outstanding historical figure (personality)?
3. What outstanding world and national historical figures can you name?

Task 3. Before reading the text tell what you know about Julius Caesar what famous words are ascribed to him. Read and translate the text in writing.

JULIUS CAESAR

The statesman and general Julius Caesar (100 – 44 B.C.) expanded the Roman Republic through a series of battles across Europe before declaring himself dictator for life. He died famously on the steps of the Senate at the hands of political rivals. Julius Caesar is often remembered as one of the greatest military minds in history and credited with laying the foundation for the Roman Empire. Gaius Julius Caesar, one of the world's greatest military leaders, was born into a senatorial, patrician family



and was the nephew of another famous Roman general, Marius. After the death of Marius and the rise of Sulla, Caesar's life was for a time in jeopardy, but in the early 60s *B.C.* he launched his own successful political and military career. Rising rapidly, he campaigned successfully for the consulship in 60 *B.C.* and struck a deal with two of Rome's leading figures, Pompey the Great and Crassus. Together the three of them became known as the First Triumvirate and controlled Rome throughout the 50s *B.C.*, until Caesar and Pompey, after Crassus's death, went to war against one another in 49 *B.C.*

During the heyday of the First Triumvirate, Caesar devoted his energies to the conquest of Gaul (modern France). Caesar was by then inextricably involved in the affairs of Gaul. Over the next several years, in a series of brilliant campaigns, the Roman general conquered all of Gaul and made it a Roman province. The conquest required several difficult battles in northern Gaul and the crossing of the Rhine over a trestle bridge constructed by Roman engineers. In the summers of 55 and 54 *B.C.*, Caesar sailed across the English Channel, thereby securing his northern flank along the Rhine in Gaul by precluding a Celtic attack from across the Channel, though Britain did not become a Roman province for another hundred years.

Early in 49, as his command in Gaul was coming to an end, Caesar began civil war with his old associate, Pompey the Great, who had allied himself with the Roman Senate against Caesar. In a surprising blitzkrieg, Caesar invaded Italy and drove Pompey into Macedonia in less than seventy days. Since Pompey had a fleet and Caesar did not, Caesar decided to attack Spain, where Pompey had strong support, while Caesar's men constructed warships. Victorious in Spain, Caesar then sailed to Macedonia, but he could not dislodge Pompey from his base. Caesar finally raised the siege, fell back into central Greece, and defeated Pompey, who had pursued him. Caesar was then drawn into an affair with Cleopatra in Egypt and finally had to fight two more battles with Pompey followers in North Africa and in Spain. Triumphant all over the Mediterranean, the great general was assassinated by political rivals on the Ides [*'aldz*] of March in 44 *B.C.*, as he prepared an invasion of the Parthian Empire.

Task 4. Say whether it is true, false or partially true.

1. Julius Caesar is often remembered as the founder of the Roman Empire.
2. Julius Caesar was one of the world's greatest military leaders.
3. Caesar conquered Britain making it a part of the Roman Empire.
4. Early in 49 Caesar began civil war with his old associate, Pompey.
5. Through a series of battles Caesar became triumphant all over the Mediterranean.
6. After defeating Pompey Caesar proclaimed himself an emperor.
7. Caesar was assassinated by a group of senators led by Brutus.
8. Julius Caesar expanded the territory of the Roman Republic.

Task 5. Ask 10 questions on the text; make a brief story of Caesar's life.

Task 6. Read and translate the text about King Arthur. Was he a legendary or real person?



The legends of King Arthur began to appear in the twelfth century, and it is possible that they are based on a Celtic leader in the fifth or sixth century who defended his country against Saxon invasion. King Arthur was the son of Pendragon, and was born in Tintagel in Cornwall. He was brought up by Merlin, an old Celtic magician, and became king of Britain when he was fifteen. He proved his right to be king when he managed to pull a sword from a rock. He had to fight many lords, and when, with Merlin's help, he defeated them, he received the magic sword *Excalibur* from the Lady of the Lake. He married Guinevere and lived in a castle at Camelot. His knights sat at a round table so that they were all equal – nobody was sitting at the head of the table. Many of the stories in the legends are about the adventures of the knights, among them Lancelot, Perceval, Gawain, and Galahad. They spent their time hunting wild pigs, having

feasts, and singing ballads. They often had to kill – dragons and giants. At all times they behaved very correctly, with respect, honour, and compassion.

Arthur went to Rome to fight the emperor, Lucius, and he left his kingdom in the hands of his nephew, Modred. As he was entering Rome, Arthur learned that Modred had taken control of the kingdom and had captured Guinevere. He came back to England and defeated his nephew, but in the battle was seriously wounded. Arthur told Sir Belvedere, the last surviving knight, to throw *Excalibur* into the water of a lake. He did this, and the sword was caught by a hand which came out of the water and then took the sword below the surface. Arthur was then taken to the Isle of Avalon to get better. We understand that he did not die, but lives on and will return when his country needs him. The legend says that the following verse is written on his tomb:

HIC IACET ARTHURUS,
REX QUONDAM
REXQUE FUTURUS

(HERE LIES ARTHUR, THE ONCE
AND FUTURE KING)

Task 7. Answer the questions and retell the text.

1. When did the legends of King Arthur begin to appear?
2. Where was King Arthur born?
3. How did Arthur prove his right to be king?
4. How did King Arthur get his sword and what was its name?
5. Why did King Arthur and his knights sit at the round table?
6. How did the knights spend their time and how did they behave?
7. What finally happened with King Arthur and his knights?
8. What became of *Excalibur*?
9. What is written on King Arthur tomb?

Task 8. Read the text about Peter the Great and tell what was his role in the history of Russia. Ask 10 questions on the text and make a summary of it.

PETER THE GREAT

Peter the Great was a Russian czar who is best known for his extensive reforms in an attempt to establish Russia as a great nation. He created a strong navy, reorganized his army according to Western standards, secularized schools, administered greater control over the reactionary Orthodox Church, and introduced new administrative and territorial divisions of the country.

He was born on June 9, 1672, in Moscow, Russia. Peter the Great or Pyotr Alekseyevich was the fourteenth child of Czar Alexis by his second wife, Natalya Kirillovna Naryshkina. First he ruled jointly with his brother Ivan V from 1682, when Ivan died in 1696, Peter was officially declared Sovereign of all Russia. Peter inherited a nation that was severely underdeveloped compared to the culturally prosperous European countries. While the Renaissance and the Reformation swept through Europe, Russia rejected westernization and remained isolated from modernization. During his reign, Peter undertook extensive reforms in an attempt to reestablish Russia as a great nation. Peter overcame opposition from the country's medieval aristocracy and initiated a series of changes that affected all areas of Russian life.

Peter focused on the development of science and recruited several experts to educate his people about technological advancements. He concentrated on developing commerce and industry and created a gentrified bourgeoisie population. Mirroring Western culture, he modernized the Russian alphabet, introduced the Julian calendar, and established the first Russian newspaper.



Portrait of Peter I by Godfrey Kneller, 1698. Peter's gift to the King of England

Peter was a far-sighted and skilful diplomat who abolished Russia's archaic form of government and appointed a viable Senate, which regulated all branches of administration, as well as making, groundbreaking accomplishments in Russia's foreign policy.

In course of the war with Sweden in the north Peter acquired territory in Estonia, Latvia and Finland; and through several wars with Turkey in the south, he secured access to the Black Sea. In 1709, he defeated the Swedish army at the city of Poltava. In 1712, Peter founded the city of St. Petersburg on the Neva River and moved there the capital from Moscow. Shortly after, St. Petersburg was deemed Russia's "window to Europe."

Under Peter's rule, Russia became a great European nation. In 1721, he proclaimed Russia an empire and was accorded the title of Emperor of All Russia and "the Great." Although he proved to be an effective leader, Peter was also known to be cruel and tyrannical. He married twice and had 11 children, many of whom died in infancy. The eldest son from his first marriage, Alexis, was convicted of high treason by his father and secretly executed in 1718. Peter died on February 8, 1725, without nominating an heir. He was buried in the Cathedral of St. Peter in St. Petersburg.

Task 9. Prepare a talk or presentation about any historical figure you like.

HISTORICAL EVENTS

Task 10. Guess the meaning of the following international words: sovereign; totalitarian ; stagnant economy; political liberalization; autonomy; repress; ethnic disputes; legitimacy; authoritarian central regime; confederation; democracy; global; military-industrial sector; regional organisation.

Task 11. History consists of numerous historical events. There are series of events and separate events that can be documented, which is to say, dated, placed, described, classified, and named. And although historical events happen in particular time and place, their effects may continue to reverberate down the years and even for centuries. Read about the dis-

solution of the Soviet Union and tell whether the effect of this historical event is lingering or short-term, significant or not.

DISSOLUTION OF THE SOVIET UNION

- | | |
|-----------------------------------|---|
| 1. to dissolve | – распускать |
| 2. to revive | – возрождать |
| 3. erstwhile [ˈɜːstwaɪl] | – прежде; некогда; бывший |
| 4. ally [ˈæli] | – союзник; помощник; сподвижник |
| 5. endorse | – одобрять; поддерживать |
| 6. conservative establishment | – консервативные правящие круги |
| 7. coup d'état [ˈkuːp d'ɛːt] | – государственный переворот |
| 8. outright independence | – полная независимость |
| 9. breakup of the Soviet Union | – распад (развал) Советского Союза |
| 10. a loose association of states | – свободное объединение государств |
| 11. supranational union | – союз нескольких государств |
| 12. cross-border crime prevention | – предотвращение международных преступлений |
| 13. full-fledged common market | – сложившийся общий рынок |
| 14. Warsaw Pact | – Варшавский договор |
| 15. legacy | – наследие |

The Union of Soviet Socialist Republics (USSR) was formally dissolved on December 25, 1991. This left all fifteen republics of the Soviet Union as independent sovereign states. The dissolution of the world's first and largest Communist state also marked an end to the Cold War.

In order to revive the stagnant Soviet economy, in the 1980s, Soviet leader Mikhail Gorbachev began a process of increasing political liberalization (glasnost/perestroika) in the erstwhile totalitarian, communist one-party state. However, this liberalization led to the emergence of long-repressed nationalist movements and ethnic



The Red Square

disputes within the diverse republics of the Soviet Union. The Revolutions of 1989 led to the fall of the socialist states allied to the Soviet Union and increased pressure on Gorbachev to introduce greater democracy and autonomy for the Soviet Union's constituent republics.

Under Gorbachev's leadership, the Communist Party of the Soviet Union subsequently introduced direct elections, formed a new central legislature and ended its ban on political parties. Although a March 1991 referendum showed a large majority of Soviet citizens voting to retain the Union, its legitimacy was marred by a boycott from the Baltic republics. The legislatures of the Soviet republics began passing laws undermining the control of the central government and endorsing independence. The increasing political unrest led the conservative establishment of the Soviet military and the Communist Party to attempt a coup d'état to oust Gorbachev and re-establish an authoritarian and strong central regime in August 1991. Although foiled by popular agitation led by Boris Yeltsin, then the president of the Russian SFSR (Soviet Federative Socialist Republic), the coup attempt led to heightened fears that the reforms would be reversed, and most of the constituent republics began declaring outright independence.

On December 8, 1991 the presidents of the Soviet republics of Russia, Ukraine and Belarus met secretly and agreed to dissolve the Soviet Union, replacing it with a loose, voluntary form of union known as the Commonwealth of Independent States. Two weeks later, 11 of the remaining 12 republics signed a protocol formally establishing the CIS and declaring that the Soviet Union had ceased to exist. The Commonwealth of Independent States is a regional organization whose participating countries are former Soviet Republics, formed during the breakup of the Soviet Union.

Now the CIS is a loose association of states and in no way comparable to a federation, confederation or supranational union such as the European Union. It is more comparable to the Commonwealth of Nations. Although the CIS has few supranational powers, it is aimed at being more than a purely symbolic organization, nominally possessing coordinating powers in the realm of trade, finance, lawmaking, and security. It has also promoted cooperation on cross-border crime prevention. Some of the

members of the CIS have established the Eurasian Economic Community with the aim of creating a full-fledged common market.

The Revolutions of 1989 and the dissolution of the Soviet Union led to the end of decades-long hostility between NATO and the Warsaw Pact, which had been the defining feature of the Cold War. Following the Cold War end, Russia cut military spending dramatically, but, as the military-industrial sector had previously employed one of every five Soviet adults, its dismantling left hundreds of millions throughout the former Soviet Union unemployed.

The legacy of the Cold War continues to influence world affairs. After the dissolution of the Soviet Union, the post-Cold War world is widely considered as unipolar, with the United States the sole remaining superpower. The Cold War defined the political role of the United States in the post-World War II world: by 1989 the US held military alliances with 50 countries, and had 1.5 million troops posted abroad in 117 countries. The Cold War also institutionalized a global commitment to huge, permanent peacetime military-industrial complexes and large-scale military funding of science.

Task 12. Answer the questions. Retell the text using questions as a plan.

1. When was the Soviet Union formally dissolved?
2. What political processes resulted in the dissolution of Soviet Union?
3. How did increasing political liberalization lead to breakup of the Soviet Union?
4. What was the legitimacy of a March 1991 referendum in favour of the Soviet Union marred by?
5. What event sped up the dissolution of Soviet Union?
6. When was it decided to dissolve the USSR?
7. What were effects of the USSR dissolution?
8. What kind of state association is CIS?
9. What is the legacy of the Cold War?

Task 13. Tell about any historic event you think important.

HISTORICAL PLACES

Task 14. There are many historical places all over the world. A place is considered historical for different reasons. Usually it is because something important happened there. Some cities are historical because of important things that they are known for, such as Philadelphia, both the Declaration of Independence and the Constitution were written there. Some places are associated with someone that contributed to society. Some places are historical because they were part of the founding of a city, such as first court house, bank or school. Look through the texts about famous sites and tell why they are historical places.

Task 15. Read the text about Red Square and tell why it is a historical site.

RED SQUARE

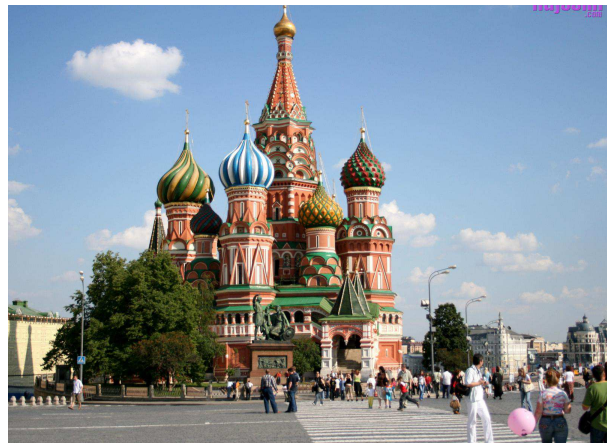
Red Square is the main square of Russia's capital. Its history is inseparably linked with the history of the Kremlin. According to chronicles,



the square took shape in the late 15th century, when Ivan III ordered that all wooden structures around the Kremlin, which were potential fire hazards, be pulled down and a marketplace be made instead. Thus appeared the first name of the site: Torg, or the Market. Since then, it has always been a centre of trade,

unlike the grand Cathedral Square of the Kremlin. In the 16th century, the square began to be called Troitskaya, after the Church of the Holy Trinity, which stood where the Cathedral of St. Basil was later constructed.

According to documents from the 17th century, the square



was then called Pozhar ("burnt-out place"), and later was repeatedly referred to as Krasnaya, which first meaning is not red, but beautiful, fair, the best. Red Square witnessed many historical events of major importance.

The square saw countless speeches, demonstrations, parades and other large gatherings, many of which centered on a white stone platform built in the 16th century and known as Lobnoye Mesto. The czars would take to the platform to deliver their annual messages to the Russian people, while those who defied the royal will (particularly during the reigns of Ivan the Terrible and Peter the Great) were executed in Red Square in front of large crowds.



In 1930, six years after the death of Vladimir Lenin his remains were interred in a granite mausoleum on the western edge of Red Square. In the first half of the 20th century, Red Square became famous as the site of official military parades and demonstrations intended to display the strength of Soviet armed forces. Even after the fall of the Soviet Union, Red Square remains an important center of Russia's cultural life an important center of Russia's cultural life and a top tourist destination. In 1990, UNESCO designated Red Square as one of its World Heritage sites. The enormous GUM Department Store (the acronym GUM stood for State Universal Store), a symbol of the Soviet era that covers the square's entire eastern end, is now marketed as a high-end shopping destination. At the northern end, the distinctive red brick State Historical Museum (built in 1873 – 75) is filled with the best of Russian history and art. And while fewer people may be lining up outside Lenin's tomb, the crowds continue to flock to Red Square for rock concerts, festivals and other events.

Task 16. Tell about Red Square and compare it to the main square of your town.

Task 17. In the ancient times some historical places were known as World Wonders. Now different organizations and people make their lists of World Wonders. Tell how many World Wonders there were and what were they. Make your own list of World Wonders. Consult the Internet.



mystery to scholars (give your reasons).

Task 18.

1. Read the text, put in the correct articles, and say:

a) whether you know the meaning of the word "Stonehenge";

b) what this monument was used for (give your reasons);

c) if Stonehenge is still a

STONEHENGE

Stonehenge is ... oldest of Britain's famous monuments. It has stood in ... middle of southern England for over 3,500 years. We don't know who built it, but it must have taken them ... very long time. They had to bring ... biggest stones, which weighed thirty tonnes, from hills twenty miles away, and they brought ... smaller four-tonne stones 200 miles from Wales. Even today this would be extremely difficult to do.

Archaeologists used to think that Stonehenge was just ... temple for religious ceremonies. Now they think it was also ... kind of calendar, which showed ... movements of ... sun and ... moon. These were probably very important to ... builders of Stonehenge for religious reasons, and because they were farmers who needed to know exactly when they had to plant and harvest their crops.

If Stonehenge and the many smaller stone circles in Britain and France really are calendars, we have to change our ideas about people long ago. They weren't primitive or ignorant people because it must have taken years of careful study to learn where to put the huge stones. They must

have also thought very carefully about how to move ... stones over long distances. Though it's interesting to see Stonehenge today, ... early Britons who built it are far more fascinating.

2. Express agreement or disagreement with the following. Begin your answer with: "*Certainly you are right*" or "*I'm afraid you are wrong*".

1. Stonehenge belongs to the Paleolithic Age.
2. The builders of Stonehenge were known as farmers.
3. It wasn't easy for the ancient people to build this monument, was it?
4. This monument was important for druids.
5. It took people 20 or 30 years to build Stonehenge.
6. The ancient people who built Stonehenge acquired much scientific knowledge.
7. Stonehenge was built just for the fun of it.

Task 19. Read and translate the text putting into the gaps the suitable verbs from the box, the figure in the brackets shows how often some verbs should be used.

HADRIAN'S WALL

allow (2); be (12); become; begin; build (3); can; come; conquer, control, invade; live; ordered; rule; take,

Hadrian's Wall ... a stone wall barrier built to separate the Romans and the Pict tribes in Scotland 2000 years ago. The Emperor Claudius ... southern Britain in 43 CE, but Scotland was never considered a part of the Roman Empire. The Roman armies ... Scotland several times, yet they never ... Scotland.

The Romans ... the Wall because they ... afraid that the people of the north might attack them. It ... 117 kilometers (73 miles) long across the narrow neck of England, from the North Sea to the Irish Sea. The wall ... eight to ten feet wide and fifteen feet high.

It ... Roman soldiers to control the movements of people coming into or leaving Roman Britain. It ... so well built that you can still see parts of it today. The Romans ... building the wall in 122 A.D.



To control their newly won territory in England, the Romans ... heavily defended forts around the country. Most famous of all, on the northern edge of their British territory, the Romans also ... a coast-to-coast wall to protect Roman England from the tribes who ... in Scotland.

Every Roman mile along the Wall there ... a mile castle, a fortified gateway which ... Roman soldiers to go on patrol to the north of Hadrian's Wall and control other people passing through the Wall. Between the mile castles ... two turrets at regular intervals from which soldiers ... keep watch over the surrounding countryside. There ... 16 forts in total along the length of the Wall. These meant that even more Roman soldiers ... based along the wall and the frontier ... more effectively controlled. Housesteads is the best-known fort on Hadrian's Wall. It covers 5 acres (2 hectares). It ... about 14 years to complete the Hadrian's Wall. The Wall is the largest structure ever made by the Romans.



The Hadrian's Wall ... built on the orders of the Roman emperor Hadrian. It ... constructed by three legions of soldiers. Hadrian ... Emperor of Rome in A.D. 117 and ... for 21 years until A.D. 138. He ... to visit Britain

in A.D. 122, one of the many stops on a tour of the western provinces of the Roman Empire. His mission ... to strengthen the defences along the northern Roman Empire. It is likely that during this visit that he ... the construction of the Wall.

Task 20. Answer the questions and tell about Hadrian's Wall.

1. What was Hadrian's Wall?
2. How long was Hadrian's Wall?
3. How wide and high was Hadrian's Wall?
4. When did the Romans build Hadrian's Wall?
5. Why did the Romans build Hadrian's Wall?
6. How long did it take to build Hadrian's Wall?
7. Who built Hadrian's Wall?
8. Who was Emperor Hadrian?

Task 21. Translate in writing.

THE STATUE OF LIBERTY

The Statue of Liberty was a joint effort between France and the United States, intended to commemorate the lasting friendship between the peoples of the two nations. The French sculptor Frederic-Auguste Bartholdi created the statue itself out of sheets of hammered copper, while Alexandre-Gustave Eiffel, the man behind the famed Eiffel Tower, designed the statue's steel framework. The Statue of Liberty was then given to the United States and erected atop an American-designed pedestal on a small island now known as Liberty Island, and dedicated by President Grover Cleveland in 1886. Over the years, the statue stood tall as millions of immigrants arrived in America via nearby Ellis Island; in 1986, it underwent an extensive renovation in honor of



the centennial of its dedication. Today, the Statue of Liberty remains a symbol of freedom and democracy, as well as one of the world's most recognizable landmarks.

Looming above New York Harbor nearby, the Statue of Liberty provided a majestic welcome to those passing through Ellis Island. On a plaque at the entrance to the statue's pedestal is engraved a sonnet called "The New Colossus," written in 1883 by Emma Lazarus as part of a fundraising contest. Its most famous passage speaks to the statue's role as a welcoming symbol of freedom and democracy for the millions of immigrants who came to America seeking a new and better life:

... "Give me your tired, your poor,	...”А мне отдайте из глубин
Your huddled masses yearning to breathe free,	бездонных своих изгоев, люд забитый свой,
The wretched refuse of your teeming shore.	Пошлите мне отверженных,
Send these, the homeless, tempest-tossed to me,	бездомных,
I lift my lamp beside the golden door!"	Я им свечу у двери золотой!"

Task 22. Tell about any historical place you like.

I. Read and memorise the words:

1. to take a course of history – проходить (изучать) курс истории
2. to etch – гравировать; оставлять неизгладимый след
3. indelible [in'dɛləbəl] – неизгладимый; нестираемый; несмываемый
4. in memory – в памяти
5. before the paper is due – накануне сдачи работы
6. coherent [kəʊ'hɪkərɪnt] – связанный; понятный; логически последовательный
7. how on earth – каким образом
8. to wind up – заканчивать
9. let alone – не говоря уж; тем более; что уж говорить о
10. wrestle with – ломать голову над; бороться с ч.-л.
11. pressure ['prɛʃə] – давление, нажим
12. deadline – срок; крайний срок, последний срок
13. level ['lɛvl] – уровень
14. caffeine ['kæfɪn] – кофеин
15. to put pen to paper – взяться за перо; начать писать
16. to hand in – вручать; сдавать; сдать; подавать
17. to dread – бояться; страшиться, опасаться
18. grading – *амер.* аттестация; выставление отметок
19. to drive away from – оттолкнуть от ч.-л.
20. to have in mind – иметь ч.-л. в виду
21. traumatic [trɔ'mætɪk] – болезненный; травмирующий
22. educational – познавательный; обучающий
23. rewarding [rɪ'wɔ:dɪŋ] – полезный, стоящий; благодарный
24. worth addressing – заслуживающий решения
25. secondary – второстепенный; вспомогательный; дополнительный
26. source – источник, исток, первоисточник
27. secondary sources – вторичные источники
28. interlibrary loan – книга, взятая по межбиблиотечному обмену

29. primary historical sources	– исторические первоисточники
30. to message	– посылать сообщение
31. reference librarian	– библиограф-консультант
32. to craft	– изготавливать (вручную)
33. to match evidence to argument	– подкрепить доводы доказательствами
34. falling into common historical fallacies	– впасть в широко распространённые исторические заблуждения
35. to pre-empt challenges	– предвосхитить сложные проблемы (задачи)
36. by and large	– в общем; в общем и целом; в целом
37. to have it	– догадаться; найти ответ; найти решение
38. osmosis	– постепенное осознание; постижение

II. Look through the text and find the answers to the questions after it, give the main idea of the text.

WRITING A RESEARCH PAPER

For all who have taken history courses in college, the experience of writing a research paper is etched indelibly in memory: late nights before the paper is due, sitting in pale light in front of a computer monitor or typewriter, a huge stack of books (most of them all-too-recently acquired) propped next to the desk, drinking endless cups of coffee or bottles of Jolt cola. Most of all, we remember the endless, panicked wondering: how on earth was something coherent going to wind up on the page – let alone fill eight, or ten, or twelve of them? After wrestling with material for days, the pressure of the deadline and level of caffeine in the body rise enough, and pen is finally put to paper. Many hours later, a paper is born – all too often something students are not proud to hand in, and something professors dread grading. "Whatever does not kill us makes us stronger." While Nietzsche may sometimes have been right, he likely did not have writing history papers in mind. On the contrary, students' bad experiences writing papers can not drive some them away from history. So what is necessary to make this process less traumatic, more educational, and ultimately more rewarding for all concerned? The assignment of preparing a research paper for a college-level history course is an important one which should not be neglected. In

no other endeavor are so many history-related skills required of students. Just think of the steps required:

First, students must find a historical problem worth addressing. This is done most often by reading and comparing secondary history sources, such as monographs and journal articles. Simply finding relevant secondary materials requires its own particular set of skills in using the library: searching catalogs, accessing on-line databases, using interlibrary loan, and even knowing how to pose questions to reference librarians. Reading these sources, determining their arguments, and putting them in conversation with each other constitute another broad set of skills which are enormously difficult to master.

Second, having developed a historical problem, students must find a set of primary historical sources which can actually address the question they have formulated. Once again, this is no easy task. It requires another array of skills in using the library. Students must know how to message the on-line library catalog, and perhaps even use the card catalog. They must be willing to explore the stacks, learn to use special collections, travel off-campus to new libraries, or interview informants.

Finally, students must put all this information together and actually produce knowledge. They must craft a paper wherein they pose a clear historical problem and then offer a thesis addressing it. In a well-structured, grammatically correct essay, they must work their way through an argument without falling into common historical fallacies. They must match evidence to argument, subordinate little ideas to big ones, and anticipate and pre-empt challenges to their argument.

It is little wonder that college history students, especially first-years and non-majors, can find the research paper assignment so traumatic.

Most students do not have it so easy. Many do not have the innate passion for the past. Many do not have learning styles which make them likely candidates for the "osmosis" technique many of us used. These students deserve every opportunity to succeed, and it is important that they do. Even those with little apparent interest in the past need to approach what they read with a critical, analytical eye. In this age of information overload, they need to know how to pose critical questions, uncover the data which can answer their queries, and present their findings to themselves, their employers, and to the world at large.

Questions to answer:

1. Why is the experience of writing a research paper sometimes etched indelibly in students' memory?
2. What do we remember most of all?

III. Study the vocabulary and read the text given below. Be ready to speak about different kinds of research and your own experience in writing research papers.

RESEARCH PAPER

- | | |
|--------------------------|--|
| 1. academic research | – научное исследование; университетская наука |
| 2. academic paper | – научная статья; научная публикация |
| 3. term paper | – курсовой проект; курсовая работа |
| 4. thesis (theses) | – диссертация; курсовая работа; основное положение доклада; тезис; сочинение; диплом |
| 5. dissertation | – трактат; диссертация; рассуждение |
| 6. scholarship | – учёность; эрудиция; образованность; научные знания; стипендия; грант, целевая денежная дотация на обучение в Америке |
| 7. grey literature | – внеиздательская литература; малоизвестная или малоспрашиваемая литература (ведомственные отчёты, диссертации) |
| 8. peer review | – рецензирование |
| 9. editorial refereeing | – редакторское рецензирование |
| 10. interdisciplinary | – междисциплинарный |
| 11. output | – итог; результат; выходные данные; выпуск (лит. произведения); выходной документ |
| 12. to account for | – составлять; обеспечивать; лежать в основе; составлять долю |
| 13. grade | – оценка |
| 14. to fall out of favor | – стать непопулярным |
| 15. common usage | – широкое использование |
| 16. accurate | – точный |
| 17. cognate | – родственное слово |

Research paper may refer to:

- Academic paper (*scholarly paper*), which is published in academic journals and contains original research results or reviews existing results;

- Term paper, written by high school or college students;
- Thesis or dissertation, a document submitted in support of a candidature for a degree or professional qualification, presenting the author's research and findings.

Academic publishing describes the subfield of publishing which distributes academic research and scholarship. Most academic work is published in journal article, book or thesis form. The part of academic written output that is not formally published but merely printed up or posted on the Internet is often called the "grey literature". Most scientific and scholarly journals, and many academic and scholarly books, though not all, are based on some form of peer review or editorial refereeing to qualify texts for publication. Peer review quality and selectivity standards vary greatly from journal to journal, publisher to publisher, and field to field.

A 'term paper' is a research paper written by students over an academic term, accounting for a large part of a grade. Term papers are generally intended to describe an event, a concept, or argue a point. A term paper is a written original work discussing a topic in detail, usually several typed pages in length and is often due at the end of a semester. There is much overlap between the terms "research paper" and "term paper". The phrase "term paper" was originally used to describe a paper (usually a research based paper) that was due at the end of the "term" – either a semester or quarter, depending on which unit of measure a school used. However, the term has fallen out of favor. Common usage has "term paper" and "research paper" as interchangeable, but this is not completely accurate. Not all term papers involve academic research, and not all research papers are term papers.

In the present day an entire industry has sprung up to provide plagiarized, pre-written, or custom written term papers to students of varying levels of education. There are many websites that sell term papers of all levels of quality and writing proficiency, but are often claimed by academic institutions as seriously undermining the academic integrity of the student. Use of such papers is frowned upon by educators and administrators, and submission of these works is considered plagiarism, and grounds for disciplinary action on the basis of academic dishonesty. These papers are

in some rare cases used as a "model" for a student to use as a starting point in their research, but this is also considered ethically questionable and is usually a pretext for plagiarism.

A thesis or dissertation is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings. In some countries/universities, the word "thesis" or a cognate is used as part of a bachelor's or master's course, while "dissertation" is normally applied to a doctorate, while in others, the reverse is true.

The word dissertation can at times be used to describe a treatise without relation to obtaining an academic degree. The term thesis is also used to refer to the general claim of an essay or similar work.

In Russia an academic dissertation or thesis is called what can be literally translated as a "master's degree work" (thesis), whereas the word dissertation is reserved for doctoral theses (Candidate of Sciences). To complete a master's degree, a student is required to write a thesis of about 110 – 130 pages and to then defend the work publicly.

Questions to answer:

1. What may research paper refer to?
2. What does academic publishing describe?
3. Where is most academic work published?
4. What is often called the "grey literature"?
5. What are most scientific and scholarly journals and many academic and scholarly books based on?
6. What are peer review quality and selectivity standards of scientific and scholarly journals and books like?
7. What is a 'term paper'? When is it written?
8. What research material do term papers usually contain?
9. How big are term papers?
10. What do "term paper" and "research paper" mean in common usage?
11. What does a thesis or dissertation usually mean?
12. What is the difference between a thesis and dissertation?

13. What do terms an academic dissertation or thesis and dissertation mean in Russia?
14. What does a student need to complete a master's degree in Russia?

IV. Read the tips on writing a research paper and tell what tips you think to be most useful. Ask questions about a research paper.

TIPS ON WRITING A HISTORICAL ESSAY OR RESEARCH PAPER

Whether you are writing a term work or a 20-page research paper, there are some basic guidelines which you should keep in mind.

An essay is not simply a list of facts. You must organize the facts into themes which support a central argument or thesis. This thesis should be introduced in the beginning of the paper and developed throughout the paper one step at a time. The stronger your thesis, the easier it will be for you to develop a strong argument. Use an outline to organize your thoughts in a clear, coherent and logical manner and to guide you in writing the essay. Organizationally, the essay has three main parts:

I. Introduction

Use the introduction to state your thesis, outline the main points you will make in the essay, and describe the conclusions which you will draw in the essay. History essays are not mystery papers; the reader should know from the beginning what your conclusions are. Use the introduction to draw the reader into the essay. Often it is easier to write your introduction last, after you clearly know what arguments you develop in the essay.

II. Body

The body is the bulk of your paper, the place where you present your facts and develop your thoughts and arguments. The body can be developed chronologically, thematically, geographically, or in any number of ways, but you must make it clear how you are approaching and organizing the material. While you write the essay, keep in mind the following points:

1. Write in paragraphs.

Each paragraph is a unit of thought limited to one major idea. Each paragraph should relate to and support your thesis or central argument. Use specific and concrete examples to support your general statements. Be sure your facts are correct and that they support your argument.

2. Use good grammar.

This includes writing in complete sentences, using past tense instead of present tense when appropriate, using active verbs instead of passive ones, varying your vocabulary, and avoiding sexist language (i.e. don't use the generic "he" or talk about the history of man when you mean the history of humans or people).

3. Avoid first person and redundant phrases such as "in my opinion" or "I believe that." Be direct in your writing. If you have taken an English composition class, bring those skills into your essay.

4. Write analytically, not descriptively. Do not just explain what happened, but also try to explain why it happened and why it is significant. Facts are important, but without interpretation they become meaningless. Rarely are there any "correct" answers. Rather, it is more important that you are able to use the material to develop an argument which supports your point of view. You will be rewarded for independent and original thought.

5. Don't be afraid to give your opinions and interpretations of the material (this is your thesis!). Be critical of your readings and the lectures. Look for new ways of approaching the material. When you disagree with an author's views, say so.

6. Be creative. Make your essay interesting to read. Don't assume that the instructor knows everything that there is to know on your topic. Write as if you are teaching someone something that is new and interesting. This will automatically make your paper a better one.

III. Conclusion

The conclusion can be as simple as a restatement of your introduction. It should emphasize your thesis, and briefly summarize how you have proven it in the body of the paper. In this way, your paper is cyclical – you end up where you started. You can also use the conclusion to state your own interpretations, to assess and argue with the material you have read, and to point to gaps in our historical knowledge.

Henry of Huntingdon based some of his work on Geoffrey of Monmouth's 'Historia Regum Britanniae' ('The History of the Kings of Britain'), written in about 1136. It is the main source for the most famous leg-

end relating to Stonehenge. This relates the defeat of the Saxon king Hengist by the rightful British king, Aurelius Ambrosius. As a celebration and everlasting memorial to his victory, Merlin brought a stone circle, the Giants' Round, from Ireland to Salisbury Plain. Upon his death Aurelius was buried within the Giants' Round, as was his successor, Utherpendragon, whose son was the great King Arthur of Britain.

Throughout the following centuries Geoffrey's history of Stonehenge, though criticised, remained popular and tales of Merlin and Arthurian legend continues to be linked to the monument.

V. Read and translate the text about writing an abstract. Give your opinion whether writing a good abstract important for a scientific article or not. Why?

ABSTRACT

An abstract (or summary) is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application. Abstracting and indexing services for various academic disciplines are aimed at compiling a body of literature for that particular subject.

Academic literature uses the abstract to succinctly communicate complex research. An abstract may act as a stand-alone entity instead of a full paper. As such, an abstract is used by many organizations as the basis for selecting research that is proposed for presentation in the form of a poster, platform/oral presentation or workshop presentation at an academic conference. Most literature database search engines index only abstracts rather than providing the entire text of the paper.

Abstracts are protected under copyright law just as any other form of written speech is protected. However, publishers of scientific articles invariably make abstracts publicly available, even when the article itself is protected by a toll barrier. The abstract can convey the main results and

conclusions of a scientific article but the full text article must be consulted for details of the methodology, the full experimental results, and a critical discussion of the interpretations and conclusions. Consulting the abstract alone is inadequate for scholarship and may lead to inappropriate decisions.

An abstract allows one to sift through copious amounts of papers for ones in which the researcher can have more confidence that they will be relevant to his or her research. Once papers are chosen based on the abstract, they must be read carefully to be evaluated for relevance. It is commonly surmised that one must not base reference citations on the abstract alone, but the entire merits of a paper.

An academic abstract typically outlines four elements relevant to the completed work:

- The research focus i.e. statement of the problem(s)/research issue(s) addressed;
- The research methods used (experimental research, case studies, questionnaires);
- The results/findings of the research; and
- The main conclusions and recommendations.

It may also contain brief references, although some publications' standard style omits references from the abstract. Abstract length varies by discipline and publisher requirements. Typical length ranges from 100 to 500 words, but very rarely more than a page and occasionally just a few words. An abstract may or may not have the section title of "abstract" explicitly listed as an antecedent to content.

Abstracts are usually followed by a list of keywords selected by the author. The instructions for authors will state how many keywords are required and may even provide a list of recommended keywords. Choosing appropriate keywords is important, because these are used for indexing purposes. Well-chosen keywords enable your manuscript to be more easily identified and cited.

Answer the questions to the text:

1. What is an abstract?
2. How does it help the reader?

3. What is the position of an abstract in a manuscript?
4. What are abstracting and indexing services for various academic disciplines aimed at?
5. How does academic literature use the abstracts?
6. Are abstracts necessarily protected under copyright law or not?
7. How do researchers sometimes use the abstracts?
8. What four elements does an academic abstract typically outline?
9. What can an academic abstract also contain?
10. What is the typical abstract length?
11. Why are keywords important?

ABSTRACT SAMPLES

1. Read the abstract and study its translation.

Abstract

The thesis covers different aspects of commercial intercourse between Central Asia and Russia in the second half of the 17th – first quarter of the 18th century: a complete picture of commercial intercourse realized along the Volga-Caspian and Siberian ways is offered, conditions promoting and impeding the strengthening of contacts between Central Asia and Russia are studied. Special attention is paid to the change of the character of mutual relations between the states in the period of the Russian Empire formation. In the thesis the question about the search of the land way to India via Central Asian region is investigated. The treaty of 1700 between Khiva and Russia about

Аннотация

В диссертации освещены различные аспекты торговых взаимоотношений между Средней Азией и Россией во второй половине XVII – первой четверти XVIII в.: представлена целостная картина торговых связей, осуществлявшихся по Волжско-Каспийскому и Сибирскому пути, изучены обстоятельства, способствовавшие и препятствовавшие укреплению среднеазиатско-российских контактов. Особое внимание уделяется изменениям в характере взаимоотношений между государствами в период становления Российской империи. В диссертационной работе исследован вопрос о поиске сухопутного торгового пути в Индию через среднеазиатский регион.

Khiva's taking out Russian citizenship is analyzed in respect to the development of commercial intercourse between the countries. Diplomatic means of commercial intercourse strengthening are emphasized and close interrelation of commercial and political intercourse between Central Asia and Russia is highlighted.

Хивинско-российский договор 1700 г. о принятии Хивы в подданство России подвергнут анализу с точки зрения развития торговых связей между странами. Выделены дипломатические средства укрепления торговых контактов и обозначена тесная взаимосвязь торговых и политических отношений между Средней Азией и Россией.

2. Translate the abstracts from English into Russian.

1. Abstract: Guidance is presented for authors and editors preparing abstracts that represent the content of texts reporting on the results of experimental work or descriptive or discursive studies. Suggestions for the placement of abstracts within publications or other media are given, along with recommendations for abstracting specific documents. Types of abstracts and their content are described. Also included are suggestions on the style of abstracts and a list of selected readings on the subject of abstracting. Examples of abstracts are appended.

2. "The Commemoration and Memorialization of the American Revolution" Benjamin Herman and Jean Lee (Mentor), History.

This project involves discovering how the American Revolution was remembered during the nineteenth century. The goal is to show that the American Revolution was memorialized by the actions of the United States government during the 1800s. This has been done by examining events such as the Supreme Court cases of John Marshall and the Nullification Crisis. Upon examination of these events, it becomes clear that John Marshall and John Calhoun (creator of the Doctrine of Nullification) attempted to use the American Revolution to bolster their claims by citing speeches from Founding Fathers. Through showing that the American Revolution lives on in memory,

this research highlights the importance of the revolution in shaping the actions of the United States government.

3. Ousterhout, Robert. The temple, the sepulchre, and the martyrion of the Savior. *Gesta*. 29(1): 44 – 53; 1990.

Examines the ideological relationship of the Holy Sepulchre and the Temple of Jerusalem, as manifest in writings, ceremonies and architecture. A possible relationship between the form of the Tomb aedicula at the Holy Sepulchre and early representations of the Ark of the Covenant is explored. Related to this, the origin and significance of the term martyrion in reference to the site of the Holy Sepulchre is discussed. Concludes with comments on the interpretation of the symbolic language of architecture.

Notes:

the Holy Sepulchre – Гроб Господень

Temple of Jerusalem – Иерусалимский храм

aedicula (aediculas, aediculae) – ниша для размещения небольшой статуи

martyrion – мартирий (здание-памятник в честь христианских мучеников)

3. Read the useful phrases for writing abstracts, translate and study them.

1. The article (research, work, paper, report...)

aims to illuminate

examines the role of...

explores why...

investigates the effects of...

assesses the impact of...on...

developed and tested the idea that...

2. The author

investigated the role of...

outlines how...

introduces the concept of...

extends prior work on...

examines the relationship between...and...

identifies...

evaluates these...by...

3. In this study (dissertation, research) the author proposes a model of...
4. This study (dissertation, research) is motivated by two research questions: (1) ..., (2)...
5. To examine these questions, the study...
6. This monument dating is a fundamental question in Russian Medieval History of Russia.
7. We suggest (argue) that a new generation of research in this area needs to address the extended question: [Insert your research question]?
8. This study (dissertation, research)...
 - offers two hypotheses: (1) ...; and (2)...
 - tested hypotheses regarding the relationship between...and...
9. It was hypothesized that ... is negatively (positively) related to...
10. This study (dissertation, research) has three goals: (1) ..., (2) ... and (3)...
11. Previous research (extent research, previous studies, or prior studies)...
 - indicates that...
 - offers a descriptive account of...
 - has shown that...
12. Literature on this subject has focused almost exclusively on...
13. This study (dissertation, research) addresses major gaps in the literature.
14. Drawing on ... theories research, we argue that...
15. The author develops theory to explain how...
16. The most important contribution is...
17. This study advances our understanding of...
18. To date, no systematic investigation has considered...
19. We examine how organisations use [insert text] to overcome...
20. The author conducted...
 - in-depth case studies of...
 - a field study to test his hypotheses.
 - an inductive study of...
21. We employed multiple methods to test (to prove)...
22. The findings from the research...
 - illustrate how...
 - address a controversial belief among practitioners that...

illustrate the antecedents and consequences of ... and ... in...

23. The findings...

provide support for the key arguments.

support the prediction that...

support the model: ...

offer insights into...

prompt a re-thinking of ...

24. We (The author) conclude(s) that...

4. Translate the abstracts from English into Russian.

- 1. Аннотация.** Статья посвящена вопросам организационного оформления общества "Долой неграмотность" (ОДН) в Псковской губернии в 1920-е годы. Автор раскрывает задачи, лозунги, формы и виды деятельности общества. Особое внимание обращается на правовую основу и материальную базу функционирования организации. На основе анализа динамики численности добровольного общества, результативности его практической деятельности, а также характера взаимодействия с другими общественными организациями определяется степень участия ОДН в общественно-политической жизни региона.
- 2. Аннотация.** В статье исследуется вопрос о том, как происходило укрепление контактов псковской городской общины с Великим князем Владимирским и Московским во второй половине 70-х гг. XIV в. Изучение этого вопроса на региональном и общерусском уровнях, предпринятое автором, позволяет показать механизмы, при помощи которых Дмитрий Иванович формировал союз русских земель вокруг Москвы, ставший залогом укрепления военно-политического могущества и авторитета Великого князя Владимирского и Московского.

5. Read and translate the text, write the abstract of it and answer the questions after the text.

RESEARCH ON STONEHENGE

Stonehenge has been the subject of myth, legend and, more recently, of academic research for more than eight centuries. One of the earliest references to Stonehenge dates from the mid-12th century and comes

from Henry of Huntingdon, an archdeacon in the Diocese of Lincoln, in his publication on the history of the English, 'Historia Anglorum'. He wrote of 'Stanenges, where stones of wonderful size have been erected after the manner of doorways, so that doorway appears to have been raised upon doorway; and no one can conceive how such great stones have been so raised aloft, or why they were built there'.

The place-name derived from Old English and its meaning has been commonly interpreted as a description of hanging, hinged, or sus-



'A Roman Work and Temple', a plate from Inigo Jones' 'Stonehenge Restored' (1725); Jones was so convinced by the geometry and symmetry of Stonehenge that he added another central trilithon to his reconstruction
© English Heritage Photo Library

suspended stones, perhaps a reference to the architecture of the monument's uprights Henry of Huntingdon based some of his work on Geoffrey of Monmouth's 'Historia Regum Britanniae' ('The History of the Kings of Britain'), written in about 1136. It is the main source for the most famous legend relating to Stonehenge. This relates the defeat of the Saxon king Hengist by the rightful British king, Aurelius Ambrosius. As a celebration and everlasting memorial to his victory, Merlin brought a stone circle, the Giants' Round, from Ireland to Salisbury Plain. Upon his death Aurelius was buried within the Giants' Round, as was his suc-

cessor, Utherpendragon, whose son was the great King Arthur of Britain.

Throughout the following centuries Geoffrey's history of Stonehenge, though criticised, remained popular and tales of Merlin and Arthurian legend continues to be linked to the monument.

There are three surviving early manuscript images of Stonehenge. One, in the 'Roman de Brut' ('History of Britain'), of 1338 – 40, shows Merlin placing a lintel at Stonehenge. Another 14th-century depiction appears in the 'Scala Mundi' ('Chronicle of the World') and shows a rather rectangular Stonehenge. Another recent discovery, dating from about 1440, shows a sketch of four of the trilithons. It is not until the 16th century that we have more detailed descriptions, together with depictions of Stonehenge that were actually drawn at the site. In the 17th century, Stonehenge started to receive royal visits. Prompted by a visit made by James I in 1620, the duke of Buckingham undertook the first known excavation in the centre of the monument. James I subsequently commissioned the architect Inigo Jones to conduct a survey and study of the monument. Following Jones's death the work was completed by his assistant, John Webb, and published in 1655. In this first book dedicated to Stonehenge, Jones argued that Stonehenge could only have been built by the Roman civilisation. The result was a plan of Stonehenge that he believed conformed to the Tuscan order of classical architecture; a geometrical design of four triangles within a circle.

As debates continued over who built Stonehenge, a claim for the native British came from a Wiltshire-born man, John Aubrey. By command of Charles II he produced one of the first accurate plans of Stonehenge in 1666, and was the first to record what we now call the Aubrey Holes in his honour. He made comparative studies of other stone circles of the British Isles and was the first person to discover and recognise the importance of Avebury henge and stone circle. He also noted similar stone circles in the more distant parts of the British Isles, which had not seen occupation by the Romans, Saxons or Danes, and logically concluded that they were temples of the native British. He further assumed that 'these ancient Monuments were Temples of the Priests of the most eminent Order, viz, Druids' – the Druids being the only prehistoric British priests mentioned in classical texts.

In the 18th century, Aubrey's pioneering fieldwork paved the way for more detailed observation and recording by the antiquary William Stukeley. He spent each summer between 1721 and 1724 surveying and drawing at Stonehenge and Avebury. He observed details such as the stones of the outer sarsen circle being smoother on the inside and the principal line of the

monument being to the northeast, 'where abouts the sun rises, when the days are longest'. He was the first antiquary to observe and record the monuments in the surrounding landscape, such as the Avenue and the Cursus, and to investigate nearby barrows. Like Aubrey, Stukeley claimed that 'we may very reasonably conclude, the elegant and the magnificent structure of Stonehenge was as the metropolitical church of the chief Druid of Britain'.

From the early nineteenth century onwards the antiquarians Sir Richard Colt Hoare and William Cunnington conducted excavations into over 200 barrows in the landscape surrounding Stonehenge, and Cunnington excavated at Stonehenge three times before his death in 1810. The results of their fieldwork were published in 1812 in the first volume of *The Ancient History of Wiltshire*, which included wonderful illustrations by Philip Crocker, and many of their finds can be seen today in the Wiltshire Heritage Museum in Devizes.

In 1874 and 1877 Professor Flinders Petrie surveyed Stonehenge in detail, and devised the numbering system for the stones that is still in use today. With the emergence of army training on the Salisbury Plain from the late nineteenth century, Stonehenge was the first archaeological site to be photographed from the air in 1906.

In the later part of the twentieth century it was recognised that, despite many investigations over the century in which almost half of the monument had been investigated, there did not exist a definitive account of Stonehenge based on the primary archaeological records. As part of a new management strategy, in 1993 English Heritage commissioned Wessex Archaeology to collate and organise a site archive of the excavations carried out at Stonehenge during the 20th century. The resulting publication provided a definitive account of the structural history of Stonehenge in 1995.

The publication further refined Atkinson's three-phase model for the construction of Stonehenge. Due to the difficulties of relating separate parts of the site to each other, the sequence was divided into two separate parts, one covering the centre and the other the periphery of the site.

In 2008 the first excavation within the stone circle for some forty years took place. This was led by Professors Geoffrey Wainwright and Timothy Darvill and set out to investigate and date the double bluestone

circle. Also in 2008 the cremations reburied there were retrieved and analysed. These targeted research excavations have set out to address specific research questions, as part of wider investigations into Stonehenge, its stones and its landscape.

Recently, revisions have been proposed to the accepted chronology published by in 1995. Currently, work is ongoing to refine these further and re-assess the sequence for the construction phases of Stonehenge. This work is based upon the results of recent excavations at the site, reinterpretation of previously recorded stratigraphy, and new analysis of radiocarbon dates. Other projects are helping increase our understanding of the landscape surrounding Stonehenge, such as English Heritage's own 'Stonehenge Landscape Project', a major series of excavations that form the 'Stonehenge Riverside Project' and also new geophysical surveys of the landscape.

Questions to the text:

1. What is one of the earliest references to Stonehenge?
2. What is the main source for the most famous legends relating to Stonehenge?
3. What are three surviving early manuscript images of Stonehenge?
4. What did Jones think about Stonehenge?
5. Who proved that Stonehenge was built by the native British? How?
6. Who was the first to discover the principal line of the monument being to the northeast, 'whereabouts the sun rises, when the days are longest'?
7. Who conducted excavations into over 200 barrows in the landscape surrounding Stonehenge from the early nineteenth century onwards?
8. When was the numbering system for the stones that is still in use today devised? Who did it?
9. Why was Stonehenge the first archaeological site to be photographed from the air in 1906?
10. Why did English Heritage in 1993 commission Wessex Archaeology to collate and organise a site archive of the excavations carried out at Stonehenge during the 20th century?

11. What was the reason that the sequence was divided into two separate parts, one covering the centre and the other the periphery of the site?
12. What was done in 2008?
13. What work in connection with Stonehenge is currently ongoing?
14. What other Stonehenge projects are being implemented?

VI. Read and translate a post-graduate student story about himself and his research. Write the story about your own research and retell it.

A POST-GRADUATE STUDENT ABOUT HIMSELF

I am a post-graduate student of the History Department. I have been fond of history since school, that's why I entered this faculty. After 4 years of study at the History Department I continued my studies to get my Master's degree. After that I decided to take post-graduate courses. I major in world history. To put it more precisely, I am an orientalist. My scientific interests range with the modern history of Asia. This period is of special interest to me because active penetration of western countries to the east began in that time. The background of contemporary antagonisms between the west and the east should be looked for just in the period of modern history.

The Russian Empire began to expand into Asia from the 17th century, eventually taking control of all of Siberia and most of Central Asia by the end of the 19th century. The Ottoman Empire controlled Turkey and the Middle East from the 16th century onwards. The riches of India, China and Ottoman blockading the route led to discovery age in Europe which led to discovery of America, sea route to India, etc.

By the 1900s the European powers had control of many parts of Asia, such as British India, French Indochina, Spanish East Indies, and Portuguese Macau and Goa. The Great Game between Russia and Britain was the struggle for power in the Central Asian region in the nineteenth century. Parts of Asia, such as Persia, Thailand and most of China, remained free from European control, although not influence.

So the topic of interrelations between the east and the west attracts me most of all. That's why I have chosen the process of formation and development of commercial intercourse between Central Asia and Russia in the second half of the 17th – first quarter of the 18th century as the subject of my

thesis. The chronological framework of the thesis encompasses the period of early modern history when economic and political reforms took place in Russia, the foundations of the empire were laid and the transition to the capitalist society occurred. In the second half of the 17th century the system of Russia's international relations was formed. The contacts between Central Asia and Russia became regular at that time. Consolidation of power in Central Asian khanates in the middle of the 17th century allowed them to broaden their ties with powerful Russia. Quick delivery and disposal of Central Asian goods in Russia disclosed new production potentialities of Bukhara and Khiva. As regards Russian economy, it needed new sources of raw material and outlets of industrial output of the first manufactories. The formation of the Russian empire in the first quarter of the 18th century caused increased interest in the strengthening of its foreign impact. In this period interrelations with Bukhara and Khiva became important for Russia not only as the very fact but also as the means of penetrating to farther eastern countries. Regular commercial contacts between Central Asia and Russia created the atmosphere of trust and mutual understanding which favoured stable interior development of the countries. These reasons stipulate the urgency of studying of commercial intercourse between Central Asia and Russia in the second half of the 17th – first quarter of the 18th century.

My scientific advisor thinks that the thesis on this topic can be submitted to defense for getting a Ph.D. degree in history. Some parts of my thesis are ready, but I am still in the process of collecting material and writing the dissertation. I often go to Moscow to look for the necessary material. I work in the libraries and archives there. I have already published 2 scientific articles on the topic of my study. Writing a thesis takes much time and effort, but it's interesting for me. I am sure that I'll be able to defend the thesis and get my Ph.D. degree in history.

VII. Read and memorise expressions used in public speeches and use them in your own reports and presentations.

***PROFESSIONAL
COMMUNICATION***

Public speech

1. Beginning of a lecture, speech,

***ПРОФЕССИОНАЛЬНОЕ
ОБЩЕНИЕ***

Публичное выступление

1. Начало лекции, выступления,

report, presentation

In my paper I want to highlight ...

The subject of my lecture (talk) is

...

I'm going to be talking about...

Let me begin with ...

My introduction is going to be very little.

I'll give you one or two sentences.

2. Underlining the importance, attracting attention of the audience

It should be said that ...

It is interesting (= of interest) to note that ...

That's one thing I'd like to stress very heavily.

I want to reinforce the following.

The following is terribly informative (terribly well / badly needed).

I want to call (to draw / to invite) your attention to...

It should be kept in mind that ...

First(ly) ... / Second(ly) ...

Third(ly) ... / Fourth(ly) ...

3. The transition from one thought to another

Now I come to ...

I'm coming on now to speak about

...

Now we may pass to the next item

сообщения, презентации

В своем докладе я хочу осветить ...

Тема моей лекции (моего выступления) ...

Я собираюсь рассказать (поговорить) о ...

Позвольте мне начать с ...

Мое вступление будет очень кратким.

Я изложу его вам в одном-двух предложениях.

2. Подчеркивание важного, привлечение внимания аудитории

Следует, сказать, что ...

Интересно отметить, что ...

На одну вещь мне хотелось бы обратить особое внимание.

(Я) хочу подчеркнуть следующее.

Следующее представляется необычайно важным (информативно полезным / необходимым).

Хочу привлечь (обратить / направить) ваше внимание к (на) ...

Следует помнить, что (Не следует забывать, что) ...

Во-первых, ... / Во-вторых, ...

В-третьих, ... / В-четвертых, ...

3. Переход от одной мысли к другой

Теперь я перехожу к ...

А теперь я перехожу к рассказу о ...

Теперь мы можем перейти к сле-

(on the agenda).

Here we can say ...

We may pass these details.

4. The expression of personal opinion about the uttering

I (don't) think ...

I (don't) believe ...

In my opinion ...

In my view ...

What I say (am saying) is that ...

I dare say ...

I am far from thinking (asserting) that ...

It's no exaggeration to say that ...

I'm sorry to say that ...

5. Statements of known truths and facts

They say that / It's said that ...

It is generally said that ...

It goes without saying that ...

We need hardly mention that ...

6. Achieving feedback from the audience

Any other points?

Is that clear?

Have I made my point clear?

If there's anything you don't understand, please ask me.

7. How to avoid being categorical

дующему пункту (в повестке дня).

Тут мы можем сказать ...

Мы можем опустить эти детали.

4. Выражение личного мнения о высказываемом

Я (не) думаю ...

Я (не) считаю ...

По моему мнению ...

На мой взгляд ...

Как я считаю (по-моему) ...

Осмелюсь утверждать, что ...

Я далек от того, чтобы думать (утверждать), что ...

Не будет преувеличением сказать, что ...

К сожалению, я должен сказать, что ...

5. Сообщение об известных истинах и фактах

Говорят, что ...

Обычно утверждают, что ...

Само собой, разумеется, что ...

Вряд ли нужно упоминать о том, что ...

6. Осуществление обратной связи с аудиторией

Будут другие мнения?

Это ясно (понятно)?

Я выразился (достаточно) ясно?

Если вам что-то не ясно, пожалуйста, спрашивайте.

7. Как избежать категоричности

in your statements

As far as I know ...

If I am not mistaken ...

If my memory serves me well
(doesn't fail me).

As far as I remember ...

**8. Clarification and addition
to the above said**

I mean to say that ...

In other words ...

That is to say ...

To all this must be added that ...

As I have already mentioned
I have forgotten to say that
The following (fact) speaks for it-
self.

**9. The speech end and the
conclusions from the said above**

I'd better stop here.

We've told a lot today.

In conclusion ...

I close with the words ...

The last part of my talk will be de-
voted to ...

Now I'm going to sum up what has
been said.

Summing up all that has been said

...

Hence, it follows that ...

This brings us to the conclusion
that ...

в своих высказываниях

Насколько мне известно ...

Если я не ошибаюсь ...

Если мне не изменяет память.

Насколько я помню ...

**8. Пояснение и дополнение
к сказанному**

Этим я хочу сказать, что ...

Другими (иными) словами ...

Иначе говоря ...

Ко всему этому следует добавить,
что ...

Как я уже упомянул ...

Я забыл (а) сказать, что ...

Следующее говорит само за себя
(не требует комментариев).

**9. Завершение выступления
и выводы из сказанного**

Лучше я на этом остановлюсь.

Мы сегодня достаточно много об-
судили (говорили).

В заключение ...

Я заканчиваю словами ...

Последняя часть моего сообщения
будет посвящена ...

А теперь я собираюсь ре-
зюмировать сказанное.

Суммируя все, что было сказано ...

Из этого следует, что ...

Это позволяет нам сделать вывод о
том, что ...

I hope you'll do some questions.
I thank the audience for your kind attention.

Надеюсь, что вы зададите вопросы.
Благодарю присутствующих за любезное внимание.

VIII. Read and translate the expressions below used in different parts of presentations. Use them in your own presentations.

PRESENTATION

Introducing yourself	Preparing the audience	Delivering the message	Winding-up
Good morning, ladies and gentlemen	I'm going to be talking about	Firstly... secondly...	Before closing I'd like to summarize the main points again.
We haven't all met before, so I'd better introduce myself, I'm _____ from _____	I'll start with _____ and then move on to _____, finally I'm going to	This brings me to my next point	That's all I have to say for the moment
I hope you'll excuse my English I'm a little out of practice	I think, if you don't mind we'll leave questions to the end	To go back to my earlier point	Thank you for listening
		At this point we must consider	Now if there are any questions I'll be happy to answer them
		Now, to digress for a moment	
		Finally	

IX. Read and translate the presentation about the English Parliament, find the typical public speech expressions and make your own presentation using these expressions.

Let us speak about the British Parliament, which, as far as I know, is the oldest Parliament in the world. My introduction is going to be very little. The history of the Parliament formation was not an easy one. It is generally said that when its meeting was convoked by Henry III in 1254, king and barons fell to quarrelling, and eventually to fighting, with the results that in 1264, firstly, the barons were victorious and secondly, their leader Simon de Monfort, emerged as regent of the country. I have nothing to say to this. To all this should be added that Monfort convened a "parliament" in 1265 which was attended not only by the barons, clergy, and two knights from each shire, but also it is interesting to note that there were two burgesses from each of 21 boroughs, or towns, known to be friendly to the baron's cause. In my view the gathering was only a factional meeting. It's no exaggeration to say that various other parliaments were held in the next 30 years, usually with no townsmen in attendance. But I want to draw your attention to the fact that a meeting convoked by Edward I in 1295 brought together all elements considered capable of giving help, and proved so similar to the broadly national gatherings of later centuries that it has ever since held a place in history as the "Model Parliament". I mean to say that two archbishops, 18 bishops, 66 abbots, 3 heads of religious orders, 9 earls, 41 barons, 61 knights of the shire, and 172 citizens and burgesses from the cities and boroughs – upwards of 400 persons in all – were present.

The following fact speaks for itself. Afterwards "Parliament" rapidly became a regular feature of the governmental system. We need hardly mention that it was not definitely "established"; it merely grew up – by nobody's planning in advance – because the kings found occasional meetings of the kind useful for their purposes. Here we can say certainly the plan of calling in representatives of the counties and boroughs to participate in the public business along with the councillors flowed from no popular movement or demand. On the contrary, knights and burgesses who took their places along with the magnates knew that all that was expected of them was that they obediently agreed with new tax burdens. Now I'm going to sum up what has been said. Finally the day came when representation in Parliament was looked upon as a privilege, a benefit, and a source of pow-

er. But in my opinion nobody so regarded it in the times of which we are speaking. Thank you for listening. Now if there are any questions I'll be happy to answer them.

I. Read and memorise the words to the text.

- | | |
|---------------------------|--|
| 1. historical reenactment | – историческая реконструкция |
| 2. living history museums | – музей живой истории |
| 3. historic site | – историческая достопримечательность |
| 4. heritage interpreters | – люди, занимающиеся пропагандой
культурного наследия, экскурсоводы |
| 5. observer | – зритель, наблюдатель |
| 6. participant | – участник |
| 7. period dress | – одежда определённого периода |
| 8. encampment | – лагерь |
| 9. educational medium | – средство обучения; учебное пособие |
| 10. pastime | – занятие; времяпрепровождение;
развлечение; игра |
| 11. handicrafts | – ремесла; ручная работа; рукоделие;
вещи ручной работы |
| 12. spinning | – прядение |
| 13. sewing | – шитьё |
| 14. loom weaving | – браное ткачество |
| 15. cloth dyeing | – окраска тканей |
| 16. basket weaving | – плетение корзин |
| 17. leather-working | – выделка кож |
| 18. rope making | – изготовление канатов и верёвок |
| 19. shoemaking | – сапожное ремесло |
| 20. metalworking | – обработка металла |
| 21. glassblowing | – выдувание стекла |
| 22. woodworking | – обработка дерева, столярное ремесло |
| 23. authentic techniques | – подлинные технические приёмы |
| 24. replica | – точная копия |
| 25. bridge the gap | – ликвидировать пробел |
| 26. creating a setting | – создание обстановки |
| 27. material culture | – материальная культура |
| 28. jumping-off point | – отправная точка, исходный пункт |
| 29. embody | – воплощать |

II. Read and translate the text, answer the questions after the text and tell about living history.

Living history is an activity that incorporates historical tools, activities and dress into an interactive presentation that seeks to give observers and participants a sense of stepping back in time. Although it does not necessarily seek to reenact a specific event in history, living history is similar to, and sometimes incorporates, historical reenactment. Living history is an educational medium used by living history museums, historic sites, heritage interpreters, schools and historical reenactment groups to educate the public in particular areas of history, such as clothing styles, pastimes and handicrafts, or to simply convey a sense of the everyday life of a certain period in history.

Activities may be confined to wearing period dress and perhaps explaining relevant historical information

Living history portrayal often involves demonstrating everyday activities such as cooking, cleaning, medical care, or particular skills and handicrafts. Depending on the historical period portrayed, these might include spinning, sewing, loom weaving, cloth dyeing, basket weaving, leatherworking, rope making, shoemaking, metalworking, glassblowing, woodworking or other crafts. Considerable research is often applied to identifying authentic techniques and often recreating replica tools and equipment.

Historical reenactment groups often attempt to organize such displays in an encampment or display area at an event, and have a separate area for combat reenactment activities. While some such exhibits may be conducted in character as a representa-



An actress playing the role of Mary Queen of Scots at a Scottish fair in 2003



tion of typical everyday life, others are specifically organized to inform the public and so might include an emphasis on handicrafts or other day-to-day activities, which are convenient to stage and interesting to watch, and may be explained out of character.

Living history can be a tool used to bridge the gap between school and daily life to educate people on historical topics. Many factors contribute to creating a setting in which visitors to living history sites can become active participants in their historical education. Two of the most important are the material culture and the interpreters. Material culture both grounds the audience in the time and place being portrayed, and provides a jumping-off point for conversation. “Interpreters” are the individuals who embody historical figures at living history sites. It is their responsibility to take the historical research that has been done on the sites and decide what meaning it has. These meanings are often a melding of fact and folklore.

Folklore is an important aspect of living histories because it provides stories which visitors relate to. Whether it is an interpreter embodying a past individual’s personal story or discussing a superstition of the time, these accounts allow the audience to see these past figures not as names on a page, but as actual people. However, folklore is also more than stories. Objects, such as dolls or handmade clothing, among others, are considered “folk artefacts,” which are grouped under the heading of “material culture.”

1. Answer the questions to the text:

1. What is living history?
2. What is it similar to?
3. What is it used by and for?
4. What may activities be confined to?
5. What does living history portrayal often involve?
6. How do historical reenactment groups often attempt to organize their displays?
7. In what way may living history exhibits be conducted?
8. What factors contribute to creating a setting in which visitors to living history sites can become active participants in their historical education?
9. Why is folklore so important?

2. Read the sentences and tell whether they are true to text or not.

1. Living history is historical reenactment of certain historical events.
2. Historical reenactment groups recreate replica tools and equipment.
3. Living history can bridge the gap between school and daily life to educate people on historical topics.
4. “Folk artefacts” are authentic objects from the past.

III. Read and translate the text, answer the questions after the text and tell about different kinds historical reenactment you know.

- | | |
|-----------------------------|---|
| 1. historical reenactment | – историческая реконструкция |
| 2. reenact | – восстанавливать; проигрывать какое-либо событие |
| 3. reenactor | – реконструктор |
| 4. scripted | – инсценированный |
| 5. public spectacle | – публичное зрелище |
| 6. mass pageants | – массовые пышные зрелища |
| 7. centennial | – столетняя годовщина |
| 8. amateur | – любитель; непрофессионал |
| 9. firefighter | – пожарный |
| 10. historical perspective | – историческая перспектива |
| 11. mainstream | – представляющий большинство |
| 12. put on a good show | – хорошо выглядеть |
| 13. combat demonstrations | – постановочные поединки |
| 14. mock battle | – потешный бой |
| 15. arena | – арена; место действия; поле сражения |
| 16. question the motivation | – ставить под сомнение мотивировку |
| 17. steeped in knowledge | – вооруженные знаниями |
| 18. personal grooming | – личная гигиена |
| 19. align with | – совпадать с ..., соответствовать |



HISTORICAL REENACTMENT

Historical reenactment is a scripted educational or entertain-

ment activity in which participants follow a prearranged plan to recreate aspects of a historical event or period – often a military engagement or display. This may be as narrow as a specific moment from a battle or as broad as an entire period. Activities related to "reenactment" have a long history.

The Romans staged recreations of famous battles within their amphitheaters as a form of public spectacle. In the Middle Ages, tournaments often reenacted historical themes from Ancient Rome or elsewhere. In the nineteenth century, reenactments were popular in a number of countries, e.g. the Eglinton Tournament of 1839 in Britain. During the early twentieth century they were popular in Russia with re-enactments of the Siege of Sevastopol (1854 – 1855) (1906), the Battle of Borodino (1812) in St Petersburg and the Taking of Azov (1696) in Voronezh in 1918.

Soldiers firing guns in the Battle of Waterloo reenactment

vastopol (1854 – 1855) (1906), the Battle of Borodino (1812) in St Petersburg and the Taking of Azov (1696) in Voronezh in 1918.

In 1920, there was a reenactment of the 1917 Storming of the Winter Palace on the third anniversary of the event. This reenactment inspired the scenes in Sergei Eisenstein's film *October*.

Likewise, mass pageants were used to commemorate civic events like the 150th anniversary of the founding of St Louis, held in 1914. Particularly during and since the centennial of the American Civil War in the United States beginning in 1961, reenactments of Civil War battles has attracted many reenactors, who are some of the most dedicated.

Most participants are amateurs who pursue history as a hobby. Participants within this hobby are extremely diverse. The ages of participants range from young children whose parents bring them along to events, to the elderly. Among adult participants, people from all different walks of life can be found: college students, firefighters, lawyers, members of the armed forces, doctors, and even professional historians.

Reasons given for participating vary. Some participants are interested in getting a historical perspective on a particular period or war, particularly if they can trace their ancestry back to an individual or individuals who were involved. Others participate for the escapism that such events offer.

Reenactors are commonly divided (or self-divide) into several broadly defined categories, based on the level of concern for authenticity. (It

should be noted that these definitions and categorisation is primarily that of the USA. Other countries have different terms of art, slang and definitions)

Mainstream reenactors make an effort to appear authentic, but may come out of character in the absence of an audience. Visible stitches are likely to be sewn in a period-correct manner, but hidden stitches and undergarments may not be period-appropriate. Food consumed before an audience is likely to be generally appropriate to the period, but it may not be seasonally and locally appropriate. Modern items are sometimes used "after hours" or in a hidden fashion. The common attitude is to put on a good show, but that accuracy need only go as far as others can see.

Combat demonstrations are mock battles put on by reenacting organizations and/or private parties primarily to show the public what combat in the period might have been like. Combat demonstrations are only loosely based on actual battles, if at all, and may simply consist of demonstrations of basic tactics and maneuvering techniques.

Scripted battles are reenactment in the strictest sense; the battles are planned out beforehand so that the companies and regiments make the same actions that were taken in the original battles. They are often fought at or near the original battle ground or at a place very similar to the original. These demonstrations vary widely in size from a few hundred fighters to several thousand, as do the arenas used (getting the right balance can often make or break the spectacle for the public).

Many castles, museums, and other historical tourist attractions employ actors or professional reenactors as part of the experience. These usually address the recreation of a specific town, village, or activity within a certain time frame. Commercial reenactment shows are usually choreographed and follow a script.

Motion picture and television producers often turn to reenactment groups for support; some films benefited greatly from the input of reenactors, who arrived on set fully equipped and steeped in knowledge of military procedures, camp life, and tactics.

Critics question the motivation of reenactors; some suggest concerns about the level of immersion found in some areas, notably those involving 20th century conflicts where combatants had stricter regulations regard-

ing personal grooming. The average age of reenactors is generally far higher than the average age of soldiers in most conflicts. Few reenactment units discriminate based on age and physical condition. Some critics have complained about the exclusion of women from American Civil War combat reenactment units.

There is a tendency of reenactors to gravitate towards "elite" units such as commandos, paratroopers, or Waffen-SS units. This results in under-representation in the reenactment community of what were the most common types of military troops in the period being reenacted. Weapons can be a concern in countries where weapons of most forms are legally banned or socially frowned on (such as in the UK).

A final concern is that reenactors may be accused of being, or actually be, aligned with the political beliefs that some of the reenacted armies fought for, such as Nazism.

Answer the questions to the text:

1. What is historical reenactment?
2. May historical reenactment be as narrow as a specific moment from a battle or as broad as an entire period?
3. How old is historical reenactment?
4. What activities related to were there in different periods of time?
5. Who participates in historical reenactment?
6. What are the reasons for participating?
7. How are reenactors commonly divided?
8. What are mainstream reenactors characterised by?
9. What types of reenactments can there be?
10. Do motion picture and television producers turn to reenactment groups?
11. How did some films benefit from the input of reenactors?
12. What are the main points of reenactors' criticism?

IV. Translate the text below from Russian into English.

НАПРАВЛЕНИЯ ИСТОРИЧЕСКОЙ РЕКОНСТРУКЦИИ

Живая история – научная дисциплина, находящаяся на пересечении таких дисциплин, как «экспериментальная археология» и «музейная педагогика». Живая история – это воссоздание повседневного быта жителей какого-либо места в определенный исторический период. Тут важно абсолютно все, начиная с одежды и заканчивая аутентичными рецептами кухни. Подобные мероприятия интересны не только самим участникам, но и зрителям, которые могут воочию (with their own eyes) посмотреть на нехрестоматийную историю своей страны (see history of their country not from the textbooks), на то, как жили их предки. Данное направление очень популярно и развито в Западной Европе, там существуют десятки «музеев под открытым небом», где живут и трудятся люди в обстановке былых времен.

Турниры – суть этого направления – изучение и применение на практике военного искусства определенной эпохи. Много берется из источников того времени, кое-что додумывается людьми исходя из здравого смысла. В результате получается зрелищное представление, посмотреть которое будет интересно каждому, ведь вблизи все воспринимается особенно остро. Турниры можно разделить на постановочные (для зрителей) и спортивные, на которых люди хотят объективно оценить свои силы, умения.

HISTORY MOSAIC

Texts for written translation and discussion



The past actually happened, but history is only what someone wrote down.

– A. Whitney Brown,
“The Big Picture”

I. Answer the questions after the text and do its written translation.

VLADIMIR MONOMAKH (REIGN 1113 – 1125)

After the death of Sviatopolk the throne legally belonged to Oleg, son of Sviatoslav, cousin of Monomakh who was the son of Vsevolod. But



Crown of Monomakh
(Known as "Shapka Monomakh")

the Kievans were determined to accept no one but Monomakh, and an uprising of theirs induced him to yield to the universal demand. Thus Sviatoslav was excluded, and Monomakh succeeded in bringing the large part of Russia under his power. During his reign he continued the war against the Polovtsi, as well as against the Finns in the north and east, and the Poles in the west. The steppe was cleared so thoroughly that tradition, with its customary exaggeration, says that he forced the Polovtsi back to the Caucasus. His relations to the Byzantine

Empire have not yet been sufficiently cleared up. He was the son of a Byzantine princess, and his daughter Maria was married to Leo, son of the unfortunate emperor Romanus Diogenes, who was blinded in 1071 and banished to an island.

According to a later tradition, which arose under the influence of Moscow, the emperor Alexius Comnenus, in order to put an end to the devastation of Thrace by the Russian troops, sent to Vladimir a diadem (later to be known as "Shapka of Monomakh") and other imperial insignia through Neophyte, metropolitan of Ephesus, who put the diadem on Vladimir's head and called him Tsar. But contemporary accounts tell us nothing of all this.

But the greater portion of Monomakh's military activity fell into the reigns of his two predecessors. He was in his 61st year when he became grand-prince, and he naturally avoided all fighting as far as possible, employing force only when needed to maintain his position as overlord of Russia. As far as circumstances permitted, he was a prince of peace, and a number of most important legislative measures are attributed to him, especially the laws relating to usury and to the half-free (zakupi).

Monomakh died in 1125 at the then ripe old age of 73. He has left us a curious paper of instructions to his sons, which dates from 1117, and in which he gives them much sound advice, enforced with examples from his own life. It is a remarkable document worthy of quoting.

Questions to answer:

1. How did Vladimir Monomakh ascend the throne of Kiev?
2. What was his policy in regard to the Polovtsi and the Finns?
3. What were his relations to the Byzantine Empire?
4. What is the tradition about "Shapka of Monomakh"?
5. What period did the greater portion of Monomakh's military activity fall?
6. Why did he avoid fighting as far as possible?
7. What kind of prince was Vladimir Monomakh?
8. What most important legislative measures are attributed to Monomakh?
9. What document did he leave us?

II. Read the text, answer the questions after the text, do its written translation and tell about the most remarkable events of the period.

Elizabeth I (1533 – 1603)

Elizabeth I is a Tudor queen of England and Ireland, nicknamed 'Gloriana' and the 'Virgin Queen' who overcame many challenges and threats at home and from abroad to preside over a perceived 'golden age' in English history.



Queen Elizabeth I

Elizabeth was born in Greenwich on 7 September 1533, the only daughter of Henry VIII and his second wife, Anne Boleyn. When Elizabeth was two, Anne was beheaded for adultery on the orders of Henry, and Elizabeth was exiled from court. Her childhood was difficult, although she received a thorough Protestant education. In 1553, Elizabeth's older half-sister Mary became queen. Mary was determined to re-establish Catholicism in England and viewed the Protestant Elizabeth as a direct threat, briefly imprisoning her in the Tower of London. When Elizabeth succeeded

to the throne in 1558 one of her priorities was to return England to the Protestant faith and one of her greatest legacies was to establish and secure an English form of Protestantism. Elizabeth's reign also saw England significantly expand its trade overseas while at home, Shakespeare, Spenser and Marlowe were at the forefront of a Renaissance in poetry and drama.

Catholic challenges and plots persisted through much of Elizabeth's reign. The focus of most of these was Elizabeth's cousin, Mary, Queen of Scots, a Catholic with a strong claim to the English throne, who sought exile in England in 1568. Elizabeth imprisoned her and she remained a prisoner for 20 years until Elizabeth was persuaded to agree to her execution in 1587.

The ill-fated Spanish Armada was launched by Philip II of Spain the following year, bringing to a climax the threat posed to English independence from Spain since Elizabeth's accession. Always a popular monarch, and a brilliant public speaker, Elizabeth proved a focus to unite the country against a common enemy.

Despite pressure from her advisers, particularly her chief secretary, William Cecil, Lord Burghley, Elizabeth always refused to marry. She had a close relationship with Robert Dudley, Earl of Leicester, and was not averse to using the promise of marriage for diplomatic purposes, but asserted her independence until the end of her life. When she died on 23 March 1603, she was succeeded by the Protestant James VI of Scotland, the son of Mary, Queen of Scots.

Questions to answer:

1. What dynasty did Elizabeth I of England belong?
2. How was the period of her rule named? Why?
3. Whose daughter was she?
4. When and where was she born?
5. What was the year of 1533 famous in the Russian History for?
6. What happened when Elizabeth was two?
7. Why was she briefly imprisoned in the Tower of London by her half-sister?
8. What was one of her priorities when she succeeded to the throne in 1558?
9. What were the main troubles during her reign?
10. What was her marital status?
11. Who was she succeeded by?

III. Read and memorise the words, do the written translation of the text and tell about Hitler's plans and their failure.

THE RUSSIAN CAMPAIGN: 1941 – 1942

- | | |
|---------------------|--|
| 1. casts doubt | – вызывать сомнения |
| 2. eastern ally | – восточный союзник |
| 3. in charge of ... | – во главе |
| 4. take the route | – выбирать маршрут |
| 5. armoured corps | – бронетанковые войска |
| 6. advance v. | – продвигаться; идти вперёд; наступать |
| 7. encircle v. | – окружать |

- 8. thrust – напор; атака; удар
- 9. take prisoner – брать в плен; взять в плен
- 10. cross the obstacle – преодолевать преграду
- 11. urge the strategy – убедительно настаивать на
- 12. deteriorate v. – ухудшаться; портиться
- 13. disable the Russian army – делать советскую армию небоеспособной

As early as the autumn of 1940, when the Battle of Britain cast doubt on his invasion plans across the Channel, Hitler's thoughts turned to an attack on his eastern ally, Stalin. He ordered plans to be prepared under the codename Barbarossa. In a directive dated 18 December 1940 he stated: "The German armed forces must be prepared to crush Soviet Russia in a quick campaign before the end of the war against England".



Hitler's intention was that his quick campaign should begin early in May 1941, but precious weeks had been lost and it was not until June 22 that three army groups crossed the Russian border on a broad front from southern Poland to the Baltic coast.

In charge of this campaign were the army commanders who together had carried out such a brilliant *blitzkrieg* to the west a year earlier. The first signs were that they will repeat their triumph. Guderian's armoured corps advanced 50 miles in the first day. Four days later, on June 27, he reached Minsk, 200 miles inside Russia. 300,000 Russians, encircled by the German thrust, were taken prisoner.

Guderian crossed the obstacle of the Dnieper River on July 10 and reached Smolensk on July 16. The route he was taking lead directly to Moscow. Less than four weeks had passed, and 400 miles had been travelled. The Russian capital was now only 200 miles away. There was surely time.

Guderian and other commanders urged the strategy of pushing straight on towards Moscow, but Hitler made a priority of disabling as much as possible of the Russian army. Guderian was ordered to swing south towards Kiev, where a pincer movement succeeded in capturing another 500,000 men

(bringing the total number of prisoners in the campaign so far to about a million).

The move towards Moscow was resumed in early October. At the end of the month a victory at Vyazma brought another 600,000 Russian prisoners. But Moscow was still 125 miles ahead. The weather was deteriorating. The roads were deep in mud, soon to freeze. A few advance detachments struggled to the suburbs of the capital, in early December. But now the Russian winter had started in earnest.

Further to the north another German army, pushing along the Baltic coast, had made similarly spectacular progress in the early weeks of the campaign. Russia's second city, Leningrad, was reached in August. But the Germans proved unable to capture it. They began a siege, which they hoped will be over before the winter. It turned out to last for 900 days, until January 1944. The Germans, confident in their technique of *blitzkrieg*, had come unprepared for winter conditions. They now received orders from Hitler that no one was to turn back on any front. Remembering what happened to Napoleon's army on the march to Moscow, the shivering commanders and their men knew all too well the hidden strengths brought out in the Russians by depths of winter and extremes of danger.

In December the Russians began their counteroffensive, using divisions brought from Siberia. They made progress, rolling the Germans back on some fronts as much as 150 miles. But in an astonishing feat of endurance, in appalling conditions, the German resolve held firm. It was fifteen months before the Russians dislodged the enemy from Vyazma, just 125 miles from the capital. So when summer returned, in 1942, the Germans were in place for a renewed offensive. This time it was directed to the south. Hitler had his eye on the oil fields of the Caucasus. Once again, even though the German divisions were much weakened by their deprivations, the assault was carried out with extraordinary verve.

The strategy was to capture three salient points which protect the Caucasus, the valuable region between the Black Sea and the Caspian. They were Sebastopol on the Black Sea coast, Rostov at the mouth of the Don and Stalingrad on the Volga.

The campaign was launched in early June. A month later the Crimea and Sebastopol were in German hands. Rostov fell on July 25, enabling a

German army to press on towards the oil fields. But the third target, Stalingrad, proved elusive. With extreme tenacity, fighting from house to house, the Russians defended this city which protected routes from the north and east. So the Germans began a second winter on Russian soil, in the blitzkrieg that went wrong.

III. Read the text and do its written translation, tell about significance of Stalingrad Battle and King George IV gift to the citizens of Stalingrad.

- | | |
|--------------------|------------------------------|
| 1. pincer campaign | – операция по взятию в клещи |
| 2. extricate | – вывести |
| 3. surrender | – сдаваться |
| 4. apoplectic | – чуть не хватил удар |

STALINGRAD: 1942 – 1943

The battle for the city of Stalingrad, bitterly fought from building to building, lasted from August to November 1942. Neither side was able to gain absolute control of the city and evict the other, even though Germa-



ny's entire Sixth Army had been involved. But the Germans, even if they had achieved possession, were in the graver danger. They were fighting far from their sources of supply.

And the city they were struggling so hard to occupy may prove a trap, as the Russians were even now planning.

A Russian pincer campaign was launched on November 19. It had a simple aim, to encircle the Germans. Just four days later the noose was complete, though not yet tight. It surrounded a large area between the Volga and the Don. Inside it were more than 200,000 of the enemy.

The commander of the Sixth Army, General Friedrich Paulus, was well aware that this was the last possible chance to extricate his men. He sent a request to Hitler to begin a withdrawal. The answer came back: No. Meanwhile German and Italian efforts to break the noose from outside

were repulsed with heavy losses. Attempts to break out, and the freezing winter conditions, caused massive losses in the Sixth Army.

Eventually, in mid-January 1943, Paulus protested to Hitler that it was beyond human strength to continue fighting in these circumstances. Hitler's reply, as to the commanders near Moscow a year earlier, was that not an inch of ground was to be given up; 'the Sixth Army would do its historic duty at Stalingrad to the last man'.

At the same time Hitler promoted von Paulus to the rank of field marshal. No German field marshal, the Führer remarked at the time, had ever been taken prisoner. But at the end of the month (on 31 January 1943) von Paulus, with just 91,000 survivors, surrendered to the Russians. Hitler was apoplectic, declaring himself personally betrayed. He protested that the new field marshal should have taken his own life, like an ancient Roman, rather than face captivity. Hitler's personal obstinacy succeeded in maintaining a German front in Russia for another year and more. But the more significant fact was that his obsessive refusal to yield had now lost him an entire German army – and will soon lose him another, in North Africa.

n reasons. The first reason is that the Battle of Stalingrad marked the end of Germany's Allied victory during World War Two. This was for two main reasons. The first reason is that the Battle of Stalingrad marked the end of Germany's advances into Eastern Europe and Russia. The second reason is that this battle was the first major German loss during World War II. After the Germans lost in Stalingrad, they did not advance any farther into Eastern Europe or Russia. This is because the Soviet army gained strength and spent a lot of the rest of World War II fighting the Germans to get the territory that Russia had lost back.

George VI of the United Kingdom ordered a bejewelled ceremonial longsword specially forged and inscribed of as a token of homage from the British people to the Soviet defenders of the city during the Battle of Stalingrad. On 29 November 1943 it was presented to Marshal Joseph Stalin by British Prime Minister Winston Churchill at an afternoon ceremony during the Tehran Conference in the presence of President Franklin D. Roosevelt and an honour guard. The acid-etched inscription on the sword in Russian and English reads:

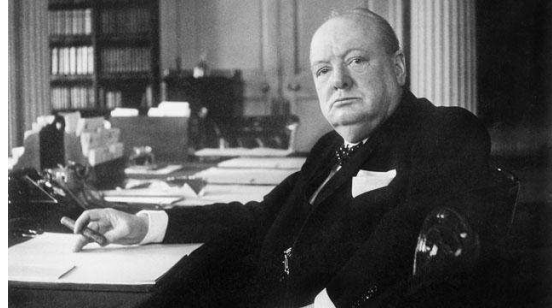
ГРАЖДАНАМ СТАЛИНГРАДА • КРЕПКИМ КАК СТАЛЬ • ОТ
КОРОЛЯ ГЕОРГА VI • В ЗНАК ГЛУБОКОГО ВОСХИЩЕНИЯ БРИ-
ТАНСКОГО НАРОДА • TO THE STEEL-HEARTED CITIZENS OF
STALINGRAD • THE GIFT OF KING GEORGE VI • IN TOKEN OF
THE HOMAGE OF THE BRITISH PEOPLE

IV. Read the text, do its written translation, answer the questions after the text and tell about Winston Churchill or any other famous political figure.

- | | |
|---|--|
| 1. Blenheim | – Бленем |
| 2. embark on an army career | – начать военную карьеру |
| 3. Boer War | – англо-бурская война |
| 4. undersecretary | – заместитель министра |
| 5. Colonial Office | – министерство по делам колоний |
| 6. President of the Board
of Trade | – министр торговли (Великобритания) |
| 7. Home Secretary | – министр внутренних дел |
| 8. First Lord of the Admiralty | – военно-морской министр (до 1964 г.) |
| 9. Dardanelles expedition | – операция в Дарданеллах |
| 10. blame | – обвинять |
| 11. resign | – уходить в отставку |
| 12. Minister of Munitions | – министр военного снабжения |
| 13. Secretary of State for War
and Air | – военный министр и министр авиации |
| 14. Chancellor of the Exchequer | – министр финансов |
| 15. 'wilderness years' | – годы забвения |
| 16. 'Abdication Crisis' | – кризис в связи с отречением Эдуарда VIII |
| 17. valiant defiance | – храброе сопротивление |
| 18. adversity | – бедствия |
| 19. Allied Forces | – вооружённые силы союзных держав |

WINSTON CHURCHILL

Winston Leonard Spencer Churchill was born on 30 November 1874 at Blenheim Palace in Oxfordshire. His father was the prominent Tory politician, Lord Randolph Churchill. Churchill attended the Royal Military College, Sandhurst, before embarking on an army career. He saw action on the north-west frontier of India and in the Sudan. While working as a journalist during the Boer War he was captured and made a prisoner-of-war before escaping.



Winston Churchill at 10 Downing Street, London, in 1940

In 1900, Churchill became Conservative Member of Parliament for Oldham. But he became disaffected with his party and in 1904 joined the Liberal Party. When the Liberals won the 1905 election, Churchill was appointed undersecretary at the Colonial Office. In 1908 he entered the Cabinet as president of the Board of Trade, becoming Home Secretary in 1910. The following year he became First Lord of the Admiralty. He held this post in the first months of World War I but after the disastrous Dardanelles expedition, for which he was blamed, he resigned. He joined the army, serving for a time on the Western Front. In 1917, he was back in government as Minister of Munitions. From 1919 to 1921 he was Secretary of State for War and Air, and from 1924 – 1929 was Chancellor of the Exchequer.

The next decade were his 'wilderness years', in which his opposition to Indian self-rule and his support for Edward VIII during the 'Abdication Crisis' made him unpopular, while his warnings about the rise of Nazi Germany and the need for British rearmament were ignored. When war broke out in 1939, Churchill became first lord of the Admiralty. In May 1940, Neville Chamberlain resigned as Prime Minister and Churchill took his place. His refusal to surrender to Nazi Germany inspired the country. He worked tirelessly throughout the war, building strong relations with US President Roosevelt while maintaining a sometimes difficult alliance with the Soviet Union.

Churchill lost power in the 1945 post-war election but remained leader of the opposition, voicing apprehensions about the Cold War (he popularised the term 'Iron Curtain') and encouraging European and Trans-Atlantic Unity. In 1951, he became Prime Minister again. He resigned in 1955, but remained an MP until shortly before his death. As well as his many political achievements, he left a legacy of an impressive number of publications and in 1953 won the Nobel Prize for Literature.

Churchill died, aged 90, on 24 January 1965 and was given a state funeral. Voted by BBC viewers the greatest of all Britons in 2002, Winston Churchill remains a symbol of valiant defiance against adversity. Twice Prime Minister of Great Britain and Northern Ireland, he led the Allied Forces towards their 'finest hour' and his funeral saw the largest gathering of world dignitaries ever assembled.

Questions to answer:

1. What was the full name of Winston Churchill? What family was he from?
2. When and where was Winston Churchill born?
3. What did his father do?
4. Where did he study?
5. What military actions did he take part?
6. What party M.P. was he first?
7. Why did he join the Liberal Party?
8. What was his career as MP from the Liberal Party?
9. What were the reasons of his 'wilderness years'?
10. What did Churchill do when the war broke?
11. Why was he chosen Prime Minister when Neville Chamberlain resigned?
12. What did he do throughout the war?
13. Why did Churchill lose his power in the 1945?
14. What term did he popularise?
15. When did he become Prime Minister again and then resign?
16. What legacy did he leave?
17. What prize did he win in 1953?
18. What was he voted by BBC viewers in 2002?

V. Do the written translation of the text about the significance of history.

What happens in the past is all history. Whether it is of historical significance depends on one`s own point of view. What is historically important to you or your community or race depends on how you view the event. It also depends on your personal emotions or feelings at the time and on hindsight. History can be interpreted in many different ways, and one of the means of interpreting it depends on personal experience. Another is dependent on which commentator you choose to believe. Many events in history are distorted by people with hidden agendas to distort what happened in actual fact. I am afraid there is no simple answer, but the important thing is that you had the intelligence to ask the question. What is important is that for you to decide.

1. hindsight – ретроспективный взгляд; взгляд в прошлое; оценка прошедших событий
2. hidden agenda – тайный план; скрытый замысел

ЗАКЛЮЧЕНИЕ

О высоком уровне профессиональной компетенции специалиста можно судить по определенному набору профессиональных умений и навыков. Иноязычные умения и навыки успешно реализуются в составе коммуникативной компетенции лишь тогда, когда они соответствуют профессиональным умениям и навыкам, зафиксированным в нашей стране Государственным образовательным стандартом высшего профессионального образования.

Учебное пособие "Изучаем историю по-английски" – "Learning History in English" – помогает формировать у студентов навыки и умения иноязычного общения в конкретных профессиональных, деловых, научных сферах и ситуациях.

Издание может быть полезным студентам гуманитарных специальностей, а также всем, кто решит усовершенствовать свои профессиональные знания в области английского языка.

Коллектив авторов желает вам успеха.

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LEARNING HISTORY IN ENGLISH

Учебное пособие по английскому языку

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