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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ИСТОРИКОВ

УЧЕБНИК ДЛЯ БАКАЛАВРОВ

Под общей редакцией **А. В. Шапиро**

Допущено Учебно-методическим отделом высшего образования в качестве учебника для студентов высших учебных заведений, обучающихся по гуманитарным направлениям и специальностям

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Материал учебника рассчитан на начинающих обучение английскому языку на уровне В Самостоятельное владение (Independent User) и завершающих на уровне В1 Пороговый уровень (Threshold)/В2 Пороговый продвинутый уровень (Vantage).

Учебник состоит из 15 разделов, посвященных общим проблемам английского языка, и 15 разделов, посвященных изучению специальной исторической терминологии. В книгу включены разделы, обучающие студентов письменной английской речи, а также тестовые задания к разделам и заключительный тест для проверки приобретенных навыков и умений.

В Приложениях помещены список неправильных глаголов, список идиоматических выражений с переводом на русский язык, а также список исторических терминов.

Учебник «Английский язык для историков» отвечает современным требованиям и соответствует Федеральному образовательному стандарту высшего профессионального образования третьего поколения по иностранному языку по квалификации «бакалавр истории».

Для студентов высших учебных заведений, обучающихся по специальности «История».

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Contents

Introduction	8
UNIT 1. Be Yourself	11
LEAD-IN.....	11
READING	12
Teenagers' Anxiety over their Appearance	13
Chinese New Year Horoscopes.....	18
PHRASAL VERBS.....	19
Grammar Reference	21
The Present Simple Tense	21
The Present Progressive Tense	22
Specialist Language Section 1	25
Ireland before 3000 b.c.	25
UNIT 2. Live Your Life	30
LEAD-IN.....	30
READING	31
PHRASAL VERBS.....	36
Grammar Reference	37
Past Tenses/Used to/Would.....	37
Specialist Language Section 2	42
The First King of Scotland.....	42
Progress Test (Units 1–2)	46
VOCABULARY CHECK.....	46
USE OF ENGLISH	47
COMMUNICATION.....	50
Writing Section 1. Descriptive Writing	51
Memories.....	51
The Family Table.....	52
UNIT 3. Bring Home the Bacon	55
LEAD-IN.....	55
READING	55
PHRASAL VERBS.....	60

Grammar Reference	62
Comparatives and Superlatives.....	62
Specialist Language Section 3	69
Spain in World History.....	69
UNIT 4. Right Up My Alley	74
LEAD-IN.....	74
READING	75
The Value of a Hobby	76
PHRASAL VERBS.....	79
COMMUNICATION.....	80
Grammar Reference	81
The Present Perfect Tense	81
Specialist Language Section 4	85
Consumption in the Later Middle Ages.....	85
Progress Test (Units 3–4)	91
VOCABULARY CHECK.....	91
USE OF ENGLISH	92
Writing Section 2. Letters of Application	95
UNIT 5. It Is Always Now	99
LEAD-IN.....	99
READING	100
PHRASAL VERBS.....	105
Grammar Reference	107
Past Perfect Simple/Past Perfect Progressive.....	107
Specialist Language Section 5	111
The Western Nobility in the Late Middle Ages.....	111
UNIT 6. Perhaps	116
LEAD-IN.....	116
READING	118
PHRASAL VERBS.....	122
Grammar Reference	123
Forms of Expressing Future/Future Simple/ Progressive/Perfect.....	123
Specialist Language Section 6	128
The Turks in Renaissance Historical Thought	128
Progress Test (Units 5–6)	133
VOCABULARY CHECK.....	133
USE OF ENGLISH	134

Writing Section 3. Descriptive Writing (elements of biography)	138
The Person Who Changed the Course of History	138
UNIT 7. Necessity, the Mother of Invention	141
LEAD-IN.....	141
READING	142
PHRASAL VERBS.....	148
Grammar Reference	150
The Passive Voice/Causative Form.....	150
Specialist Language Section 7	158
Royal Courts in Dynastic States and Empires.....	158
UNIT 8. A Chicken in Every Pot	165
LEAD-IN	165
READING	165
Why Cooking Skills Are the Key to Healthy Eating?	166
PHRASAL VERBS.....	174
Around the World in 80 Dishes.....	174
Grammar Reference	176
Countable and Uncountable Nouns/Quantity	176
Specialist Language Section 8	181
Ideas of “Civility”.....	181
Progress Test (Units 7–8)	187
VOCABULARY CHECK.....	187
USE OF ENGLISH.....	188
Writing Section 4. Opinion Essay	192
UNIT 9. Hit the Road, Jack	194
LEAD-IN.....	194
Why Don’t You Swap Homes for Your Holiday?.....	198
READING	199
Why We Travel.....	200
PHRASAL VERBS.....	203
Grammar Reference	205
Conditionals/Wishes.....	205
Specialist Language Section 9	211
The Italian Fascist and German Nazi Movements.....	211
UNIT 10. Will to Win	215
LEAD-IN.....	215
READING	217
How Rowing Became a Dangerous Obsession.....	217
PHRASAL VERBS.....	222

Grammar Reference	223
Reported Speech	223
Specialist Language Section 10	228
Why the English Revolution Matters	228
Progress Test (Units 9–10)	233
VOCABULARY CHECK	233
USE OF ENGLISH	234
Writing Section 5. Letters of Request	239
USEFUL LANGUAGE	241
UNIT 11. Drive My Car	244
LEAD-IN	244
READING	244
PHRASAL VERBS	255
Grammar Reference	257
Reported Speech/Introductory Words	257
Specialist Language Section 11	262
The Word “Confession”	262
UNIT 12. Be an Earth Warrior	268
LEAD-IN	268
READING	271
PHRASAL VERBS	277
Grammar Reference	278
Past Modals	278
Specialist Language Section 12	283
Rethinking Revolutions	283
Progress Test (Units 11–12)	288
VOCABULARY CHECK	288
USE OF ENGLISH	289
Writing Section 6. A Letter of Invitation	294
UNIT 13. The Heart Is Half a Prophet	296
LEAD-IN	296
How Useful Are Emotions	297
READING	299
PHRASAL VERBS	303
Grammar Reference	305
Relative Clauses	305
Specialist Language Section 13	311
Urbanization	311

UNIT 14. Medicine of the Soul	316
LEAD-IN.....	316
READING	320
PHRASAL VERBS.....	325
Grammar Reference	327
Expressing Preference	327
Specialist Language Section 14	334
The Concept of Modernization	334
UNIT 15. The Dress of Thought	338
LEAD-IN.....	338
READING	339
The Tragedy of Dying Languages.....	340
PHRASAL VERBS.....	346
Grammar Reference	347
Linking Words/Phrases and Expressions	347
Specialist Language Section 15	355
Historians, Sociologists and the Early Modern State	355
Progress Test (Units 13–15)	360
VOCABULARY CHECK.....	360
USE OF ENGLISH	362
Writing Section 7. Writing a Summary	366
Summarizing Non-Fiction/Specialist Literature	366
FINAL REVISION (Units 1–15).....	368
VOCABULARY CHECK.....	368
USE OF ENGLISH	371
Answer Keys.....	376
Appendix 1. Irregular Verbs	430
Appendix 2. Handy English (useful phrases, idioms and proverbs)	434
Appendix 3. Specialist Language (useful terms and phrases)	438

Introduction

The coursebook *English for Students of History* has been specially designed for undergraduate students of History. It is intended for independent users of English at Intermediate to Upper-Intermediate levels (B1+/B2) and provides them with ample opportunities to revise and expand their knowledge of general language as well as to develop skills and discipline-specific vocabulary relevant to the academic environment.

The course presents and practises a wide range of topics and major grammar aspects encouraging students to make progress in both receptive and productive language. The theme-based units provide challenging reading and speaking tasks and focus students' attention on key words, collocations and fixed expressions. The selection of texts from a variety of authentic sources (newspapers, magazine articles, internet sources) enables to meet the demands of modern students and stimulates discussion. The course also contains a range of written tasks related to the educational and practical needs.

Components of the course

The coursebook comprises **15 units of general language** and **15 special language sections**. There is a Progress Test and Writing Section after every 2 units.

Each unit introduces a particular theme and all the exercises, texts and activities are topic-oriented.

At the beginning of each unit there is a **Lead-in** section introducing some aspects within the theme and engaging students in either class or paired discussion. This section also aims at boosting their interest in the topic and places an emphasis on topic-based collocations. The teacher may choose to activate the highlighted collocations presented at the very beginning or

use this section to warm the students up and move on to the main body of the unit.

Each unit also contains one or two **Reading** texts with pre-reading and follow-up tasks. Various reading skills are practiced throughout the book and students are encouraged to use the texts for further discussion. To ease the process of activating the necessary vocabulary and structures students are provided with exercises eliciting key expressions, model sentences and linkers. In addition to this, the topic is expanded through **word-formation exercises** in the form of short texts, which also can be used as stimuli for productive speech. A special feature of each unit is a topic-oriented selection of **phrasal verbs**, with exercises leading to their confident and successful usage.

Grammar Reference in each unit gives students the opportunity to revise major grammar aspects and can also be used as a self-study section. The material is presented in a clear way and each grammar point is illustrated with examples. **Grammar Practice** contains exercises on key-word transformations, error correction and word formation.

As the main emphasis of the course book is on communicative approach, grammar sections provide review of the structures necessary to develop the discussion and complement the main theme in most units.

The course also includes **7 Writing Sections** encompassing a variety of writing tasks which students may encounter in their academic life: descriptive and discursive writing, formal letters, summaries and reviews. Writing tasks are organized so that they can be used either as self-study sections or as class activities. Not only do they provide students with either sample models or useful language boxes, but also include exercises on analyzing, brainstorming and planning.

After each 2 units there is also a **Progress Test** including a **Vocabulary Check** and **Use of English** section, aiming at revision and consolidation of the main lexical and grammar aspects of the units. At the end of the book there is a **Final Revision Unit** which focuses on the syllabus of the whole book and can be used as a self-assessment unit. It can also provide productive classwork as students are offered a chance to rise

up to the challenge of dealing with a wide range of lexical and grammar material.

Of special importance is the academic component of the book – **15 Specialist Language Sections**. They are included to accommodate the needs of **students of History** as far as their professional development is concerned. The texts have been specially selected to reflect the up-to-date subject matter and range from antiquity to modern times. Each Specialist section unit contains a text with comprehension exercises as well as exercises focusing on key words. Key words are practised and activated in different ways stimulating students to recognize them and to use in productive speech.

At the end of the course book there are **Appendixes** related to general English as well as specialist language. There is a list of **irregular verbs** and also a list of **handy English phrases and idioms** with Russian translations. It can be recommended as self-study resource or can be used in class in different ways. The variety of phrases and idioms can enable the teacher either to supplement the units with lexical material or to provide additional communicative tasks.

We hope that that the coursebook can provide a comprehensive guide to both general and academic aspects of language competence and its structure enables teachers to use it flexibly depending on the needs of their students.

UNIT 1

Be Yourself

LEAD-IN

Be yourself; everyone else is already taken.

(Oscar Wilde)

1. **Attractive, chubby, bald** are adjectives which describe people's appearance.
Can you think of any more adjectives?
2. **Cut out some pictures from magazines: pop-stars, sportsmen, TV stars.**
Use the word lists in the table below to describe their appearance or how they look.

HEIGHT	Tall, tallish, short, shortish , medium-height, average, middle
BUILD	Frail, stocky, slim, thin, plump, fat, skinny, well-built, average, medium, muscular, slight, heavy, athletic
AGE	Young, elderly, middle-aged, teenager, in his 20s (30s, 40s), adult, adolescent, school age, voting age, working age
FACE and SPECIAL FEATURES	Round, oval, square, with scars, wrinkles, freckles, sun-tanned, pale, heart-shaped, angelic, lovely, colourless , pretty, sweet, handsome, ugly, bearded, pallid, haggard, lean, rugged, craggy

EYES	Big, round, blue, large, small, bright, narrow, slanting, bulging, enormous, wide, hazel, close-set, wide-apart, amber
HAIR	Bald, straight, curly, spiky, wavy, thick, shiny, disheveled, shoulder-length, smooth, unruly
CLOTHES	Casual, scruffy, smart, tidy, messy, baggy, tight, loose, formal, outrageous, wacky, fashionable, comfortable, disheveled, ragged, shabby, old-fashioned

3. **In pairs**

Work with your partner. Place the pictures of different people on the desk and take turns to describe one person so that your partner can guess who it is.

4. **Describe yourself, another student, your teacher (using a variety of words from the table).**

5. **Discuss in small groups**

- What are those physical features that you usually notice first?
- What attracts you to another person?
- How much of your appearance defines your self-concept, who you are, how you feel about yourself, how you assess your worth?
- How does your appearance affect you in formal situations such as work, interviews, etc.?
- Does it affect your confidence socially?
- Does your physical appearance worry you?
- Do your friends tease you for dressing too well/too bad?

READING

1. **You are going to read the text about teenagers' anxiety over their appearance.**

Before you read

Discuss with your partner.

- Have you ever experienced negative feelings about your appearance?
- Did you have quarrels with your parents about what to wear?
- Who do you usually turn to when you need some advice on how to look good?
- Who influences/influenced you most?

2. Read the text.

- a) Read the text and find out how parents should react to their children's feelings about their looks. Ignore the gaps.**
- b) Now read the text again. Some sentences have been removed from the text. Choose from the sentences A–F the one which fits each gap. There is one sentence that you do not need.**

Teenagers' Anxiety over their Appearance

Teenagers are usually not satisfied with their appearance and many seem to constantly be concerned about how they look. It is a natural thing for teenagers to be concerned about how they look, which parents often do not hear when their child is younger. As teenagers enter puberty, their bodies go through a lot of changes and physically their body changes and **as a consequence** this changes their outward appearance. Whether a teenager **views** the change in their body as positive or negative affects a teenager's body image or how they view their physical appearance. There are a number of factors that **influence** a teenager's view of their body. Of course their opinion is tantamount, however family, friends, and what message society sends as a whole really seems to matter.

1.

When children are teased or made fun of their physical appearance, this has a very negative **effect** on children and is very harmful to their self-image.

Being satisfied with one's physical appearance is not always an easy thing. Teenagers that have a negative self-image will **tend** to compare themselves to other children and make self-critical statements that causes them significant **distress** or anxiety.

However, children with a positive self-image will usually become very **self-conscious** about their physical appearance and want to be able to portray a certain image to those around them. They will always want to look “just right”.

So how do we **encourage** children to have a body image that is healthy and appropriate. Parents do not want to send the message that physical appearance is everything and that other things in life do not matter. Here are a few suggestions for parents on how to encourage a healthy body-image:

First, we need to be patient and understanding when our teenager comes home with black lipstick, black pants, or clothes that seem to be a little too big for them. Girls may want to try some type of new hairdo that you as a parent do not particularly care for and the best thing to do here is to not make a huge deal about it.

2.

Some parents will let their teenagers do this and some will not. Be **supportive** of your teenager and remember that where your teenager is currently, you have been there yourself. Talk about what appearances mean. Do not **emphasize** that looks are everything. What is on the inside really is that important.

3.

Talk to your child about what message their physical appearance sends to those around them. Avoid being overly critical of the time that your teenager is spending looking at themselves in the mirror.

4.

Remember, your teenager is just trying to find their way in life right now and trying to fit in with their **peers**. Give your child positive **feedback**. Teenagers do require a lot of compliments on how they look. We want to emphasize the qualities that they have on the inside such as honesty, how they treat others, etc. but don't forget to compliment how they look or what they are wearing. Set a time limit on exactly how much time your teenager can spend looking at themselves, getting ready in the bathroom, and on their grooming. Above all, be an excellent **role model** for your child.

5.

Remember, a positive body-image takes time and patience with your teenager and will serve you well.

*(from Kara T. Tamanini, M.S., LMHC,
www.KidsAwarenessSeries.com)*

- A. This is really a big deal to your teenager no matter how they are likely to downplay your compliment.
- B. If your teenager is trying to convince you of the necessity for having a new tattoo or shaving their head, it is something that you as a parent will have to discuss.
- C. Deeper qualities or the character of a person are really what sustain us in life.
- D. The more you criticize or complain that they seem to be obsessed with their looks, the more likely your teenager will be to want to emphasize their looks.
- E. Today's culture is saturated with advertising that sends the message to everyone that having perfect looks is very important.
- F. If a parent spends a lot of time concerned over their looks or talks about something about themselves that they do not like, then your child will likely do the same thing.

3. Explain the meaning of highlighted words in the text.

4. Fill the gaps with the words in the right form.

Role model, supportive, feedback, distress, peer, emphasize, consequence, effect, view, encourage, tend, self-conscious, influence

1. American children did less well in math than their in Japan.
2. She wants to be a positive for her younger sister.
3. Try to give each student some on the task.
4. My family was very throughout the difficult period, when I really needed advice and help.

5. The girl was crying and clearly in
6. The report the importance of improving safety standards.
7. Jerry's pretty about his weight.
8. The local people newcomers with suspicion.
9. Marx was strongly by the historian Niebuhr.
10. My parents' divorce had a big on me.
11. Animals have died as a of coming into contact with this chemical.
12. People to need less sleep as they get older.
13. A 10p rise in cigarette prices is not enough to smokers to stop.

5. The following words come from the text. Which prepositions do these words require? Make sentences with 3–5 phrases.

- 1) compare sth sth else
- 2) harmful
- 3) obsessed
- 4) care
- 5) critical
- 6) concerned
- 7) convince
- 8) satisfied

6. Imagine you are a psychologist dealing with a similar situation: a 16-year-old teenager and his parents who are not satisfied with how he looks, behaves, etc. Give them some advice on how to overcome their problems. Use the text to help you.

7. Character words. Do these words describe positive or negative character traits?

Decisive, creative, reserved, energetic, unpunctual, understanding, ambitious, stubborn, lazy, unreliable, caring, loyal, impatient, forgetful, generous, easy-going, talkative, risky, polite, sympathetic, sensitive, supportive, tolerant, disorganized, mean, cheerful, hard-working, enthusiastic, irresponsible

8. Which of the words above best describe you?

Use the following models to talk about yourself:

I'd describe myself as being (supportive/...) and (understanding/...).

I believe I'm (enthusiastic/...). However, I tend to be (unpunctual/...) at times.

I would like to be more (hard-working/...) and less (forgetful/...).

9. Make nouns from these adjectives using suffixes *-ness/-ance/-ence/-ity/-ism/-tion*.

Decisive –

Creative –

Energetic –

Punctual –

Ambitious –

Lazy –

Reliable –

Loyal –

Patient –

Forgetful –

Generous –

Polite –

Sympathetic –

Sensitive –

Tolerant –

Enthusiastic –

Responsible –

10. In pairs

Discuss the qualities which are necessary for a university teacher. What makes a good coach? Lawyer? Travel agent? Web-designer? Give reasons to support your opinion.

11. What do you think of horoscopes? Do you sometimes read them?

Read the text and change the word in capitals at the end of some lines to form the word that fits in the gap.

Chinese New Year Horoscopes

Are you a competitive tiger, flamboyant dragon or proud rooster? Look for the year you were born to discover your personality traits.

Rat

1924, 1936, 1948, 1960, 1972, 1984, 1996, 2008
Charming, (1) and sociable, you like to gossip with friends.

CREATIVITY

Ox

1925, 1937, 1949, 1961, 1973, 1985, 1997, 2009
Reliable and sensible, the Ox may seem dull to some, but prosperity in business dealings will come with their practical and (2) nature.

LOGIC

Tiger

1926, 1938, 1950, 1962, 1974, 1986, 1998, 2010
Fiercely (3), their brave and impetuous nature makes them born leaders.

COMPETITION

Hare

1927, 1939, 1951, 1963, 1975, 1987, 1999, 2011
Sociable and fond of company. Hares are also good judges of character.

Dragon

1928, 1940, 1952, 1964, 1976, 1988, 2000, 2012
Flamboyant and extravagant, those born in the Year of the Dragon are (4) and stylish.

IMAGINATION

Snake

1929, 1941, 1953, 1965, 1977, 1989, 2001, 2013
Charming and good-mannered as well as being deep thinkers.

Horse

1930, 1942, 1954, 1966, 1978, 1990, 2002, 2014
(5) and sociable, often involved in clubs. Team players who like feeling one of the gang.

SPORT

Ram

1931, 1943, 1955, 1967, 1979, 1991, 2003, 2015
Natural followers, rather than leaders, they are nevertheless affectionate and (6)

CARE

Monkey

1932, 1944, 1956, 1968, 1980, 1992, 2004, 2016
Extremely (7), they are never at a loss for ideas. They are also known for their mischievous nature.

INVENTION

Rooster

1933, 1945, 1957, 1969, 1981, 1993, 2005, 2017
(8) and determined. They have high standards and a keen eye for details.

PRIDE

Dog

1934, 1946, 1958, 1970, 1982, 1994, 2006, 2018
Honest and loyal. Those born in the Year of the Dog will provide a (9) shoulder to cry on.

SYMPATHY

Pig

1935, 1947, 1959, 1971, 1983, 1995, 2007, 2019
Hard-working and (10) Whilst they get along with most people, their trusting nature means they can fall prey to false friends.

HOSPITALITY

(www.bbc.co.uk/wear/content/articles/2006/01/16/chinese_horoscopes_feature.shtml)

Does the description of your year fit you? To what extent?

PHRASAL VERBS

1. Study the following examples.

1. Many bands **break up** because of personality clashes between the musicians.
2. She **puts up with** his violent temper.

3. Jenny really **takes after** her mother.
4. They don't **get on with** each other because they have very little in common.

Match the phrasal verbs to their meanings.

Break up	a) look like or behave like one of your relatives
Take after	b) tolerate
Put up with	c) have good relationship
Get on with	d) separate or stop living or working together

Answer the questions.

- Who do you take after, your mother or your father?
- What sort of people can't you put up with?
- Why do people break up?
- Do you get on well with your parents? Relatives?